

EDUCACIÓN Y FUTURO

Revista de investigación aplicada y experiencias educativas



Nº 37

Octubre
2017

MOTIVATION IN EFL TEACHING: INNOVATIVE APPROACHES FOR THE PRIMARY CLASSROOM

DON BOSCO

CENTRO UNIVERSITARIO

ESCUELA PROFESIONAL



GRADOS



■ MAESTRO EN EDUCACIÓN INFANTIL

■ Modalidad normal

■ Modalidad bilingüe en inglés con certificado de Cambridge

■ MAESTRO EN EDUCACIÓN PRIMARIA

■ Modalidad normal

■ Modalidad bilingüe en inglés con certificado de Cambridge

■ MENCIONES

■ Mención Musical, Mención Educación Física, Mención Lengua Extranjera (inglés),

■ Mención Pedagogía Terapéutica y Mención Audición y Lenguaje

■ EDUCACIÓN SOCIAL

■ PEDAGOGÍA

FORMACIÓN PROFESIONAL



■ TÉCNICO SUPERIOR EN ANIMACIÓN DE ACTIVIDADES FÍSICAS Y DEPORTIVAS (TAFAD)

■ TÉCNICO SUPERIOR EN EDUCACIÓN INFANTIL

■ TÉCNICO SUPERIOR EN INTEGRACIÓN SOCIAL

||||||| www.cesdonbosco.com |||||



EDUCACIÓN Y FUTURO
nº 37

EDUCACIÓN Y FUTURO

Revista de investigación aplicada
y experiencias educativas

nº 37, octubre 2017

EDITA: Centro de Enseñanza Superior en Humanidades
y Ciencias de la Educación Don Bosco
C/ María Auxiliadora 9, 28040 - Madrid

EDITORES ASOCIADOS: Editorial Edebé.
Editorial CCS.
Banco Santander.

Edición digital en
www.cesdonbosco.com/educacion-y-futuro.html

Queda prohibida la reproducción total o parcial sin autorización escrita de E y F. La revista E y F no se identifica necesariamente con los contenidos de los artículos publicados, que son responsabilidad exclusiva de sus autores.

Fecha de edición: octubre de 2017

ISSN: 1576-5199

Depósito Legal: B4384-99

Impreso en España / Printed in Spain

IMPRIME: Cucumber, S. L.

CONSEJO DE DIRECCIÓN / MANAGING BOARD

PRESIDENTA DE LA ENTIDAD TITULAR: M^a del Rosario García Ribas (FMA).

DIRECTORA CES DON BOSCO: M^a José Arenal Jorquera (FMA).

VOCALES: Juan Carlos Pérez Godoy (SDB – Santiago El Mayor), Antonio Bautista García-Vera (UCM), Benjamín Fernández Ruiz (UCM), María Dolores Vicente Chivite (CES Don Bosco), Lorenzo San Pablo Riobó (CES Don Bosco), Rubén Iduriaga Carbonero (CES Don Bosco).

CONSEJO EDITORIAL / EDITORIAL BOARD

DIRECTOR: Ángel Martín Pérez (CES Don Bosco).

JEFA DE REDACCIÓN: Rebeca Fernández Mellado (CES Don Bosco).

CONSEJO DE REDACCIÓN: Santiago Atrio Cerezo (Universidad Autónoma de Madrid), Manuel Borrego Rivas (Universidad de Salamanca), M^a Isabel Fernández Blanco (CES Don Bosco), José Luis Guzón Nestar (CES Don Bosco), Raquel Loreda Valdeita (CES Don Bosco), Juan José García Arnao (CES Don Bosco), José Carlos Gibaja (Consejería Educación - Comunidad de Madrid), Juan A. Lorenzo Vicente (Universidad Complutense de Madrid), Juan A. Núñez Cortés (EU Cardenal Cisneros), Ana Romeo Martín-Maestro (Grupo Edebé), Leonor Sierra Macarrón (CES Don Bosco).

SECRETARIA: Raquel Loreda (CES Don Bosco).

CORRECCIÓN LINGÜÍSTICA: M^a Isabel Fernández Blanco.

TRADUCCIÓN: Santiago Bautista Martín.

DISEÑO: Juan J. García Arnao.

COORDINADOR DEL NÚMERO / ISSUE COORDINATOR

Antonio García Gómez (Universidad de Alcalá) y Santiago Bautista Martín (CES Don Bosco).

CONSEJO ASESOR / EDITORIAL ADVISORY BOARD

INTERNACIONAL: Roberto Albarea (Università Degli di Udine - Italia), Carmela de Agresti (Università SS. Maria Assunta - Italia), Sandra Chistolini (Università di Roma - Italia), Robert Cowen (University of London - Reino Unido), Fábio José García dos Reis (Unisal-São Paulo. Brasil), Eva Lovquist (Växjö University - Suecia), Guglielmo Malizia (Università Pontificia Salesiana - Italia), Marcos T. Masetto (Pontificia Universidade Católica de São Paulo - Brasil), José Morán (Universidade de São Paulo e Anhanguera-Uniderp - Brasil), Wolfgang Müller-Commichau (RheinMain University of Applied Science - Germany), José Manuel Prellezo (Università Pontificia Salesiana - Italia), Michel Soëtaud (Université Catholique de l'ouest - Francia), Celso Rivas Balboa (University of California, UCLA, Los Ángeles), Daniel Velázquez (Universidad Nacional Autónoma de México).

NACIONAL: Rafael Bisquerra Alzina (Universidad de Barcelona), Natividad Carpintero Santamaría (Universidad Politécnica de Madrid), María José Fernández Díaz (Universidad Complutense de Madrid), José Luis García Garrido (Universidad Nacional de Educación a Distancia), Agustín de la Herrán Gascón (Universidad Autónoma de Madrid), José Antonio Marina (Universidad Politécnica de Valencia), José Ortega Esteban (Universidad de Salamanca), Sergio Rábade Romeo (Universidad Complutense de Madrid), Marta Ruiz Corbella (Universidad Nacional de Educación a Distancia), Fernando Sánchez Bañuelos (Universidad de Castilla-La Mancha), Alfredo Tiemblo Ramos (Consejo Superior de Investigaciones Científicas), Javier M. Valle (Universidad Autónoma de Madrid), Benilde Vázquez Gómez (Universidad Politécnica de Madrid), Javier Vergara Ciordia (Universidad Nacional de Educación a Distancia), Aurelio Villa Sánchez (Universidad de Deusto - Bilbao).

CONSEJO EVALUADOR EXTERNO / EXTERNAL ASSESSOR BOARD

José Ignacio Aguaded Gómez (Universidad de Huelva), Francisco Alonso Blázquez (Universidad Autónoma de Madrid), Nivia Álvarez Aguilar (Universidad de Camagüey - Cuba), Javier Barraca Mairal (Universidad Rey Juan Carlos - Madrid), María Antonia Casanova (Ministerio de Educación, Madrid), José Luis Carbonell Fernández (Consejería de Educación. Comunidad de Madrid), Dionisio de Castro Cardoso (Universidad de Salamanca), Héctor Concha (Universidad Católica Silva Henríquez), Gemma de la Torre Bujones (CES Cardenal Cisneros - Madrid), M^a Teresa Domínguez Pérez (Universidad de Vigo), M^a de los Milagros Esteban García (Universidad Complutense de Madrid), Abraham Esteve Núñez (Universidad de Alcalá), Abraham Esteve Serrano (Universidad de Murcia), Manuel Fandos Igado (Universidad de Huelva), Miriam Fernández de Caleyá Dalmau (IE University), Arturo Galán González (Universidad Nacional de Educación a Distancia), Alfonso García de la Vega (Universidad Autónoma de Madrid), M^a Luisa García Rodríguez (Universidad de Salamanca), Clemente Herrero Fábregat (Universidad Autónoma de Madrid), Leda Gonçalves de Freitas (Universidade Católica de Brasília), Pedro Jesús Jiménez Martín (Universidad Politécnica de Madrid), Concepción Herrero Matesanz (Universidad Complutense de Madrid), Dolores Izuzquiza Gasset (Universidad Autónoma de Madrid), Diego Jordano Barbudo (Universidad de Córdoba), Escolástica Macías Gómez (Universidad Complutense de Madrid), Antonio López Molina (Universidad Complutense de Madrid), Emilio Miraflores Gómez (Universidad Complutense de Madrid), Guadalupe Moro García (Consejería de Educación de la Comunidad de Madrid), María F. Núñez Muñoz (Universidad de La Laguna - Tenerife), Irene Ortiz Bernad (Universidad de Alcalá), Joaquín Paredes Labra (Universidad Autónoma de Madrid), Elvira Palma (Universidad Silva Henríquez - Chile), Gloria Pérez Serrano (Universidad Nacional de Educación a Distancia), Margarita R. Pino Juste (Universidad de Vigo), José Ignacio Piñuel (Universidad de Alcalá), Araceli Quiñones (Universidad Francisco José de Caldas - Colombia), Cristina Rodríguez Agudín (Agudín & Nistal Management - Madrid), Rosa M^a Rodríguez Izquierdo (Universidad Pablo Olavide - Sevilla), Xabier Sarasola (Columbia University of New York), Mario Silva Sthandier (Universidad Cardenal Silva Henríquez - Chile), Arturo Torres Bugdud (Universidad Autónoma de Nuevo León - México), Luis Fernando Vilchez (Universidad Complutense de Madrid), Adela Zahonero (Universidad de Alcalá de Henares).

La revista *Educación y Futuro* es una publicación del Centro de Enseñanza Superior en Humanidades y Ciencias de la Educación Don Bosco, fundada en 1999, que pretende impulsar el aprendizaje y la enseñanza de calidad mediante la difusión de investigaciones aplicadas y experiencias educativas innovadoras. La versión impresa (ISSN: 1576-5199) tiene una periodicidad semestral (abril y octubre).

Educación y futuro se incluye en las distintas bases de datos / *Articles appearing in Educación y Futuro are abstracted and/or index in:* ISOC-CSIC, IN-RECS, Catálogo LATINDEX, IRESIE, PHI, DICE, DIALNET, WORLDCAT, COMPLUDOC, REBIUN, CIRBIC, REDINED (MEC), RESH.

ÍNDICE

Presentación 9

SANTIAGO BAUTISTA MARTÍN

TEMA CENTRAL

Mindfulness and Foreign Language Anxiety in the Bilingual
Primary Classroom 15

*Mindfulness y la ansiedad provocada por la lengua
extranjera en el aula bilingüe de Primaria*

LOUISA MORTIMORE

The Contribution of Imagery to the Learning
of English Spelling 45

*La contribución de las imágenes en el aprendizaje
de la ortografía en inglés*

MARÍA DE LA CRUZ ALIAÑO LAGUNA

The Development of Functional Language Through Games
in First Grade of Primary Education 69

*El desarrollo del lenguaje funcional a través de juegos
en primer curso de Educación Primaria*

DANIEL DELGADO ARÉVALO

The Impact of the NLP Spelling Strategy in the Early Years
of Bilingual Education 93

*La influencia de la estrategia de ortografía de la PNL
en los primeros años de la enseñanza bilingüe*

EVA AMPUERO LÓPEZ

The Contribution of Educational Video Games to Learning
Graphemes 127

*La contribución de los videojuegos educativos
al aprendizaje de grafemas*

CHRISTOPHER HARTNETT

Rubrics: Empowering Students' Performance During Self and Peer-Assessment in Lower Grades	149
<i>Rúbricas: Potenciando el rendimiento de los alumnos en edades tempranas durante la autoevaluación y la coevaluación</i>	
EDÉN E. JIMÉNEZ MÉNGUEZ	

MATERIALES

Primary Student Motivation and Achievement: Developing Positive Classroom Management and Managing Positive Behaviour	183
<i>Motivación y rendimiento en el estudiante de Educación Primaria: cómo desarrollar el manejo del aula y gestionar una conducta positiva</i>	
ANTONIO GARCÍA GÓMEZ	

EXPERIENCIAS

Playing with Words: Motivating Young Learners to Construct Correct Sentences in English	203
<i>Jugando con las palabras para motivar a los estudiantes en edades tempranas en la construcción de oraciones en inglés</i>	
SILVIA GARCÍA HERNÁNDEZ	

ARTÍCULOS

El plano lingüístico en la perspectiva didáctica del docente. Análisis y reflexión	221
<i>The Linguistic Level of the Teacher's Teaching Perspective. Analysis and Reflexion</i>	
EMILIO CABEZAS HOLGADO	

RESEÑAS	243
---------------	-----

ELENCO DE AUTORES	263
-------------------------	-----

PRESENTACIÓN

MOTIVATION IN EFL TEACHING:

INNOVATIVE APPROACHES FOR THE PRIMARY CLASSROOM

LA MOTIVACIÓN EN LA ENSEÑANZA DEL INGLÉS

COMO LENGUA EXTRANJERA:

ENFOQUES INNOVADORES PARA EL AULA DE PRIMARIA

Muchas son las teorías que han abordado la influencia que ejercen distintas variables en el proceso de enseñanza-aprendizaje de una segunda lengua. Entre las más difundidas podemos mencionar la del Monitor de Krashen, la de la Aculturación de Schumann, la de la Interlengua de Selinker, el Modelo de Competencia Variable de Ellis, la Neurofuncional de Lamendella, la Sociocultural de Vygotsky, o la basada en la interacción de Long. La relevancia que la motivación juega en dicho proceso es un hecho contrastado del que dan fe tanto profesores como estudiantes, así como los estudios que han proliferado en el último medio siglo sobre el tema (Gardner y Lambert, 1972; Graham, 1984; Lightbown y Spada, 1993; Arnold, 1999; Noels, 2003; Riemer, 2003). Quizá los denominados enfoques humanistas o humanísticos que, como secuelas al paradigma comunicativo fueron surgiendo a partir de los años 70 del pasado siglo, supusieron un punto de inflexión. Así la hipótesis del filtro afectivo formulada por Krashen (1981) se convertiría en una especie de *leit motiv* omnipresente en la enseñanza y aprendizaje de una L2.

Parece que el problema estribaría no tanto en el qué sino en el cómo, es decir, se busca descubrir e implementar las estrategias, recursos y materiales más adecuados que consigan minimizar los posibles obstáculos de orden psicoafectivo que impiden el aprendizaje de una segunda lengua y potenciar al mismo tiempo las aptitudes de carácter positivo. Hallar las herramientas para afinar de manera eficaz la sensibilidad y capacidades de los alumnos se ha vuelto una tarea más ardua si cabe con el surgimiento de los nuevos retos educativos que conlleva vivir inmerso en la sociedad de la información y del conocimiento. Prueba de ello son los febriles esfuerzos de los centros educativos y sus docentes, especialmente en edades tempranas, por adaptarse y dar una respuesta realista a través de las llamadas metodologías activas. Aquellas que ponen como centro y protagonista del aprendizaje al propio estudiante; por ejemplo, la clase invertida, el aprendizaje cooperativo, el aprendizaje basado en problemas o el aprendizaje basado en proyectos.

Paralelo a este proceso de cambio que se produce en el marco educativo, el concepto de motivación ha experimentado una evolución significativa también. De la dicotomía clásica entre motivación intrínseca y extrínseca, parcelando la realidad en compartimentos estancos que separaban los factores endógenos de los exógenos, hemos pasado a un concepto de motivación más dinámico y holístico en el que el individuo y el entorno se entrelazan e interactúan entre sí (Chivenato, 2000). En esta misma línea se manifiestan autores como Gardner y MacIntyre (1993) o Dörnyei (2009). Para este último las relaciones causa-efecto no responden a la complejidad de un sistema de motivación aplicado a la enseñanza de idiomas. Es necesario contemplar la motivación con la persona en contexto (Ushioda, 2009) y desde una perspectiva de sistemas dinámicos complejos (Dörnyei, 2009) que se articulen en torno al *L2 Motivational Self System* (Dörnyei, 2005).

Un último factor que no debemos obviar es la gran importancia que tiene la motivación del profesor en la del estudiante, ya que son dos caras de la misma moneda: «It is widely believed that teachers who are themselves highly motivated inspire their students to be motivated as well» (Kassabgy et al., 2001, p. 229). Aquellos docentes que se sienten apasionados por la enseñanza son capaces de transmitir a sus estudiantes el entusiasmo por aprender (Csikszentmihalyi, 1997; Wild et. al., 1992), es más, la conducta del docente ejerce un papel fundamental en la motivación del discente, especialmente cuando esta es negativa (Gorham y Cristophel, 1992).

En el presente número monográfico de *Educación y Futuro* se recoge un elenco de propuestas de tipo práctico que surgen como resultado de diversos estudios y experiencias personales que pretenden servir de orientación para los docentes en la etapa de Educación Primaria a la hora de motivar a sus alumnos en la clase de inglés como L2. En el tema central, compuesto por seis artículos, se reclama, en primer lugar, el efecto positivo del uso de *mindfulness* como antídoto para superar la ansiedad que provoca en ocasiones el uso exclusivo del inglés dentro del aula bilingüe. En segundo lugar, se aborda el desarrollo y mejora de las destrezas escritas, especialmente la ortografía, por medio del estímulo visual que provocan las imágenes en los estudiantes. En tercero y cuarto lugar se propone el empleo del juego con el fin de motivar a los estudiantes del aula bilingüe en edades tempranas, de tal modo que sean capaces de usar de manera significativa estructuras sencillas del lenguaje funcional. En quinto lugar, se propone el uso de la gami-

ficación a través de videojuegos para el aprendizaje de *phonics*. En sexto y último lugar se urge a la necesidad de promover la auto-evaluación y la co-evaluación en el aula bilingüe por medio de rúbricas, debido al valor tremendamente facilitador y motivador que éstas encierran de cara a la comprensión y realización de tareas.

Como corolario al bloque central se han recogido, por un lado, una propuesta de *materiales* y, por otro, una de *experiencias*. El artículo relativo a materiales pone el foco sobre aquellos factores que son clave a la hora de crear un clima de trabajo amable. Se expone una serie de técnicas de motivación y después se desgranán algunas actividades centradas en las inteligencias múltiples para terminar con un conjunto de estrategias que pretenden facilitar la resolución de actitudes disruptivas dentro del aula. En el artículo dedicado a Experiencias, la autora comparte su periplo como maestra de inglés en un grupo de Primaria donde trató de ayudar a los estudiantes que presentaban dificultades con la sintaxis y, como consecuencia mostraban falta de motivación y mal comportamiento, a través del elemento lúdico proporcionado por el juego.

Santiago Bautista Martín

Profesor titular del CES Don Bosco

Co-coordinador del nº 37 de *Educación y Futuro*

REFERENCIAS BIBLIOGRÁFICAS

- Arnold, J. (ed.). (1999). *Affect in language learning*. Cambridge University Press.
- Chiavenato, I. (2000). *Introducción a la teoría general de la administración*. México: McGraw Hill.
- Csikszentmihalyi, M. (1997). Intrinsic motivation and effective teaching: A flow analysis. En J. Bass (ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 72-89). Baltimore: The Johns Hopkins University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. London: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2009). The L2 motivational self system. En Z. Dörnyei y E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Gardner, R. C., y Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266-272.

- Gardner, R. C., y Macintyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194.
- Gorham, J., y Christophel, D. M. (1992). Students' perceptions of teacher. Behaviors as motivating and demotivating factors in college classes. *Communication Quarterly*, 40(3), 239-252.
- Graham, C. R. (1984). Beyond integrative motivation: The development and influence of assimilative motivation. En P. Larson, E. L. Judd y D. S. Messerschmitt (eds.), *TESOL 84. A brave new world. Selected papers from the annual convention of the teachers of english to speakers of other languages* (pp. 75-87). Washington: ERIC Clearing House.
- Kassabgy, O., Boraie, D., y Schmidt, R. (2001). Values, rewards, and job Satisfaction in ESL/EFL. En Z. Dörnyei y R. Schmidt (eds.), *Motivation and second language acquisition* (pp. 213-237). Honolulu: University of Hawaii Press.
- Krashen, S. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Lightbown, P., y Spada, N. (1993). *How languages are learned*. Oxford University Press.
- Noels, K. A. (2003). Learning spanish as a second language: Learners' orientations and perceptions of their teachers' communication style. En Z. Dörnyei (ed.), *Attitudes, orientations, and motivations in language learning* (pp. 97-136). Oxford: Blackwell.
- Riemer, C. (2003). Englisch war für mich nur Teil meines Stundenplans-Motivation zum Englischlernen in Zeiten der Globalisierung. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*, 8(2,3), 72-96.
- Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (eds.), *Motivation, language identity and the L2 self* (pp. 215-228). Bristol: Multilingual Matters.
- Wild, T. C., Enzle, M. E., y Hawkins, W. (1992). Effects of perceived extrinsic versus intrinsic teacher motivation on student reactions to skill acquisition. *Personality and Social Psychology Bulletin*, 18, 245-251.



TEMA CENTRAL

CENTRO UNIVERSITARIO SALESIANO

Adscrito a la Universidad Complutense de Madrid



**CENTRO
UNIVERSITARIO**

DON BOSCO

C/María Auxiliadora, 9
28040 Madrid
+34 91 4500472

info@cesdonbosco.com



PRÁCTICAS EN EL EXTRANJERO
SERVICIO DE ORIENTACIÓN PARA EL EMPLEO

www.cesdonbosco.com

Mindfulness and Foreign Language Anxiety in the Bilingual Primary Classroom

Mindfulness y la ansiedad provocada por la lengua extranjera en el aula bilingüe de Primaria

LOUISA MORTIMORE

PROFESORA EN LA UNIVERSIDAD INTERNACIONAL DE LA RIOJA (UNIR)

Abstract

Pilot study of how the use of mindfulness techniques may positively affect foreign language anxiety in bilingual primary classrooms. Data collection used qualitative and quantitative measures: self-reporting questionnaires to measure mindfulness (CAMM) and attitude to L2, language tests to determine the rate of improvement in language learning, and teacher observation. Attention and disturbance was logged in each session. While results are inconclusive, a modest improvement in the L2 was recorded in the test group which had high attention and low disturbance scores.

Key words: mindfulness, foreign language anxiety, primary, education, bilingual.

Resumen

Este estudio piloto examinó si el uso de *mindfulness* afecta de manera positiva la ansiedad provocada por la lengua extranjera en el aula bilingüe de Primaria. Se emplearon instrumentos de medida cualitativos y cuantitativos: cuestionarios para determinar el nivel de mindfulness (CAMM) y actitud hacia la L2, y pruebas lingüísticas para determinar el ritmo de aprendizaje en la lengua aprendida. Los niveles de atención y distracción fueron observados. Mientras que los resultados no son concluyentes, se observó una leve mejora en la L2, en el grupo de prueba que obtuvo una puntuación alta en atención y baja distracción.

Palabras clave: *mindfulness*, ansiedad provocada por la lengua extranjera, educación, primaria, bilingüe.

1. INTRODUCTION

The Primary classroom is frequently the first formal exposure children have of English as a Foreign Language. Each child's perception of this experience, whether positive or negative, helps determine their attitude towards English, or any foreign language. Much research supports that by reducing classroom anxiety and increasing motivation, we can help our pupils learn new language and improve their performance (Krashen, 1982; Horwitz, Horwitz & Cope, 1986; Young, 1991). While this aim may be shared by many teachers, the question remains as to how best it may be achieved, as the factors influencing foreign language learning are complex and varied.

After learning of the potential cognitive benefits of using mindfulness techniques over the last two years, I started to question whether the use of these techniques in the classroom could aid foreign language learning through lowered anxiety, increased attentional skills and emotional awareness. Research on the neuroplastic changes resulting from mindfulness meditation suggests that mindfulness may decrease anxiety (Beauchemin, Hutchins & Patterson, 2008; Semple, Lee, Rosa & Miller, 2010), improve the ability of the mind to focus (Tang, Yang, Leve & Harold, 2012), and have a «conscious» awareness (Siegel, Germer, & Olendzki, 2009; Chaskalson, 2011; Ager, Albrecht & Cohen, 2015), i.e. be aware of what we are thinking. By applying this knowledge to the area of language learning in Primary, we can explore if it can help children develop a more positive attitude to English, lower anxiety and consequently, the affective filter.

Mindfulness, as a secular meditation practice as referred to in this paper, is the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally (Kabat-Zinn, 2003). Some of the acclaimed benefits of mindfulness are disputed and unproven, although potential cognitive changes achieved through meditation practice are currently the subject of growing research¹. Nevertheless, studies investigating the effects of mindfulness programmes on children are scant (Kuyken et al. 2013; Lawlor, Schonert-Reichl, Gadermann & Zumbo, 2014), and when delivered by school teachers in class, even scarcer (Vickery & Dorjee, 2015). To my knowledge, there are no studies on the effects of mindfulness programmes on foreign language learning

¹ Article was published in 1981, compared to 674 in 2015 (AMR Association, 2017).

in Primary schoolchildren. This study asks the following questions regarding the use of mindfulness techniques in the bilingual Primary classroom:

1. Does mindfulness, by increasing attention, aid language learning?
2. Does mindfulness, by increasing emotional awareness and self-regulation, lower anxiety in the language classroom?
3. Does mindfulness lower the affective barrier, making the mind more «permeable» to new L2 language?

As prerequisites for addressing these questions, I posit one hypothesis: the use of mindfulness techniques will have a positive impact on foreign language learning in the primary classroom.

2. LITERATURE REVIEW

2.1. Foreign language classroom anxiety and the affective filter

There is a growing recognition of the need to develop the social and emotional welfare of school children, beyond the achievement of academic skills. Within Spain, the Law of Education² in 2013 (henceforth LOMCE), states that teachers and schools have the responsibility to foster personal growth and social integration. The education our students receive as children and adolescents greatly influences their aims and expectations throughout their personal and professional life (LOMCE, 2013, Article 12886, pp. 97858-97859). Furthermore, Clément, Dörnyei & Noels (1994) point out that the learning environment, combined with the learner's affective state and attitude, are interdependent aspects of classroom reality. Combined, they play a determining role on the depth and effectiveness of the learning process.

Nevertheless, despite recognition of the critical role the learning environment plays in the learning process, children in primary education often have no choice over the factors that control their education. They rarely decide which school they attend, their teachers, their peers, the foreign languages

² *Ley Orgánica para la Mejora de la Calidad Educativa*, 2013.

they are taught, the teaching methods or materials used by the teacher. They are, effectively, rendered powerless within their learning environment.

Furthermore, children in immersion or bilingual education are often encouraged to use only the L2 (or L3) in class. Learning to communicate and express ourselves in a language we have not mastered can be an intensely personal and unsettling experience. Many learners have a strong sense of self-consciousness of making mistakes which demonstrate their lack of ability. Our ability to vocalise our thoughts and feelings is intimately linked to our sense of identity. Being *limited* to expressing ourselves less fully in another language can be frustrating and disturbing, with unnecessary levels of anxiety resulting in unpleasant emotions and stress (Young, 1991). Horwitz, Horwitz & Cope (1986) point out that a negative affective state can create feelings of apprehension, worry, even dread: learners have difficulty concentrating, become forgetful, sweat, and have palpitations, exhibiting avoidance behaviour such as missing class and postponing homework.

As Horwitz, Horwitz & Cope (1986) suggest, the effects of foreign language classroom anxiety on learning can be crippling, severely limiting the ability to learn; affecting both acquisition of new knowledge and performance of existing knowledge. Foreign language anxiety can cause what we commonly refer to as «being blocked»: you know the answer, but are unable to access the information. This can be self-perpetuating- one becomes nervous, blocks and performs badly, and so is more nervous for the next attempt; thus, increasing the likelihood of poor performance, which in turn further increases anxiety.

Consequently, foreign language anxiety can lead to negative cognitive and affective development in relation to the foreign language. When a learner is anxious, or feels unconfident about their ability, the learner acquires less of the language directed at them, as less input is «allowed in» (Krashen, 1981, p. 22). As Krashen states, «Anxiety level may thus be a very potent influence on the affective filter» (1982, p. 31).

If, as frequently occurs, the circumstances where learning is taking place cannot be controlled (i.e. teacher attitude, peer pressure), developing the social and emotional resiliency of schoolchildren may strengthen their ability to cope in adverse situations. Addressing the affective state of our pupils, creating a positive and supportive atmosphere, can promote self-confidence and learning (Young 1991; Clément et al., 1994).

Stevick (1976) posited that a personality change or a positive affective situation could weaken the filter temporarily or permanently (as stated by Azabdaftari, 2010, p. 203). This could potentially be achieved through developing the child's social and emotional skills with a mindfulness in-school programme. Providing our pupils with emotional resources and developing their metacognition (i.e. learning to learn) are powerful tools that enable the children to become responsible for their own learning. An awareness of one's thoughts, as taught in mindfulness, can be a step in this direction.

In the context of mindfulness, metacognition extends into the domains of feelings and body sensations. The thoughts, feelings and body sensations are experienced in the mind, and metacognition is the mind aware that it is thinking, that it is feeling, that it is sensing. (Chaskalson, 2011, p. 13).

The increased awareness of the senses involves the bottom-up, rather than top-down, functions of the mind (Burnett, 2013). Mindfulness, through emphasising the use of the senses- the visual forms, sounds, smells, tastes, and bodily sensations, steers attention away from the many «upper level» schemas, narratives, beliefs, and other conceptual maps we normally use to guide our way through a day's experience (Siegel et al., 2009, p. 23). Mindfulness aims to teach us how to enter a more nourishing frame of mind by reducing distractive and ruminative thoughts.

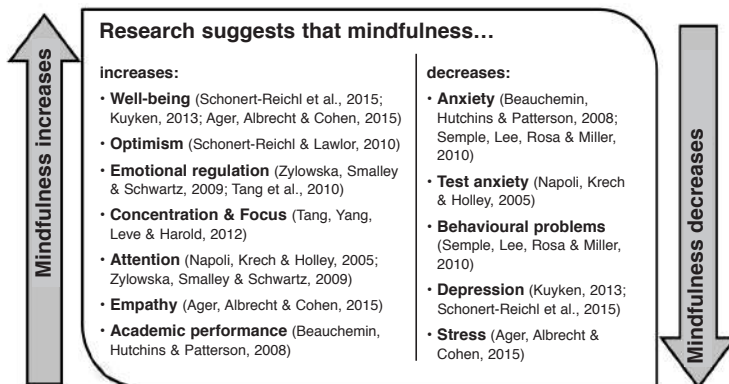
2.2. Building resources: effects of mindfulness meditation and neuroplasticity

Understanding the processes through which each of us, as individuals, can choose to influence our own mind and brain, in such a way that we are able to create lasting cognitive change, can be deeply motivating. The Hebbian theory states that neurons that fire together, wire together (Hebb, 1949). Consciously and repeatedly cultivating a state of mind, *hard-wires* the state into the brain's circuitry, to become a trait. This occurs through repeated neural circuit activation which strengthens the synaptic connections associated with those states that then leads to synaptic strengthening and synaptic growth (Siegel, 2007).

Functional neuroplasticity is the process in which brain structure and function develop and change in response to our experiences in life. In its therapeutic forms, mindfulness interventions may promote both positive states and increased tolerance of negative affect (Figure 1).

Figure 1. Possible changes promoted by mindfulness meditation.

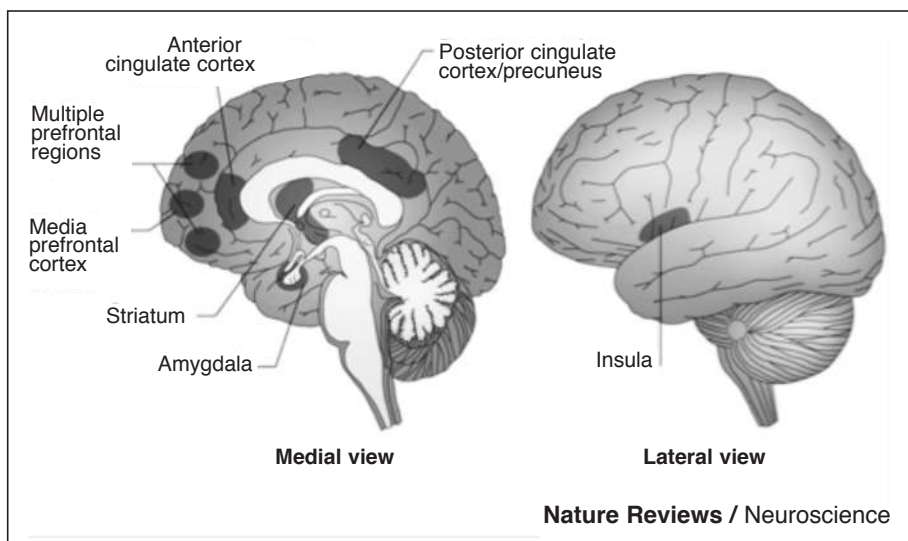
Source: compiled by Author.



While meditation research is still in its infancy (Tang, Hölzel & Posner, 2015), evidence suggests that neuroplastic change is visible in functional magnetic resonance imaging (fMRI) after an 8- week mindfulness course (e.g. Hölzel, 2011a), with neuroplastic changes in the anterior cingulate cortex, insula, temporo-parietal junction, fronto-limbic network, and default mode network structures (Hölzel et al., 2011b).

Figure 2. Areas of the brain affected by mindfulness meditation.

Source: Tang, Hölzel & Posner (2015, p. 5).



The pre-frontal cortex (henceforth PFC), just behind the brow, is most developed in humans. It is responsible for regulation of emotion, self-control, focus, attention, concentration, decision-making, and moderating social behaviour. Research shows that mindfulness meditation activates the PFC, thickening the prefrontal cortical region (Lazar et al., 2005). This leads to improved executive functions and ability to self-regulate emotion (Zylowska, Smalley & Schwartz, 2009), improved attentional control (Napoli, Krech & Holley, 2005), and focus (Tang et al., 2012).

The right anterior insula is believed to be involved in emotional and sensory awareness (Craig, 2003). Mindfulness mediators generally show an increased engagement of the insula (Zeidan et al., 2014), and an increase in grey matter (Lazar et al., 2005).

The limbic system (including the hippocampus, amygdala, and hypothalamus) deals with emotion and memories. MRI scans before and after completing an 8-week Mindfulness Based Stress Reduction (MBSR) course show significant cognitive change in this area: the left hippocampus, which assists long-term memory and emotional responses, such as compassion, was enlarged, and the amygdala, responsible for flight or fight response, reduced in size (Hölzel et al., 2011b). Lowered activity in the amygdala (Desbordes et al., 2012), and less grey matter (Hölzel et al., 2010) suggest there is a biological reason why meditators are thought to experience less reactivity to negative affective states. Furthermore, the hypothalamus plays a pivotal role in triggering the stress response, which mindfulness is believed to reduce (Hoge et al., 2017).

While these results are encouraging, the majority of neuroplastic research is based on interventions with adults. Studies with children are less frequent. This is possibly due to the situational complexity of MRI scans in children which often require sedation (Bie et al., 2010), and the difficulty in determining that neuroplastic change is a result of an intervention, and not due to the already considerable levels of neuroplasticity experienced in childhood and adolescence (Siegel, 2014). It is therefore unclear if mindfulness causes the *same* cognitive changes in children as adults.

Many interventions involving children rely on self-reporting, teacher observation, academic test results, and diverse mindfulness scales to triangulate data. Using such methods, Schonert-Reichl et al. (2015) reported (a)

improved cognitive control and stress physiology; (b) greater empathy, perspective-taking, emotional control, optimism, and mindfulness, (c) greater decreases in self-reported symptoms of depression and peer-rated aggression, (d) increased prosocial behaviour, and (e) increased peer acceptance in 9 to 11-year-olds.

Further studies suggest that mindfulness in school children may result in reduced depression (Kuyken, 2013), reduced stress (Ager et al., 2015), decreased anxiety (Beauchemin et al., 2008), less behavioural problems (Semple et al., 2010), and decreased test anxiety (Napoli, et al., 2005).

Other studies reported improved overall mental health in school children (Joyce, ETTY-Leal, Zazryn & Hamilton, 2010), increased well-being (Kuyken, 2013; Ager et al., 2015), optimism (Schonert-Reichl & Lawlor, 2010) selective attention (Napoli et al., 2005), empathy and awareness of self and others (Ager et al., 2015). In addition, adolescents with learning disabilities showed reduced anxiety and improved academic performance (Beauchemin et al., 2008), while Zylowska et al., (2009) reported that the increased capacity for attention and self-regulation through mindfulness meditation may help treat ADHD in adolescents.

3. METHODOLOGY

3.1. Context and Participants

The setting is an all-girls private bilingual Catholic school in North-east Madrid. The study included both classes from 2nd and both from 3rd Year Primary. One class from each year was used as control (control groups year 2 and 3), and test groups (test groups year 2 and year 3). Despite the intention of choosing classes aleatorily, after consulting the school's educational psychologist and teachers, all expressed interest in a particular 3rd year class partaking as certain pupils had learning difficulties (Table 1³).

³ The difference in class size has statistical significance, and may affect test results. See section 4.5.

Table 1. Number of children in each class and sample size.

Source: Author.

Year	Class	Group	Number of children in each class	Children with learning difficulties	Data excluded through absence	Sample size
2nd	A	Control	26	3	3	23
	B	Test	23	1	1	22
3rd	A	Test	20	5	2	18
	B	Control	21	1	2	19

3.2. Data collection with pupils

The intervention took place over nine weeks. A combination of both quantitative and qualitative methods were used to triangulate data collection pre, mid and post intervention. Two self-reporting questionnaires were used pre-and post-test to determine the pupils' attitude to English, and measure their level of mindfulness. Pre-and post-test language test scores determined the language level. The level of attention and disturbance of the pupils during the sessions was observed and recorded to enable subsequent evaluation.

A specifically designed questionnaire assessed attitude to English, the teacher and school, identifying the pupil's level of 1) anxiety (nerves, stress when speaking, or being spoken to in L2), 2) focus and concentration (mind wandering, lack of focus, inability to concentrate), 3) motivation (enjoyment, interest, boredom), and iv) state of mind. There were twenty questions using simplified language and emoticons to maximise comprehension.

The second questionnaire was the Child and Adolescent Mindfulness Measure (CAMM) (Greco, Baer & Smith, 2011, p. 612) consisting of ten questions. The CAMM was designed for children and adolescents over the age of nine. I was unable to locate a scale designed and trialled on children younger than nine.

The pre-test language test took place at the end of the first term and was based on language and content taught in class during that term. The post-test was based on language seen the following term, during the intervention. The tests were not written specifically for this study. Both tests were based on Cambridge YLE tests (UCLES, 2017): Year 2 sat a test based on Cambridge

YLE Starters, and year 3, Cambridge YLE Movers. In both cases, the test consisted of Reading and Writing, Listening, and Speaking. By using language tests based on the class content and language taught during the intervention, we are testing their ability to learn and retain that content and language, and whether the intervention has improved their foreign language learning.

3.3. Data collection with teachers

The pre-test teacher questionnaires had dichotomous and nominal questions to categorise, qualitative data in the form of open-ended questions, and quantitative with multiple variables to determine teacher's attitude and openness to mindfulness techniques and expectations for the study.

Post-test, the teacher for test group 2 was interviewed using open-ended questions, and asked their opinion on the acceptability of the intervention, and viability of continuing the programme in the long-term. The teacher for year 3 test group was unavailable for interview.

3.4. Procedure

Specific meditation scripts were designed with appropriate A1-2 language level. Sessions took place four times a week with a short guided-meditation for 5-10 minutes on either mindful listening, observation of the breath, body scan, or loving kindness, and followed with teacher-led class discussion.

If the children were having difficulty paying attention and/or being disruptive the session was shortened, to avoid creating negative associations between learning to meditate (a highly cognitively demanding task that takes time and patience to master) and their behaviour. For meditation to be successful, one must be a willing and attentive participant. To minimise disruption, the children stayed at their desks, adopting a calm posture, straight back, feet on floor. This position was most effective in the morning. Alternatively, if tired, they rested their heads on their desk.

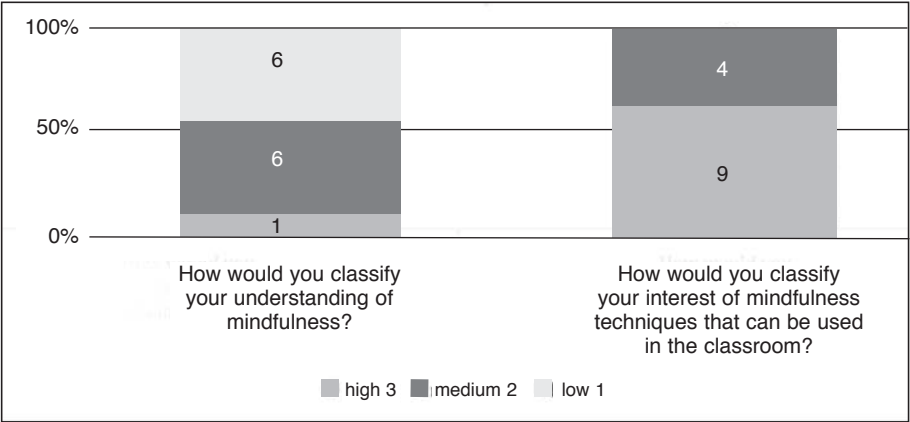
4. FINDINGS AND DISCUSSION

4.1. Teacher pre-test questionnaires

The aim was to assess the prevailing attitude to mindfulness techniques among teachers, as overtly negative or positive attitudes could affect the

attitude and openness of the pupils. Of the 13 teachers interviewed, 9 expressed interest (Figure 3), with 6 responding that they only possessed low knowledge.

Figure 3. Teachers’ understanding and interest in mindfulness techniques.
Source: Author.



The teachers’ comments also suggest a positive attitude to mindfulness (Table 2 for sample answers), which may have helped create a more favourable atmosphere for the intervention.

Table 2. Teachers’ expectations of the mindfulness sessions.
Source: Author.

What expectations, if any, do you have about the use of mindfulness techniques in your classes?
Improving attention span.
I don't know anything. I am sure my interest would improve while I learn.
Focus, reflection.
Learn different techniques to help pupils improve self-knowledge, self-esteem, self-control, breathing, concentration, etc.

Out of the 13 teachers, seven reported meditating regularly, and an eighth practiced both mediation and yoga regularly (Table 3). Due to the school being Catholic Opus Dei, one may not expect the number to be so high. While secular in nature, mindfulness is oftentimes associated with Buddhism, and many of the meditation practices have their roots in Buddhism. In retrospect, this positive attitude of the teacher staff could possibly be one of the reasons why my proposal to introduce mindfulness for the children was received so warmly.

Table 3. Teacher practices.

Source: Author.

On a regular basis, do you practice	Teachers
Yoga	2
Mindfulness	0
Meditation	7
Yoga and meditation	1

4.2. Teacher observation and evaluation of sessions

From the first day, the experience of instructing each of the two classes was very different, and so I decided to log each session. Although it is hard to accurately reflect the reality experienced by each child, I attempted to record my perception of the general level of attention versus disturbance. This may be an indication of the relative «success» of each session, and the general trend may indicate how well the class responded to the sessions overall. I allotted a score between 0-5 for both my perception of the attention they were paying (0 least attention, 5 most attention- a *higher* score being desirable), and 0-5 for disturbance, (0 least disturbance, 5 most disturbance- a *lower* score being desirable). These are not mutually exclusive, as a small group of children can cause considerable disturbance while another group are trying hard to pay attention. The mindfulness sessions were evaluated over 30 sessions for test group 1, and 31 for test group 2, and the average score calculated (Figures 4 & 5).

I came out of some sessions believing they had been successful, the children had responded, and benefitted. At other times, I felt frustrated at the level of disturbance, with some pupils either giggling, fidgeting, or ignoring me. This was especially true in test group 3. I therefore came to appreciate the complexity of the task. Sitting still and concentrating on one's breath, straight from the playground, is not easy. This was compounded in the children who were most emotionally immature, or with attention deficit disorder, hyperactivity, or a diagnosed reduced capacity in executive functions. Equally, these were the children I felt could potentially most benefit from the sessions.

Figure 4. Levels of *attention* during mindfulness sessions.
Source: Author.

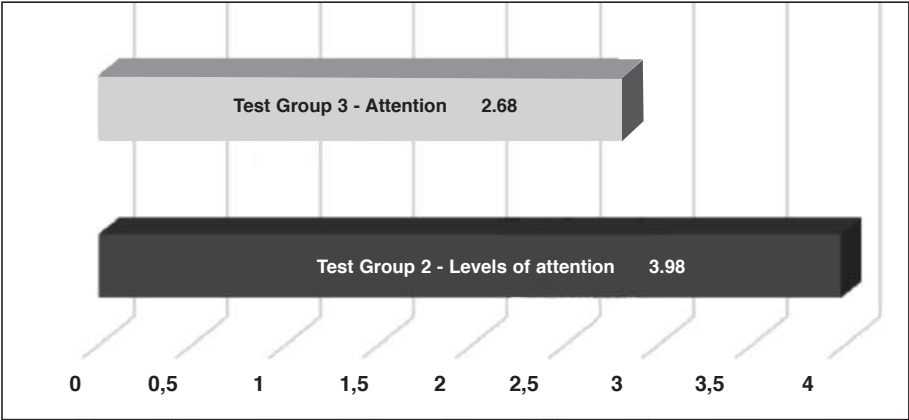
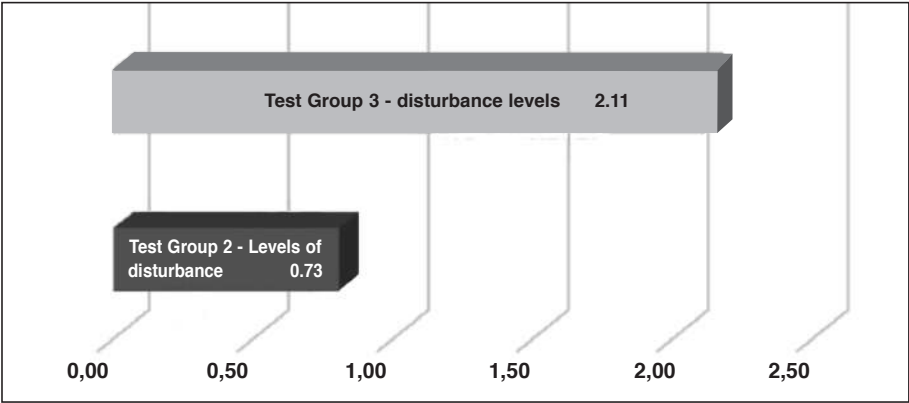


Figure 5. Levels of *disturbance* during mindfulness sessions.
Source: Author.

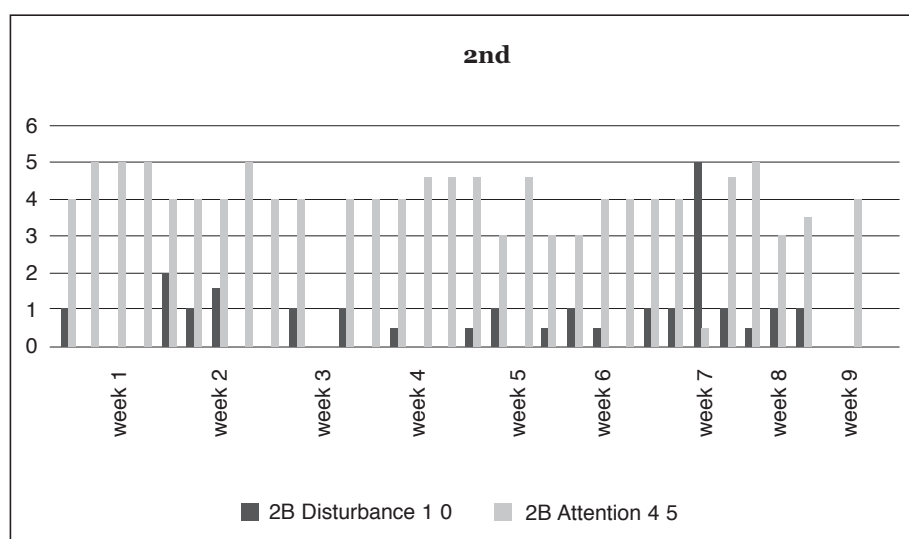


As can clearly be seen from Figures 4 & 5, test group 2 had better average scores in both attention and disturbance levels taken over the 9 weeks. This suggests that as a group they were more attentive and less disruptive. I believe this could considerably impact the overall results of the research, and could partly explain the disparity between the pre- and post-test language scores of test and control group in their respective years (Figures 13 & 14).

In Figures 6 & 7 we can see the evolution of these sessions over the nine-week period. Test group 2, except for one session in week 7, scored below 2 in disturbance every day. The scores for both attention and disturbance remained relatively stable throughout. This suggests that the class pre-test was already more attentive and less disruptive.

Figure 6. Evolution of mindfulness sessions in test group 2.

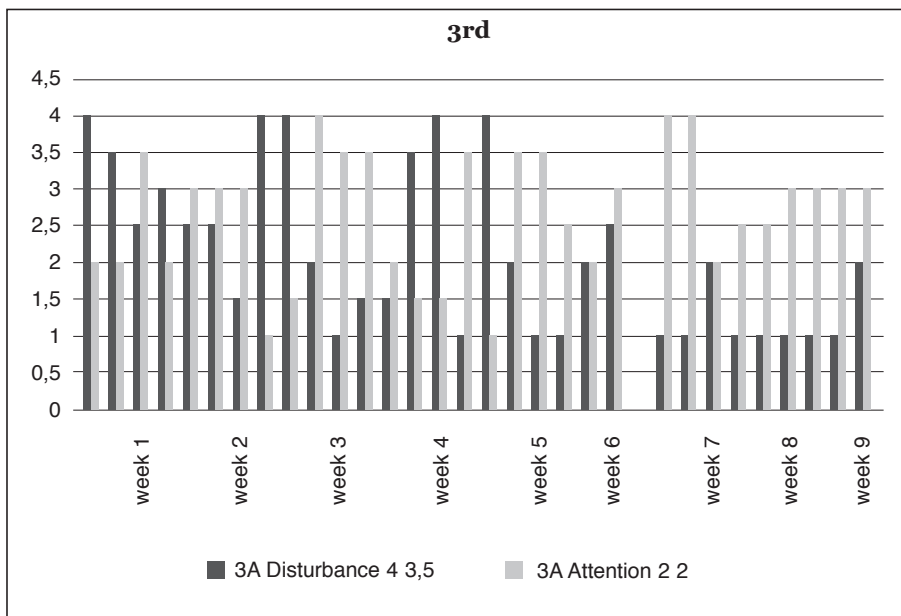
Source: Author.



In test group 3 (Figure 7), it was immediately clear that, initially, there was more disturbance than test group 2. They started to settle around week 5. If the study had been of a longer duration, it is possible that the levels of disturbance would have remained at this lower level, or even continued to dissipate further, allowing the sessions to continue undisturbed for the rest of the class. It suggests that if the study had been of a longer duration the mindfulness techniques may have been more effective with more evident results.

Figure 7. Evolution of mindfulness sessions in test group 3.

Source: Author.



4.3. Results from pupils' questionnaire measuring the pupils' attitude to English

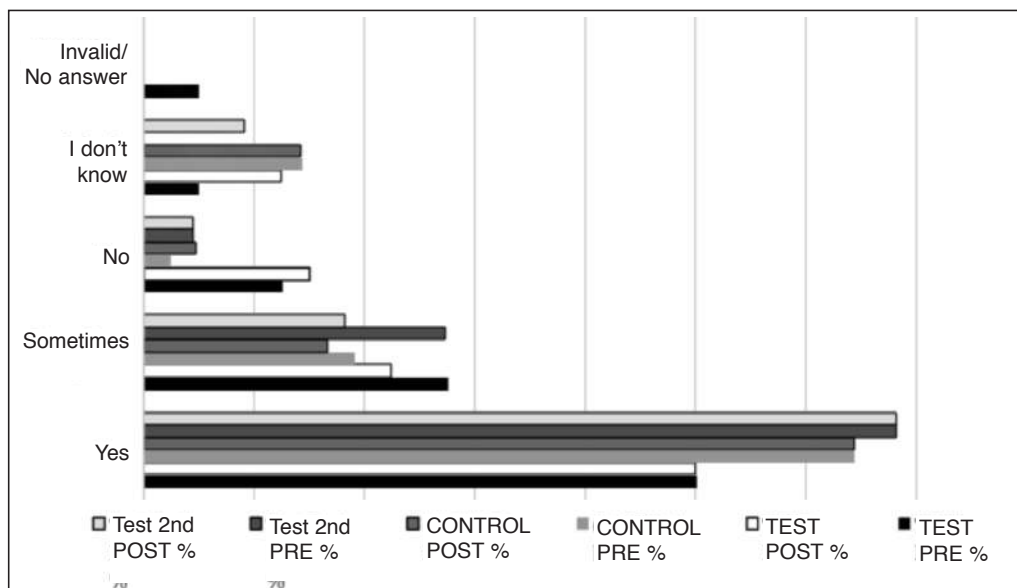
Based on the attention versus disturbance findings (Figures 4 & 5), and working on the hypothesis that for the beneficial effects of mindfulness to be experienced, one must be paying attention, we could further hypothesise that, potentially, the effects, if any, experienced by test group 2, would be consequently higher than test group 3. The results of test group 2, along with both test groups, and both control groups, have been included to determine if the findings become clearer.

4.3.1. Responses to question: «I am Good at English»

Test group 2 had identical scores of 68.2% for both pre- and post-test (Figure 8), suggesting a largely positive attitude to English in the long-term. Their subjective perception of the ability in English seems not to have changed.

Figure 8. Responses to question «I am good at English».

Source: Author.



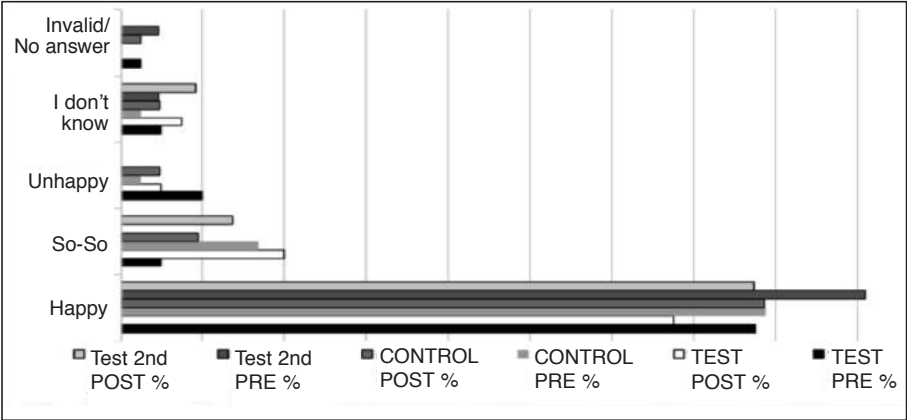
4.3.2. Responses to question: «When I speak English, I feel ...»

The control groups show the same results pre- and post-test (78.6%). Both test groups, however, have decreased by 10%, from 77.5% pre-test, to 67.5% post-test (Figure 9), with test group 2 decreasing 13.6%. Three children out of 22 responded «so-so» post-test, who had previously responded «happy», suggesting that mindfulness has not increased the happiness with English, and may have even negatively affected their perception. This may require individual interviews to try and determine the reasons. My subjective perception of the class is that most children, overall, are relatively at ease when speaking English, insofar that their levels allows/limits their ability to express themselves.

I believe that two possible explanations for these results are: 1) the effect of introducing such a new technique to the children could be temporarily unsettling, as it takes time to feel comfortable, and 2) children are often told to «calm down» when they are upset or over excited. While I did my best to transmit calm, and to associate calmness with a positive state of mind, it is possible that the notion of being encouraged to calm down may have negative connotations and associations with punishment.

Figure 9. Responses to question «When I speak English, I feel...».

Source: Author.

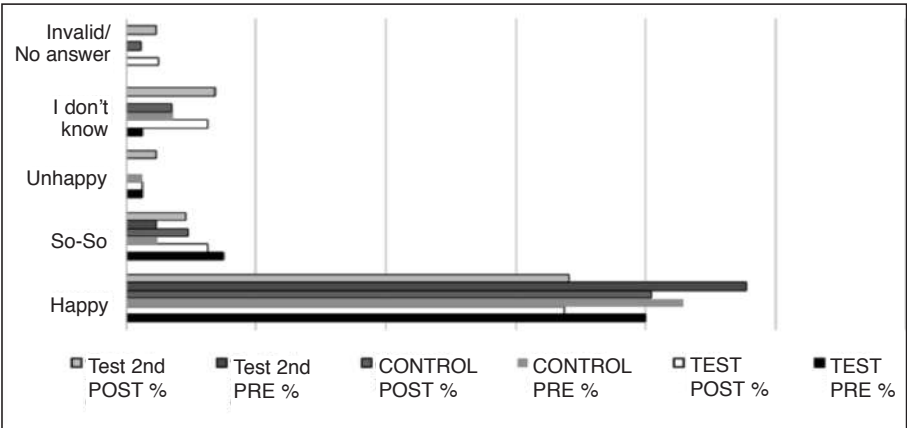


4.3.3. Responses to question: «When my teacher speaks English to me, I feel...»

All groups have decreased in percentages of respondents answering «happy», respective pre- to post-test (Figure 10). This may be a general tendency, but would require individual interviews to determine the cause. The class teacher for test group 2 suggested that pupils across the school were more restless in the third term, towards the end of the school year, due to tiredness and increased stress levels. This may reflect a decreased perception of well-being.

Figure 10. Responses to question «When my teacher speaks to me in English, I feel...».

Source: Author.



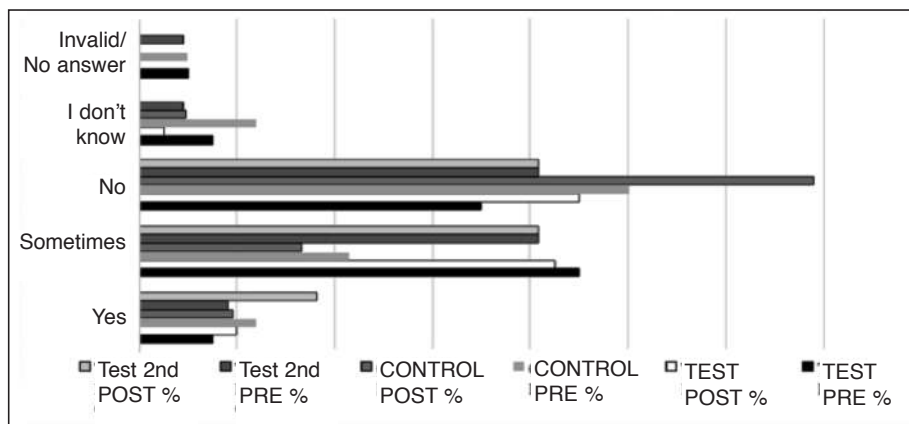
4.3.4. Responses to question: «In class, I think of other things»

69% of the control groups post-test responded that they do NOT think of other things in class. As a teacher of those classes, I can attest to the fact that those same groups are very often noisy, lively and easily distracted. The fact that they respond that they are not easily distracted suggests that they are unaware of just how easily distracted they are, i.e. it is possibly a reflection of their unawareness of how frequently their mind wanders. This may be more common in a person that is not trained in mindfulness. This is referred to as «stimulus-independent thought», and is normal in the human mind, appearing to be the default mode of operation (Killingsworth & Gilbert 2010).

In contrast, mindfulness meditation trains the meditator to recognise when the mind has wandered, and calmly and non-judgmentally bring it back to the present moment. It is likely that a beginner's mind will wander frequently (every few seconds), but that very awareness that your mind has wandered, helps train the mind to wander less frequently. I believe that a person with some limited mindfulness training may have an increased awareness of the frequency with which their mind wanders, but has yet to develop the skills to train the mind to wander less. Furthermore, there is some evidence to suggest that a wandering mind is an unhappy mind (Killingsworth & Gilbert 2010). Test group 2 has the most «yes» responses, with an increase from 9.1 pre-test to 18.2% post-test, an increase of 100%. In real terms, this represented four children's responses instead of 2.

Figure 11. Responses to question «In class, I think of other things».

Source: Author.



With these questions analysed, we can see mixed results. There is limited evidence suggesting that mindfulness may have increased awareness of mind wandering. Other areas appear unchanged such as their perception as to whether they are good at English. One possible area for concern is how the child feels when their teacher speaks to them in English.

Overall, I believe the attitude to English questionnaire was inconclusive as to whether mindfulness helps reduce the affective filter. The results may also reflect that children need time to get used to the procedure, which can be unsettling, and a longer intervention may be needed for more evident results.

4.4. Results from CAMM scale

Some children reported difficulty in completing the CAMM due to not understanding, or not knowing how to apply the questions. This was not due to a language barrier, as the questions were also included in Spanish. One child in test group 3 said, «yes, I understand, but I don't know», to CAMM question number 3: «I keep myself busy, so I don't notice my thoughts or feelings,». Another observed that the questionnaire was «very *raro*». These comments reflect that the questions require a certain maturity and capacity for self-reflection, and involve previously unconsidered concepts.

As a result, many children left answers blank on the CAMM questionnaire. In the CAMM scale, when an answer is blank, the sample is invalid, as the mindfulness measure is calculated on the overall score obtained. This resulted in a considerable number of invalid samples which were excluded from the analysis (Table 4). To retain sufficient samples to obtain data, I did not further exclude those samples where either the pre-test or post-test sample had been invalid.

Table 4. Blank answers in CAMM, resulting in samples being excluded.

Source: Author.

Groups	Number of samples excluded due to a blank answer in CAMM
Both test groups pre-intervention	13
Both test groups post-intervention	14
Both control groups pre-intervention	4
Both control groups post-intervention	4
Test group 2 pre-intervention ONLY	6
Test group 2 post-intervention ONLY	10

The test groups, mostly test group 2, saw a high level of blank answers. Many children were concerned (and upset) if they could not understand the concepts they were making such an effort to understand, and did not want to put an untrue answer about their feelings. Faced with the consternation of the children, this resulted in the teachers telling them to leave it blank if they really did not know what to put, and not to worry further.

It is possible that this increased awareness results from the mindfulness practice, as each session started with identifying how we feel, and discussing our emotions, and they wanted to understand the concepts about mindfulness in a questionnaire that I had asked them to fill in for me. I believe this was a result of their increased empathy towards me, as in part, they now perceived me as a person with feelings, rather than «just a teacher». We had discussed our emotions, feelings, empathy, friendship, etc., on almost a daily basis. An example is one girl who offered to share her emotions with the class, and said she was feeling sad. I asked if she knew why, to which she replied that she did. I then asked if she would like to speak privately to me after the session. Together we discussed her problem (a falling out with a classmate in the playground), and I asked if she would like to do some breathing exercises, before re-joining the class. The following day, as I entered their classroom, she came up to me and hugged me for quite some time, and kept coming up to hold my hand. Two months earlier, this girl would overtly shrug off any physical contact with me.

In contrast, I did not achieve the same rapport with test group 3 (possibly because of the lower attention and greater disruption), or the control groups. These groups also knew the questionnaire was for me, but did not leave as many blank answers. This suggests that either a) they did not experience as much difficulty, or b) did not analyse their answers as fully. Possibly, a greater rate of completion does not necessarily equate with a greater understanding and ability to discern their emotions, but rather a lower awareness of one's emotional state. It is an area I would need to improve for any future study.

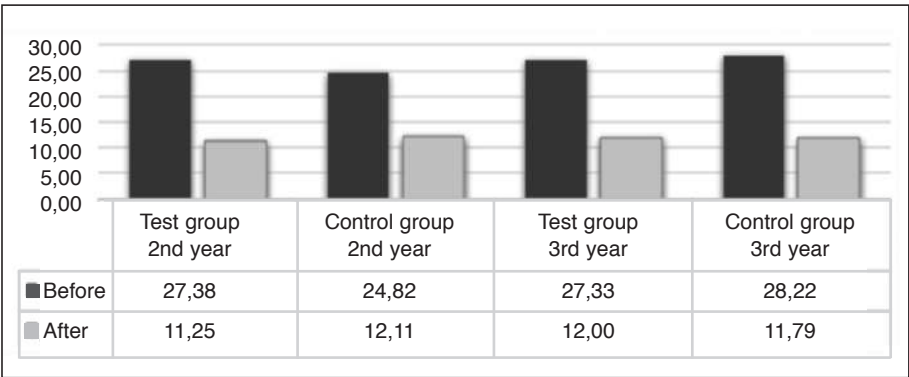
The CAMM questionnaire was designed for older children, and self-reporting on mindfulness skills is difficult for young children, and the results, therefore, may not be accurate (R. Baer, personal communication, January 26, 2017). The results were frequently polarized within the same person's answers. i.e. some children tended to use absolutes (*never* or *always*), ans-

wering the ten questions with 8 «nevers» and 2 «always». This, I speculate, results from emotional immaturity, and subsequent lack of accuracy in self-reporting-ignoring more subtle responses.

One of the most striking aspects of the results of the CAMM questionnaire is the high pre-test score and the much lower post-test score (Figure 12). These results were consistent across all four control and test groups, with approximately half the post-test score to the pre-test score. I do not believe that the difficulty of the concepts can be the only factor as it does not explain why the scores were so different pre-to post-test, and consistent across the all groups.

Figure 12. Average pre- and post-intervention CAMM scores
(the lower the score, the more mindful).

Source: Author.



It may partly be due to the fact that, during the intervention, much of the department became interested in the use of mindfulness techniques and started using mindfulness audios and breathing exercises downloaded from internet in their classes, including the control groups. At the same time, the department started to apply Social and Emotional Learning techniques in all the classes. This has possibly affected the clarity of the results, as potential differences may have been masked between the control and test groups.

Overall, I believe the CAMM results are inconclusive as to whether they indicate increased mindfulness in the test groups. This is particularly relevant as we cannot accurately determine whether increased mindfulness is responsible for any of the changes that may be noted in the study.

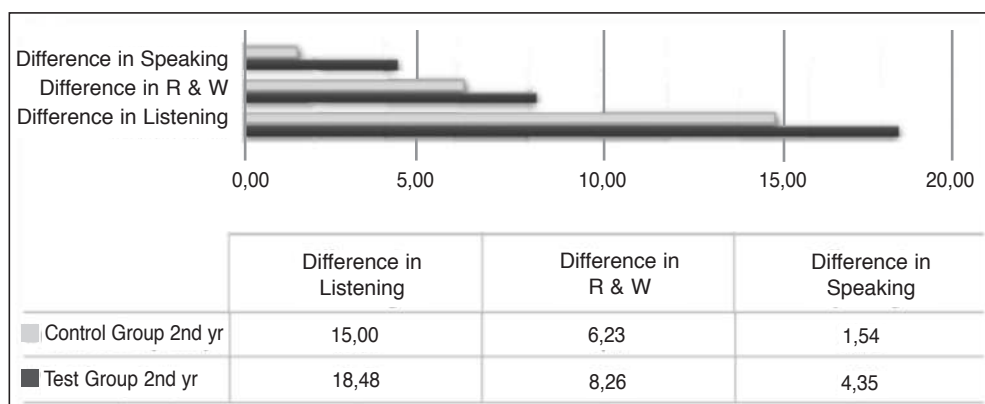
4.5. Results from language tests

The language test scores are a comparison between pre-and post-intervention testing, rather than the actual scores (Figures 13 & 14). This was necessary to determine the improvement in test scores from pre- to post-test, not the overall language level of each class.

The language test scores vary considerably between test and control groups 2, and test and control groups 3. Test group 2's score improved significantly over and above control group 2 in all skills.

Figure 13. 2nd year/by skill. Comparison between language test scores before and after intervention.

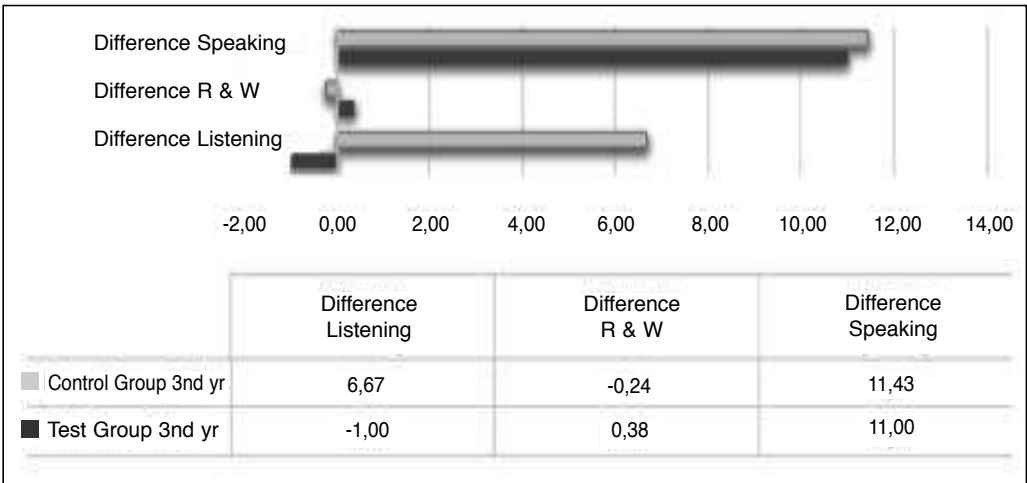
Source: Author.



The same improvement, however, cannot be seen in the 3rd year test group. While their average scores in the Reading and Writing paper improved slightly more than the 3rd control group, this was the only area to improve at a greater rate than the control group. Listening scores post-intervention even showed a lower average score than the average pre-intervention scores.

Figure 14. 3rd year/by skill. Comparison between language test scores before and after intervention.

Source: Author.



We can speculate that the rate of improvement for the 2nd year test group language scores are partly due to the perception of «success» of the mindfulness sessions (Figures 4 & 5). Nevertheless, it is possible that the results for all groups have been influenced by a number of factors other than the use of mindfulness techniques. Different groups have different teachers which can affect stress levels (stress contagion effect) and pupils' attitude, as well as learning. The tests took place at different times of day which can affect levels of concentration and stress as cortisol levels vary from highest in the morning after waking, and reducing throughout the day (Schonert-Reichl et al. 2015). The academic profile of each child in each class varies, as does the overall English level of the class, and the number of children with difficulties may affect their learning or participation in class activities (Table 1). The difference in class size (Table 1) between the groups is statistically significant, with control group year 2 having 26 pupils as compared to test group year 3 with 20, which is 30% larger. This could potentially affect the results, as a larger group can be, though not always, more complex to teach, and could potentially skew the results in the language test, and the comparison between classes.

Test group 3 would possibly have responded more favourably to the mindfulness sessions if the time limits of this study had not been so restricted, as in the second half of the intervention the sessions were evolving favourably (Figure 7).

4.6. Impressions from test group 2 teacher's semi-structured interview

The teacher's observations suggest an improvement in two key areas: the children's ability to absorb and acquire new knowledge, and a greater awareness of feelings. The teacher stated «...after each session, they can learn new knowledge more easily. They are more attentive. Calmer».

This suggests that the children are more relaxed, and potentially the affective filter is lower, facilitating the acquisition of new knowledge. It is not clear how long these effects last. The brevity of the study, and comments from test group 2, suggest that the improvement in attention is short-lived.

The children were reported as having a greater awareness of their feelings and those of others: «[They are] more conscious that they can change their feelings and the feelings of those around them». This may indicate a growing awareness that feelings are transient, and can be changed through both internal and external factors. Perhaps more importantly, the children began to be able to identify their feelings by naming them. This is a critical step in self-regulation: conceptualisation cannot occur without awareness. If we cannot name and describe our emotions, and how they affect us, it is extremely difficult to know how to understand our moods and feelings, and subsequently how to regulate them. A necessary step to improving anxiety levels when faced, for example, with a teacher asking you a question in English that you do not understand, is recognizing that you feel anxious and why. This enables you to address the situation.

All in all, the teacher's observations indicate that the mindfulness sessions may have temporarily created a calmer learning environment, which may potentially support language learning. This appears to be in line with other studies. According to Schonert-Reichl & Stewart Lawlor (2010, p. 12) teachers commented that they «often saw an immediate change in students' behaviours-and that students were able to focus and pay attention to their academic lessons more easily».

4.6.1. Conclusions and implications

The overall findings of the study suggest that the use of mindfulness techniques in the primary classroom may be of use in creating a calmer environment that aids language learning and attentional skills. While it is unclear

whether anxiety and the affective barrier have been lowered, the language testing results suggest a modest improvement in the content and language learned during the intervention for test group 2, over and above test group 3, and both control groups. In the limited time scale of this study, it is unlikely to see an evident improvement in their level of competence, as language learning is a lengthy process. Moreover, while language tests were used to observe any improvements objectively, these have a number of specific limitations when determining a learner's language level, such as increasing test anxiety, and negatively affecting performance.

The intervention was largely perceived to be positive by the class teacher who observed a calmer atmosphere in the class, and greater attention of the pupils towards the class content after each mindfulness session. Whether this improvement is due to the effectiveness of the mindfulness sessions is uncertain, as neither the results for the CAMM scores or attitude to English questionnaire are conclusive.

Nevertheless, the observation of disturbance versus attention in the sessions suggest that test group 2 were more constant in both a higher attention and lower disturbance throughout, as compared to test group 3. We can conclude that for any beneficial effects to be noticed it is necessary for the pupils to willingly and attentively participate in the training. It became clear that if mindfulness is not accepted by the group due to a higher number of disruptive children, or with learning difficulties, such as in executive functions, the trial may need to be of a considerably longer duration for any effects of mindfulness training and language learning to be evident.

4.7. Limitations of research and methodology

Many additional factors may have influenced the findings. The overall climate in the school, or the teaching staff responsible for each class may directly influence the children's acceptance, or lack, of mindfulness.

For full benefits, mindfulness is normally taught by a trained and certified instructor. The use of guided meditations for children, recorded by qualified instructors, could not be used as the language was too advanced. The meditations, therefore, had to be improvised, each one adapted to the language level and circumstances, such as the levels of excitement.

Mindfulness may be more effective in one's L1, due to the complexity of the concepts involved. However, due to the limitations of the project taking place within a school with a «one face, one language» policy, this was not possible. For the children, the whole procedure, (questionnaires, meditation sessions, discussions) took place in English (the L2, or L3 for some students). The average class level in speaking and listening, according to test scores, is A1-2. A lower understanding of the L2 may result in 1) less effective meditation; 2) less accuracy in pupils' self-reporting.

Age as well as language could impact the results. The CAMM scale, as previously mentioned, was not designed for children as young as seven, as it requires conceptual understanding, and ability to self-report accurately.

4.8. Further research

Several areas for further research exist. A longer study could research the improvement in attitude and L2 level in the mid to long term between control and test groups, by evaluating after a year, and five years. As established previously, there is also a need for further development and testing on mindfulness questionnaires for 7-9-year-olds. Mindfulness, applied in the wider context of Social and Emotional Learning could potentially enhance any possible effects on reducing the affective filter to promote foreign language learning.

BIBLIOGRAPHICAL REFERENCES

- Ager, K., Albrecht, N., & Cohen, M. (2015). Mindfulness in schools research project: Exploring students' perspectives of mindfulness-What are students' perspectives of learning mindfulness practices at school?. *Psychology*, 6(7), 896-914. Retrieved from <https://goo.gl/5Y9v9S> [Last accessed: 26/07/2017].
- American Mindfulness Research Association (AMRA). (2017). Retrieved from <https://goo.gl/c4Xexw> [Last accessed: 06/07/2017].
- Azabdaftari, B. On the sources of child-adult differences in second language acquisition. In L. Scliar-Cabral (ed.), *Psycholinguistics. Scientific and technological challenges* (pp. 195-207). Pontífica Universidade Católica de Rio Grande do Sul. Retrieved from <https://goo.gl/qZBu7p> [Last accessed: 06/07/2017].
- Beauchemin, J., Hutchins, T. L., & Patterson, F. (2008). Mindfulness meditation may lessen anxiety, promote social skills, and improve academic performance among adolescents with learning disabilities. *Complementary Health Practice Review*, 13(1), 34-45.

- Bie, H. M. de, Boersma, M., Wattjes, M. P., Adriaanse, S., Vermeulen, R. J., Oostrom, K. J., ... & Delemarre-Van de Waal, H. A. (2010). Preparing children with a mock scanner training protocol results in high quality structural and functional MRI scans. *European journal of pediatrics*, 169(9), 1079-1085. Retrieved from <https://goo.gl/YKDjZy> [Last accessed: 06/07/2017].
- Burnett, R., (2013). Mindfulness in schools [Video file]. TEDxWhitechapel. Retrieved from <https://goo.gl/K3goa5> [Last accessed: 06/07/2017].
- Chaskalson, M. (2011). *The mindful workplace: developing resilient individuals and resonant organizations with MBSR*. John Wiley & Sons.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, 44, 417-417.
- Craig, A. D. (2003). Interoception: the sense of the physiological condition of the body. *Current opinion in neurobiology*, 13(4), 500-505.
- Desbordes, G., Negi, L. T., Pace, T. W., Wallace, B. A., Raison, C. L., & Schwartz, E. L. (2012). Effects of mindful-attention and compassion meditation training on amygdala response to emotional stimuli in an ordinary, non-meditative state. *Frontiers in Human Neuroscience*, 6.
- Greco, L., Baer, R. A., & Smith, G. T. (2011). Assessing mindfulness in children and adolescents: Development and validation of the child and adolescent mindfulness measure (CAMP). *Psychological Assessment*, 23, 606-614.
- Hebb, D. O. (1949). *The organization of behavior: A neuropsychological approach*. John Wiley & Sons.
- Hoge, E. A., Bui, E., Palitz, S. A., Schwarz, N. R., Owens, M. E., Johnston, J. M., ... & Simon, N. M. (2017). The effect of mindfulness meditation training on biological acute stress responses in generalized anxiety disorder. *Psychiatry Research*.
- Hölzel, B. K., Carmody, J., Evans, K. C., Hoge, E. A., Dusek, J. A., Morgan, L., ... Lazar, S. W. (2010). Stress reduction correlates with structural changes in the amygdala. *Social Cognitive and Affective Neuroscience*, 5(1), 11-17.
- Hölzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T., & Lazar, S. W. (2011a). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry Research: Neuroimaging*, 191(1), 36-43.
- Hölzel, B. K., Lazar, S. W., Gard, T., Schuman-Olivier, Z., Vago, D. R., & Ott, U. (2011b). How does mindfulness meditation work? Proposing mechanisms of action from a conceptual and neural perspective. *Perspectives on psychological science*, 6(6), 537-559.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Joyce, A., Etty-Leal, J., Zazryn, T., & Hamilton, A. (2010). Exploring a mindfulness meditation program on the mental health of upper primary children: a pilot study. *Advances in School Mental Health Promotion*, 3(2), 17-25.

- Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: past, present, and future. *Clinical psychology: Science and practice*, 10(2), 144-156.
- Killingsworth, M. A., & Gilbert, D. T. (2010). A wandering mind is an unhappy mind. *Science*, 330(6006), 932-932.
- Krashen, S. (1982). Principles and practice in second language acquisition. Retrieved from [Last accessed: 26/07/2017].
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford University Press.
- Kuyken, W., Weare, K., Ukoumunne, O. C., Vicary, R., Motton, N., Burnett, R., ... & Huppert, F. (2013). Effectiveness of the mindfulness in schools programme: non-randomised controlled feasibility study. *The British Journal of Psychiatry*, 203(2), 126-131. Retrieved from <https://goo.gl/L6oETk> [Last accessed 06/07/2017].
- Lawlor, M. S., Schonert-Reichl, K. A., Gadermann, A. M., & Zumbo, B. D. (2014). A validation study of the mindful attention awareness scale adapted for children. *Mindfulness*, 5(6), 730-741. Retrieved from <https://goo.gl/Fjp1Hm> [Last accessed: 06/07/2017].
- Lazar, S. W., Kerr, C. E., Wasserman, R. H., Gray, J. R., Greve, D. N., Treadway, M. T., ... & Rauch, S. L. (2005). Meditation experience is associated with increased cortical thickness. *Neuroreport*, 16(17), 1893.
- LOMCE. (2013, December 10th). Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. *Boletín Oficial del Estado (BOE)*, 295, 97858-97921. Retrieved from <https://goo.gl/982AV8> [Last accessed: 26/07/2017].
- Napoli, M., Krech, P. R., & Holley, L. C. (2005). Mindfulness Training for Elementary School Students. *Journal of Applied School Psychology*, 21(1), 99-125.
- Schonert-Reichl, K. A., & Lawlor, M. S. (2010). The effects of a mindfulness-based education program on pre-and early adolescents' well-being and social and emotional competence. *Mindfulness*, 1(3), 137-151.
- Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental psychology*, 51(1), 52. Retrieved from <https://goo.gl/afetvb> [Last accessed: 06/07/2017].
- Semple, R. J., Lee, J., Rosa, D., & Miller, L. F. (2010). A randomized trial of mindfulness-based cognitive therapy for children: promoting mindful attention to enhance social-emotional resiliency in children. *Journal of Child and Family Studies*, 19(2), 218-229.
- Siegel, D. (2014) *The essence of adolescence* [Blog]. Retrieved from <https://goo.gl/PFAkJi> [Last accessed: 26/07/2017].

- Siegel, D. J. (2007). Mindfulness training and neural integration: differentiation of distinct streams of awareness and the cultivation of well-being. *Social cognitive and affective neuroscience*, 2(4), 259-263. Retrieved from <https://goo.gl/K6vSh2> [Last accessed: 06/07/2017].
- Siegel, R. D., Germer, C. K., & Olendzki, A. (2009). Mindfulness: What is it? Where did it come from?. In *Clinical handbook of mindfulness* (pp. 17-35). Springer New York.
- Tang, Y. Y., Hölzel, B. K., & Posner, M. I. (2015). The neuroscience of mindfulness meditation. *Nature Reviews Neuroscience*, 16(4), 213-225. Retrieved from <https://goo.gl/W7SKVg> [Last accessed: 06/07/2017].
- Tang, Y. Y., Yang, L., Leve, L. D., & Harold, G. T. (2012). Improving executive function and its neurobiological mechanisms through a mindfulness-based intervention: Advances within the field of developmental neuroscience. *Child development perspectives*, 6(4), 361-366.
- UCLES. (2017). *Cambridge English: Young Learners*. Retrieved from <https://goo.gl/zdb5ob> [Last accessed: 06/07/2017].
- Vickery, C. E., & Dorjee, D. (2015). Mindfulness training in primary schools decreases negative affect and increases meta-cognition in children. *Frontiers in psychology*, 6.
- Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *The modern language journal*, 75(4), 426-437.
- Zylowska, L., Smalley, S. L., & Schwartz, J. M. (2009). Mindful awareness and ADHD. In *Clinical handbook of mindfulness* (pp. 319-338). Springer New York. Retrieved from <https://goo.gl/LqH5U5> [Last accessed: 06/07/2017].

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Mortimore, L. (2017). Mindfulness and Foreign Language Anxiety in the Bilingual Primary Classroom. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 15-43.

The Contribution of Imagery to the Learning of English Spelling

La contribución de las imágenes en el aprendizaje de la ortografía en inglés

MARÍA DE LA CRUZ ALIAÑO LAGUNA

JEFA DE ESTUDIOS DEL CEIP ALICIA DE LARROCHA (ALCALÁ DE HENARES)

Abstract

The advent of the Communicative Approach to language learning has highlighted the importance of developing students' oral skills. However, this emphasis on orality has relegated the written skills to a second place and children often have trouble when learning how to write in English. The present article aims to show how visuals can enhance children's learning of English spelling since the acquisition of an accurate orthography can be helped by means of using imagery.

Key words: imagery, learning, spelling, skills.

Resumen

La llegada del Enfoque Comunicativo al ámbito de la enseñanza de idiomas ha subrayado la importancia de desarrollar las destrezas orales de nuestros alumnos. Sin embargo, este énfasis en la oralidad ha relegado a las destrezas escritas a un segundo plano y los alumnos/as, a menudo, tienen problemas a la hora de aprender a escribir en Inglés. El presente artículo pretende demostrar cómo las imágenes pueden mejorar el aprendizaje de la ortografía en los alumnos/as, ya que, la adquisición de una correcta ortografía puede ser ayudada a través del uso de elementos visuales.

Palabras clave: imágenes, aprendizaje, ortografía, destrezas.

1. INTRODUCTION

The main aim of Education is to provide students with the required strategies and skills that will allow them to become autonomous adults and that will permit their integration into society. This intention is implicit in the heart of our standing legislation; accordingly, as educators in the 21st century, we are aware of the fact that globalisation demands individuals who are able to speak English, as this is still the language for international communication.

Therefore, the teaching of English to young learners has become an issue of great significance and social concern to the extent to which educational and methodological trends have been mainly intended to shed some light on how teachers can teach students to communicate competently in a foreign language (Halliwell, 1992; Hadfield & Hadfield, 1999; Slattery & Willis, 2001). In this light, with the advent of the Communicative Approach to Language Teaching, the importance of developing oral skills in the classroom was highlighted and both the listening and speaking skills were brought to the front line, with the result that all the efforts have been oriented to develop these linguistic skills in our learners (Bailey & Nunan, 2005; Lightbown & Spada, 2006; Ur, 1984).

However, it seems that this urgent emphasis on orality may have overshadowed the relevance of the reading and writing skills since they tend to be relegated to second place and to be considered linguistic skills with less importance within the educational sphere. In particular, I advocate for an approach in which oral skills are worked and developed from day one but in which, written skills would also be as important as the former ones.

In this context, the present article aims to shed some light on how visual aids can contribute to the correct writing of words. Learning how to write words correctly implies knowing the correct spelling of words, but in order to learn this spelling, visual memory can be a great help. In this sense, the overall aim of this study is to analyse if the learning of English spelling can be enhanced by means of visual aids. In order to do so, the following explorative research questions guide the present project: a) Can the use of imagery reinforce children's learning of spelling forms?; and b) What kind of visual aids can be used to improve their learning of English spelling?

These research questions have led me to the following hypothesis: given that each and every pupil has his/her own learning styles and the opportunity to

be exposed to diverse sources of learning empowers the outcomes (Oxford, 2001), I hypothesise that the use of specific visual aids can be a useful resource to consolidate the learning of English spelling forms-without making students think so consciously about their writing.

In order to test this hypothesis, the following objectives have been identified: a) to compile data on how students learn spelling: both with the help of visual aids and without the support of this resource; b) to analyse the effects that the inclusion of the designed visual aids and the dynamics introduced by the teacher with them have on our pupils' performance; c) to examine these results in the light of how visual aids have contributed to the learning of spelling.

In what follows, *Section 1* introduces a literature review to contextualise the present study. *Section 2* presents the methodology and work plan followed to carry out this research in a classroom. *Section 3* includes the different steps taken to gather and analyse data as well as the principal findings. Finally, *Section 4* compiles the main conclusions related to the research already carried out in the academic world.

2. LITERARY REVIEW

As it has been outlined in the introduction, there is a tendency to teach the written skills with less consistency than the oral ones. However, this belief should be reconsidered since the development of reading and writing is a vital part for the acquisition of communicative competence. If these four language skills are taught systematically, we may be achieving the integration of all them in our teaching practice, thusly reaching a balance in our pupils' learning of the foreign language. Especially relevant is what happens with pronunciation. While children are exposed to the language orally, their pronunciation is almost brilliant- as opposed to what befalls when the written form is introduced. When learners face the written part of language, they focus so much on the graphemes that their pronunciation is distorted. Nevertheless, writing is an essential part of language and, for this reason, it should not be considered as a hindrance for pronunciation; indeed, it is a skill which must receive more attention and its teaching should be planned from the very beginning, without leaving children to struggle when writing

words and extrapolating their own strategies for writing in their mother tongue to writing in their second language (Harmer, 1983; Bueno González, 2005).

According to this need to teach writing to students in a consistent and progressive way, the teaching of writing should be taken into account from the beginning; that is to say, when children start to join letters to create words. At this initial stage, spelling is key and it is the first step that pupils must learn in order to write correctly in a language. O'Hare and Brown (1989, p. 79) define it «as the production of a correct sequence of graphemes to correspond to a word of spoken speech as dictated by the rules of the particular language». As can be deduced from the definition, there are two elements that play an essential role when dealing with spelling, and they are that of the joining of graphemes and the specific rules of the language that govern these associations.

In relation to this, the English language has always been characterised by having a complex system of rules that dictate how graphemes are arranged to create words. Indebted to Cook's (2001) claim, I believe that «English is far from having a straightforward, transparent system in which one letter stands for one sound» (Cook's, 2001, p. 91). This situation entails that English learners have many difficulties when writing words in the foreign language.

In my experience, this lack of correspondence between sounds and graphemes is what makes students get in trouble when pronouncing and writing words. However, very little attention has been paid to this phenomenon and «spelling is hardly ever covered systematically in language teaching» (Cook, 2001, p. 100), except for a few studies oriented towards analysing the difficulties when writing words that foreign language learners usually find. Among these studies, particularly relevant is the research carried out by Quiñones (2005), who highlighted the necessity to create new methods to learn and write vocabulary words accurately and the central role that visual memory plays in this process. As far as my professional experience in the language teaching world is concerned, pupils normally write words as they hear them, thus transferring sound-and-graphemes connections from their own mother tongue- or they write them perfectly but without articulating their sounds properly.

Additionally, none of these studies and strategies suggests using imagery and visual aids to bridge this existing gap between the acquisition of a correct pronunciation and the correct writing of words. They are all in the direction of using language to reinforce the learning of language, leaving aside the importance that vision has in learning. Nonetheless, Caviglioli, Harris and Findall (2002, p. 39) suggest that «a major part of the brain's activity is processing visual information». For this reason, visual elements must be included in the teaching of languages to reinforce learning.

If we present spelling through visual aids, we are increasing the opportunities for learning, due to the fact that both hemispheres will be working at the same time. In our brain, the diverse functions required to learn are located in the two hemispheres but, in general terms, «evidence from research shows the left hemisphere dominant in processing language, with the right hemisphere crucial to visual and spatial processing» (Fisher, 2005, p. 7). Consequently, if students are presented the language through linguistic and visual materials, the likelihood to improve their learning and retention would be higher.

Likewise, if we combine these kinds of resources, we will also be activating more different types of intelligences, not just the linguistic one. In Fisher's words (2005, p. 6):

Humans are unique in their ability to process information through these different facets of their intelligence. And human learning is most effective when it brings all its different capacities into play. The psychologist Howard Gardner argues that people have different ways of learning about the world and each of these reflects a different aspect or type of intelligence.

According to the theory of Multiple Intelligences put forward by Gardner (1983), the human mind encompasses nine different kinds of intelligence¹. With this description, every single scope of human capacity is covered and

¹ These are: the Linguistic Intelligence, the Logical-Mathematical Intelligence, the Visual/Spatial Intelligence, the Physical Intelligence, the Musical Intelligence, the Interpersonal Intelligence, the Intrapersonal Intelligence, the Naturalistic Intelligence and the Philosophical Intelligence (Gardner, 1983).

this explains the fact that we all have different strengths and weaknesses when learning. Furthermore, if a learner shows difficulty in a specific aspect, he can be taught with activities that are in line with his strengths, with the result that learning can be more efficient and achievable.

This idea of taking into account the diverse facets of intelligence and being exposed to a combination of sources for learning favours the development of learning styles. Knowing our pupils' learning styles is vital to foster their learning and providing students with different activities that deal with the diverse types of intelligences is crucial to educational success as it will keep the students' motivation at a high level, since they would be aware of the fact that they are learning satisfactorily. Furthermore, if materials are attractive to them, we will be appealing to their attention, making the most of their limited attentive times.

In a nutshell, with the introduction of visual aids in the task of learning English spelling, the intention is to help students in this task as they are being offered with a material that relates to different kinds of intelligences, not only the linguistic one –and therefore, to diverse learning styles– and that favours the processing of information in the brain.

3. METHODOLOGY AND WORK PLAN

Bearing all these theoretical considerations in mind, the next step was to devise a work plan to check if visual memory can enhance the learning of English orthography. In order to do so, I first consulted the Annual Curricular Plan for Year 1 of Primary Education and became familiar with the didactic units that were programmed to be taught between December and April of the academic course 2012/2013 –the months in which this investigation was developed. Once they were thoroughly studied, I extracted the target words and structures. They were selected in accordance with their importance to attain the pedagogical objectives established for each of these four didactic units. Since these lexical items and utterances are the core of the teaching, pupils need to use them correctly in both an oral and written context.

With this material highlighted, I started to analyse the most recurrent consonant graphemes that appear in those utterances. At this point, I realised that

the graphemes <nd>, <th>, <sh> and <ch> were quite repetitive and I also chose them because, in my learning career, I have noticed that they appear in a great deal of English words. Although they are present in many words of English language, I have always had problems when writing these words, especially when writing these graphemes, since I was not used to using these graphemes in my mother tongue or because they sound in a different way depending on the place in which they are in a word. In other words, if we are to write in English, the likelihood of having to write words with these graphemes is strong; but, on the other hand, these spellings can be a bit problematic due to the fact that they are not used in the same way in our mother tongue, there is not a rule to apply to the graphemes since the number of exceptions is quite vast or simply because we underestimate the effort that learning to write these graphemes entails.

Among these four, the graphemes <sh> and <ch> were decided to be taught only by using oral and written input, whereas the teaching of the combination of letters <nd> and <th> was going to be supplemented with visual aids. This division was made taking into account that, in each case, there was a grapheme which was stable in terms of pronunciation (<sh> and <nd>), and another which was variable depending on the place in which it appears in the word (<ch> and <th>). For instance, the graphemes <sh> and <nd> are pronounced in the same way in words like *shop*, *fish*, *island* or *end*. They sound the same no matter if they are at the beginning, in the middle or at the end of the word. In contrast, the graphemes <ch> and <th> are pronounced differently according to their position in the word. As a matter of example, in the word *stomach*, the grapheme <ch> placed at the end of the word sounds like a /k/ but in *chest*, we hear /tʃ/ at the beginning. In the same token, the grapheme <th> at the start of the word *thick* stands for /θ/, whereas at the end, as in *with*, it sounds as /ð/.

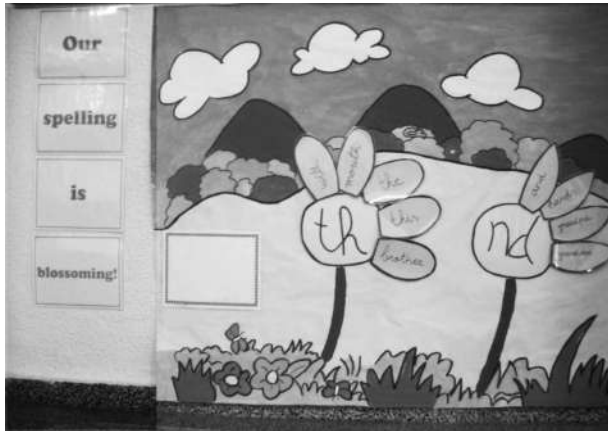
Afterwards, the following task was to create a visual support with which children could get reinforced the learning of words and structures that contained the graphemes <th> and <nd>. Balancing the pros and cons of several alternatives, I believed that the best option was to design a big bulletin board as this may allow pupils to see the words more clearly and to interact with it, checking their progress with spelling. Apart from determining the visual convenience of a bulletin board, I also had to think about its layout. With regard to its format, I was strongly convinced that I wanted something in which they

could see how much they were learning throughout the months but also, a format that permitted learners to be aware of their mistakes.

Taking this demand into consideration, I came across the idea of elaborating a spring-like landscape in which two flowers were the centre of attention. Each of these flowers would stand for one of the aforementioned graphemes. In the pollen, I would write the corresponding grapheme and each of the petals may represent a word that has the target grapheme.

Figure 1. An overall view of the bulletin board.

Source: Author.



Once I had the pollen, I began to draw the petals and to write a word on each of them

Figure 2. An example of a petal with a word with <nd>.

Source: Author.



Nonetheless, these pink petals were not only petals due to the fact that they were also going to be used on the other side as leaves.

Figure 3. On the other side of the petal, there was green cardboard paper with the same word.

Source: Author.



The idea was that if children knew how to write that word correctly, the cardboard paper would be pink and we would place it next to the pollen as a petal. On the other hand, if learners did not know the appropriate spelling of a word, the cardboard paper would be green and we would put it in the stem as a leaf.

When all these materials were prepared, I introduced this dynamics to my pupils. I continued using the same strategies to teach them all the words of each didactic unit but if those words contained the <th> or the <nd> graphemes, I showed them the corresponding petal/leaf and they placed it on the bulletin board. In every unit, they found words with the target graphemes (<nd>, <th>, <sh> and <ch>) but if they did not contain the graphemes <th> or <nd>, they were taught without the visual aid, using the same materials prior to this research. If they contained these graphemes, I showed them the petal/leaf and depending on if a volunteer knew how to write the word, we placed it next to the pollen or the stem.

Pupils were quickly motivated and this technique was perfectly embedded in the routines of every lesson. From that moment on, my research task consisted of gathering data using their daily work as the evidence and having a grid in which I jotted down their progress with these four graphemes.

In addition to this, in order to check their performance before and after the development of each unit, I created some simple tests that have been used as pre-tests and post-tests. These tests have a very similar structure and they all contain the main words and structures which appear in the units. The intention is that at the beginning of the unit, they show how much previous knowledge about the unit they have, especially in terms of the graphemes selected. At the end, they will take the same test to see how much they have learnt over this period and I will focus my attention on how they write the graphemes in question.

Figure 4. Illustrates how words were placed depending on if pupils knew how to write them or not.

Source: Author.



4. ANALYSIS

As it has been outlined, in order to register data and see my pupils' progress as well as the effectiveness of the bulletin board, I created a grid in which I could gather all the information I needed. In order to do so, this grid contained the target words that were the core of my study organised in units and reflecting seven moments in which pupils wrote these words, as it can be seen below:

Pupil:

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 1 nd	grandpa								/7
	grandma								/7
Unit 1 th	brother								/7
	the								/7
	this								/7

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 2 nd	hands								/7
Unit 2 th	mouth								/7

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 2 sh	wash								/7
Unit 2 ch	touch								/7

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 3 nd	and								/7
Unit 3 th	with								/7

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 3 sh	fish								/7
Unit 3 ch	spinach								/7

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 4 nd	under								/7
Unit 4 th	feather								/7

	Words	Pretest	1st writing	2nd writing	3rd writing	4th writing	5th writing	Posttest	Performance
Unit 4 sh	shell								/7
Unit 4 ch	chicken								/7

I printed one grid for each child with the intention of collecting the same data for all of them and with this, to be able to draw valuable conclusions about the usefulness of imagery in the learning of English spelling. I cannot deny that this task of gathering so much data about their writing accuracy was difficult at the beginning, since it required I plan when I was going to analyse their productions and who was going to be observed. Nevertheless, not only did this grid allow me to take notes about their learning, but it also gave me the possibility of collecting data in a very short period of time.

The data was collected with reasonable promptness because it was done in terms of correct or incorrect –writing a tick in the first case and a cross in the second one. Measuring how well pupils write words requires objective data and this is the reason why I decided to reflect their performance with these simple –and so used– symbols.

The word had been correctly written if the student had had zero spelling mistakes; however, if the learner had had some mistakes or even just one, the word was considered to be wrongly written.

In addition to deciding how I was going to mark pupils' writing, I had to establish when I should take notes. As it can be seen in the grid, every word

has been tested seven times. The first and the latter ones refer to the tests (pre-tests and post-tests that I previously mentioned) and it was quite easy to write their performance because I passed these tests as activities in class and, later on, I analysed them quietly. On the contrary, the other five times took place in class and, for these cases, the organisation had to be very clear knowing when to ask and to whom.

In these five times in which data was collected, learners had to write by heart, that is to say, without seeing the word written in any place as they did in the tests. I made the decision to choose three times while students did the routine of writing on the bulletin board's whiteboard, and the other two were related to activities that they did in their notebooks.

Once I had made all these decisions regarding what to do in class, there was another premise not to be transgressed and this was that of making pupils be completely unaware of my research. My intention was to check how this bulletin board was contributing to my students' learning but they had to see it as another strategy, not as something really special that might provoke on them a state of mental warning. I was satisfied to see that after a few days, learners considered it as another part of the routines, treating the task in the same way as they had to hand out books, set the date or the weather.

Although the planning of this data collection may seem a bit complicated, it was mainly a question of consistency and cyclical organisation. Thanks to the use of the first unit as a springboard for this research, I quickly organised my classroom practice adapting my usual procedures and classroom dynamics to give room to this experience.

In order to examine all the data gathered in the grids, I decided to use percentages for each unit since I believe that this way of quantification is the most suitable to express the results for this research due to the fact that it perfectly reflects the performance of pupils when writing graphemes as well as being very useful to compare outcomes. Moreover, as the data has been collected in terms of correct or incorrect, percentages can be calculated without difficulty and they give us a precise idea of the students' written accuracy with a simple look. In this sense, as it can be seen in the aforementioned grid, the spelling of each word has been analysed seven times being the first one and the last ones, the tests.

Although every word has been examined seven times, only six of them have been used as data for this research. For the sake of objectivity, the results of the pre-tests have not been included in the percentages due to the fact that there was no previous teaching.

Over this number of times, I have seen how many correct answers students had and thus, I have obtained the percentage of accuracy that my learners reached in every case. Once this was done for every word, I compared the percentages of those words that were visually enhanced to those which were not so that I can draw relevant conclusions for this study.

At this point, it may be important to recall that the first unit, as it has been pointed out, was used to check if the bulletin board was having any influence on my pupils' writing, as a springboard, and I did not collect data of the graphemes which were not represented on the bulletin board (<sh> and <ch>). Whereas, the other three units constitute the core of the research and they were worked both systematically and consistently. For each of these three units, there were four words which had the graphemes selected in this project (<nd>, <th>, <sh> and <ch>). Following the procedure explained above, I have calculated the percentage of accuracy for each word in these three units and afterwards, I have contrasted the percentages of the words visually enhanced to those of the words that were not worked with imagery.

5. RESULTS AND CONCLUSIONS

Following the procedure explained above, the following results were generated:

Table 1. Results from Unit 1. Percentage of accuracy for each of the words and the average.

Source: Author.

<i>Words</i>	<i>Percentage of accuracy</i>
Grandma	75%
Grandpa	83.3%
Brother	79.76%
The	67.86%
This	53.57%
<i>Average of accuracy</i>	<i>71.9%</i>

As it can be seen in Table 1, the introduction of the bulletin board and its dynamics in the classroom was quite fruitful since the results show that pupils wrote the words perfectly 71.9% of the time. If we analyse each of the words in isolation, it can be highlighted that, apart from the word *this*, the other ones had a high percentage of correctness, which is indeed more remarkable if we underline that they are in Year 1 of Primary Education and they are starting to write words in English. Combining the fact that they are getting used to writing in another language and the certainty that they showed with these words, the beginning of this research was considerably rewarding and it made up for all the efforts dedicated to thinking how to implement this dynamics in my usual English lessons.

In this sense, Table 2 shows how pupils wrote the words containing the different graphemes. In general terms, it grabs my attention that the first two words (with <nd> and <th> graphemes) were well written the vast majority of times as opposed to the other words (with <sh> and <ch> graphemes) which were written correctly less often. Not only can we notice this great difference, but also it is important to point out that the four words were introduced together as they were part of the topic of the five senses and children had to make sentences with them to express different situations in which we use our senses. Giving thought to this noteworthy evidence, I reached the conclusion that my pupils could have been unconsciously influenced by what is generally known as the Hawthorne effect (González Pérez & Criado del Pozo, 2003). This implies that they were indulged in auto-suggestion since they could see the bulletin board every day; they used to play with the petals while they were queuing up with the result that these simple actions culminated in a higher attention on the spelling of these words, which made them write more accurately.

Table 2. Results from Unit 2. Percentage of accuracy for each word.
Source: Author.

<i>Words</i>	<i>Percentage of accuracy</i>
Hands	79.76%
Mouth	73.81%
Wash	29.76%
Touch	45.24%

As it can be observed the percentage of accuracy was incredibly different. Those words, which were supplemented with visuals, were well written in more of the double of occasions. On the other side, words that were worked through writing and orally were only correct in the 37.5% of times.

Table 3. Average of accuracy for words which were visually enhanced and for those which were not in Unit 2.
Source: Author.

<i>Average of accuracy</i>	
Words reinforced with imagery	76.78%
Words which were not visually enhanced	37.5%

Even when these data are much more telling than the ones obtained from Unit 1 simply because I can compare results, I believe that they are so different due to the fact that children had got the hang of this new strategy and they were more focused on these words than on others. Although the outcomes are part of this enthusiasm, I cannot deny that the bulletin board was having an effect on my pupils' writing and this was very positive. Children started to like writing words and they were doing this task with great security and success.

After the second unit, we started the third one dealing with the topic of food. In this case, the main aim of the unit was to express their likes about food and to say what is good for our health. Having as a reference the results found in Table 4, it can be said that, as happened in the previous unit, the words with the combination of letters <nd> and <th> were correctly written a lot of the time. Nonetheless, the word *fish* which contains the grapheme <sh> is the one which was best written, although the difference is slight compared to the word *and*. What is more significant is the fact that the word *spinach*, that was not visually reinforced, was not so well written and this can be explained due to the fact that it is a longer and more difficult word than *fish*.

Table 4. Results from Unit 3. Percentage of accuracy for each word.

Source: Author.

Words	Percentage of accuracy
And	77.38%
With	67.86%
Fish	78.57%
Spinach	40.48%

Nevertheless, the fact of writing *fish* so well made me think and after pondering several possibilities, I came to the conclusion that it had been a word with a great repetition in this unit, not only in the book but also in their activities. They had liked it a lot and every time I asked for a contribution in oral exchanges, it was strange if someone did not say that word. Consequently, as they learnt it orally very quickly, when writing was introduced, the cognitive effort of joining letters was eased thanks to the knowledge of how to say that word in English.

Apart from considering this, it may be important to highlight that the acquisition of spelling is also influenced by the meaning of words. In this sense, *fish* was so well written because it is meaningful to children and they can easily relate this particular spelling to a picture. Nonetheless, in Table 4 it is shown that other words like *and* or *with*, which are abstract words, were also well written a lot of the time and they are not as meaningful as *fish*. Evidence shows that the introduction of the bulletin board allowed children to write them correctly. Even though *with* and *and* represent abstract concepts, they have been better written than *spinach*, which can be easily depicted. This seems to point to the fact that the improvement of students' spelling does not go hand in hand with meaning and argues in favour of using visual reinforcement.

There is a general tendency to think that those words which can be associated with a picture are better learnt and written by pupils when, in fact, it has been proven that the visual image of spelling plays a much more decisive role. As deduced from the data collected in this unit, *and* and *with* have been written quite correctly due to the fact that pupils *saw* their spelling. They are abstract words but their spelling was enhanced visually and students wrote these terms more accurately than *spinach*, which was presented with a picture.

Although the accuracy of *fish* was the highest, the average tells us that words supported with imagery have a higher accuracy than the words which were not visually enhanced (Table 5). The percentage is in line with the previous ones (72.62% while in the other units, we had 71.9% and 76.78% respectively) and I believe that they are a signal of continuity in their learning process. The bulletin board is marking a difference: the words in the petals are better written than the others. As it was outlined above, the visual reinforcement of spelling is making pupils write better, no matter if the words are concrete or abstract words.

Table 5. Average of accuracy for words which were visually enhanced and for those which were not in Unit 3.

Source: Author.

<i>Average of accuracy</i>	
Words reinforced with imagery	72.62%
Words which were not visually enhanced	59.52%

So far, the percentages provide a clear evidence of improvement of spelling by means of imagery. In the last unit, this trend is continued and confirmed as deduced from the analysis of the percentages included in Table 6. As it has happened in the previous units, the words visually enhanced have been written more correctly than the other ones and this difference is due to the visual support that learners are offered.

Table 6. Results from Unit 4. Percentage of accuracy for each word.

Source: Author.

<i>Words</i>	<i>Percentage of accuracy</i>
Under	84.52 %
Feather	84.52 %
Shell	67.86%
Chicken	51.19%

Calculating the average for each case, it is obvious that words visually enhanced have a higher percentage than the others. These results are reflected in Table 7. At this point, I would like to highlight that the percentage of accuracy for the words which have not been visually reinforced is the same as in Unit 4. On the contrary, the percentage for the words worked with imagery is around ten points higher. From my point of view, this data is due to the fact that children are getting familiar with the process of writing.

Table 7. Average of accuracy for words which were visually enhanced and for those which were not.
Source: Author.

<i>Average of accuracy</i>	
Words reinforced with imagery	84.52 %
Words which were not visually enhanced	59.52%

When I finished this process, I felt that my research was not wholly completed because I had the impression that in order to get a deeper insight into the learning consequences of this dynamics I had to carry out a final test. With this idea in mind, I elaborated it with all the words which have been the subject of study in this project and my students took it by surprise. As I pointed out above, one of my premises was that my learners had to be unaware of the contribution that this bulletin board was having on their learning of spelling. I wanted to see if this dynamics of using imagery to improve their writing was valid to be used in a class and this is the reason why children should see that implementation as another strategy not as something really special that made them be more cognitively awake. With this final test, the main goal was to check their accuracy when writing these target words over a period of time to see the effects in their long-term memory. The results of this final test were the following ones:

Table 8. Results from the Final Test. Percentages of accuracy of each word.

Source: Author.

Word	Percentage of accuracy
Grandma	57.14%
Grandpa	57.14%
Brother	42.86%
The	64.28%
This	35.71%
Hands	57.14%
Mouth	57.14%
Wash	21.43%
Touch	28.57%
And	64.28%
With	64.28%
Fish	64.28%
Spinach	35.71%
Under	71.43%
Feather	78.57%
Shell	50%
Chicken	35.71%

Although this list of words with their corresponding percentages may seem a bit complicated, its analysis is quite fruitful. Having a look at the first five words (*grandma*, *grandpa*, *brother*, *the*, *this*), it can be said that even when these words were studied in December and January, children still remember them four months later. Since these five words belong to the first unit of research, they were all worked with imagery and with this final test, I am checking how visual support has helped to fix these images in their long-term memory. In relation to these percentages, it can be affirmed that *grandma*, *grandpa* and *the* are still written quite accurately. However, *brother* and *this* have lower percentages but these percentages are higher than other words which have been studied in subsequent units but not visually enhanced.

These two words may have lower percentages because they were worked at the beginning of this research and they did not appear so much as the other three. In any case, I believe that they have been written quite well taking into consideration that at this point, children were not used to the process of writing in a foreign language and now, four months later, they have managed to write them correctly in an acceptable number of times.

If we move to the next four words, the evidence is clear. In this final test, the words visually enhanced in the second unit (*hands* and *mouth*) are better written than *wash* or *touch*. When I analysed these words in Unit 2, they were also written with a higher accuracy and in this final test, the results are quite similar. Children have benefited from the use of the bulletin board not only during the lessons that this unit lasted, but also three months later. *Hands* and *mouth* have been learnt much better than *wash* and *touch* and this learning persists in time. The introduction of the visual element in the learning of orthography is having a positive effect.

Continuing with this detailed examination, the next four words go in line with this affirmation. The words worked with imagery in this third unit of research (*and*, *with*) have a higher accuracy than the other two. Nevertheless, the word *fish* has the same percentage of accuracy but in this case, it is exactly the same, not higher as it was when the data for this particular unit was studied. This means that this word, which had not been studied with imagery, has lowered its percentage of accuracy. In the same way, the term *spinach* has a low percentage of accuracy even when it was not studied too much time ago.

Finally, the last four words reaffirm this tendency and shows that words visually enhanced (*under*, *feather*) were better written than those which were not supplemented by visuals (*shell*, *chicken*). In this case, the percentages of *under* and *feather* are even higher because it was the last unit of research and pupils still remember these words quite easily. Nonetheless, what is important here is the fact that they are much better written than the other two and this clearly points to the confirmation that the bulletin board has contributed to a better learning of spelling.

The data analysed unit per unit is extremely useful, but it may also be needed to include the overall average for all the words. In this sense, the following table (Table 9) shows the average of accuracy obtained in the final test in both cases. Due to the fact that the first unit of research did not encompass data of

words which were not visually enhanced, the percentages of the words which were worked with imagery has not been taken into account to calculate this average.

Table 9. Average of accuracy for words which were visually enhanced and for those which were not based on the results of the final test.

Source: Author.

<i>Average of accuracy: Final Test</i>	
Words reinforced with imagery	65.48%
Words which were not visually enhanced	39.28%

With this chart, the statement that visual support has improved the acquisition of English spelling is corroborated. This initial hypothesis has been confirmed thanks to the data obtained from each unit and thanks to the use of this final test, which has also affirmed the fact that this improvement has affected both types of memory: the short-term and the long-term ones.

After having examined the data thoroughly, it is clear that the introduction of the bulletin board has made a difference in my pupils' learning. Supplementing their process of writing with a visual element has enhanced their accuracy as regards the spelling of words and this experience can be extrapolated to other graphemes in subsequent years. The analysis of the data gathered throughout the four months of investigation was just the confirmation of my feelings and observation in class. They demonstrate how much visual aids can help learners in the process of learning English spelling and we, as teachers, should bear in mind the importance of allowing students to see orthography.

As it was stated in the Literature Review, the introduction of visual elements may have a positive effect on the learning of orthography and after carrying out this research, it can be affirmed that imagery has contributed to a better spelling accuracy due to the fact that children are exposed to more sources of learning and they activate several kinds of intelligences.

BIBLIOGRAPHICAL REFERENCES

- Bailey, K. M., & Nunan, D. (2005). *Speaking*. New York: McGraw Hill.
- Bueno González, A. (1996). Writing. In N. McLaren & D. Madrid (eds.), *Handbook for TEFL* (pp. 279-305). Alicante: Marfil.
- Caviglioli, O., Harris, I., & Findall, B. (2002). *Thinking Skills and Eye Cue: Visual Tools for Raising Intelligence*. Stafford: Network Educational Press Ltd.
- Cook, V. (2001). *Second Language Learning and Language Teaching*. London: Hodder Education.
- Fisher, R. (2005). *Teaching Children to Learn*. Cheltenham: Stanley Thornes Ltd.
- Gardner, H. (1983). *Frames of Mind. The Theory of the Multiple Intelligences*. New York: Basic Books.
- González Pérez, J., & Criado del Pozo, M. J. (2003). *Psicología de la Educación para una Enseñanza Práctica*. Madrid: CCS.
- Hadfield, J., & Hadfield, C. (1999). *Simple Speaking Activities*. Oxford: OUP.
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. London: Longman.
- Harmer, J. (1983). *The Practice of English Language Teaching*. London: Longman.
- Lightbown, P., & Spada, N. M. (2006). *How Languages Are Learned*. Oxford: OUP.
- O'Hare, A., & Brown, J. (1989). Childhood Dysgraphia. Part 1: An Illustrated Clinical Classification. *Child: Care, Health and Development*, 15(2), 79-104.
- Oxford, R. (2001). Language Learning Strategies. In R. Carter & D. Nunan (eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 166-172). Cambridge: CUP.
- Quiñones Wolff, E. (2013) *El Efecto de la Lectura Visual en el Proceso de Adquisición de Vocabulario en una Lengua Extranjera* (Retrieved 18th February).
- Slattery, M., & Willis, J. (2001). *English for Primary Teachers*. Oxford: OUP.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: CUP.

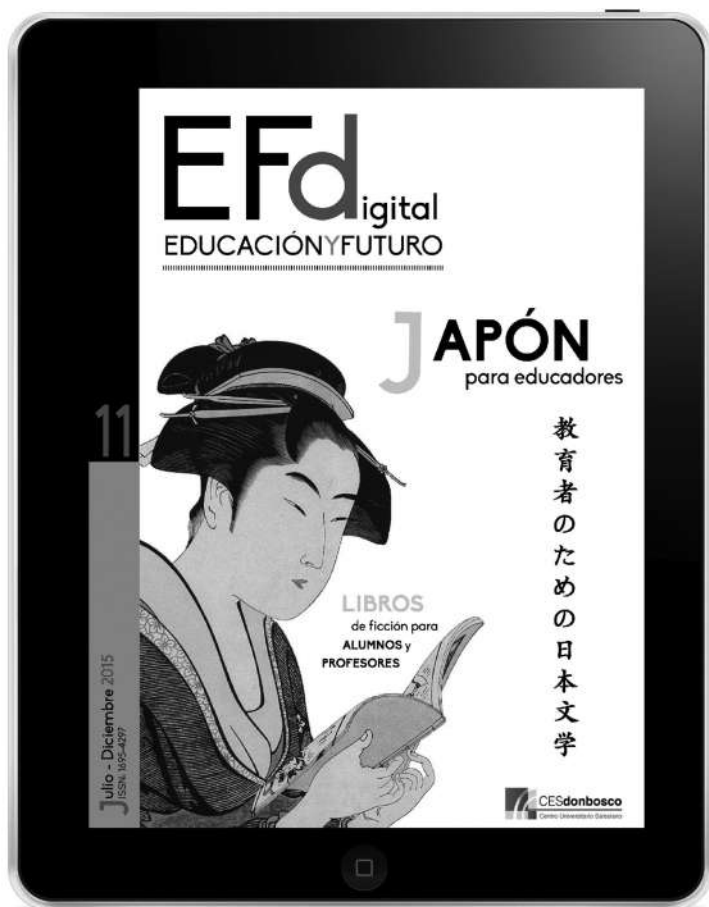
CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Aliaño Laguna, M.^a C. (2017). The Contribution of Imagery to the Learning of English Spelling. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 45-67.

REVISTA

EDUCACIÓN Y FUTURO Digital

¡NUEVO FORMATO!



INTERACTIVA
SECCIONES



<http://goo.gl/Qh76zx>

The Development of Functional Language Through Games in First Grade of Primary Education

El desarrollo del lenguaje funcional a través de juegos en primer curso de Educación Primaria

DANIEL DELGADO ARÉVALO

CUERPO DE MAESTROS DE LA COMUNIDAD DE MADRID

CEIP NTRA. SRA. DE VALVANERA (MADRID)

Abstract

Learning English as a foreign language is a challenge for the majority of newcomers to Primary Education in a bilingual school. It is a principal objective to develop a progressive and efficient use of the language by means of motivating tasks. This research aims at proving how games are relevant in order to motivate learners to use simple structures of functional language in a meaningful way.

Keywords: functional language, motivation, games, communication, spontaneity.

Resumen

El aprendizaje del inglés como lengua extranjera supone un reto para la mayoría del alumnado recién llegado a la Educación Primaria en una escuela bilingüe. Es un objetivo prioritario conseguir desarrollar un progresivo y eficiente uso del lenguaje a través de actividades motivadoras. Esta investigación pretende demostrar cómo el uso de juegos es relevante a la hora de motivar al alumnado a usar de manera significativa estructuras sencillas de lenguaje funcional.

Palabras clave: lenguaje funcional, motivación, juegos, comunicación, espontaneidad.

1. INTRODUCTION

Effective bilingual education is not a simple or automatic consequence of using a child's home language in school –as in heritage language education– or a second language –as in immersion education (Baker, 2011). Accordingly, Baker (2011) suggests that various home and parental, community, teacher, school and society effects and may influence how effective the bilingual education is. From a teacher's perspective, I strongly believe that there is a need to provide learners with effective language tools. These tools may enable students to cope with the great amount of content entailed within a Content Language Integrated Learning (henceforth CLIL) environment. Based on my teaching experience, students struggle to deal with learning a second language during the first year of immersion in the Bilingual Program.

In CLIL settings, it is necessary for learners to progress systematically in both their content learning and their language learning and using (Coyle, Marsh & Hood, 2010). Hence, using the language to learn is as important as learning to use the language (Coyle et al., 2010). In the same vein, Savignon (2004) emphasizes the fact that language, when dealing with principles of communicative language learning, is a tool for communication on the one hand, and that the goal is language using as well as language learning on the other. If communication is then the main objective of language learning and teaching, it seems sensible to argue that there is a need for the implementation of a communicative approach. This approach may not only highlight the purposeful and meaningful use of the language, but also help EFL students make efficient oral exchanges in a fluent and confident way. In this light, learners may find the new language as an easy-to-deal-with resource to learn and communicate.

Richards & Rodgers (2001) addressed that the most valuable way language teaching can be improved is when teachers apply the best approach or method available. From my point of view, communication using the target language is the main goal of language learning. Research on communicative language teaching reveals that language acquisition requires meaningful interaction in the target language –natural communication– in which speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding (Krashen, 1987).

In this research, I will attempt to deal with communication by means of the use of functional language. Indebted to Wilkins (1972), I will provide stu-

dents with both notional categories (e.g. time, sequences, location) and categories of communicative functions (e.g. regrets, denial, etc.) in order to be able to negotiate meaning in classroom tasks.

Needless to say, accomplishing this objective is a challenging task. As Bowen (2015) points out, criticisms of functional approaches include the difficulty in deciding the order in which different functions should be presented. Since there is not an established hierarchy for the introduction of language functions, I will concern myself with providing second language beginners with language exponents of high communicative value: the language used for turn-taking and request-making in games. I will do so by creating a fun environment where students are engaged into meaningful learning activities. Given that games provide a wide variety of learning situations (Brewster, Ellis & Girard, 1992) and are considered to be one of the most effective learning moments for all language learners, using games will allow me to help them actively and consciously use the target language with a specific and communicative purpose. In order to do so, the following explorative research questions were stated:

- Is instructional functional language an effective tool to negotiate meaning while carrying out communicative tasks?

And if so:

- Can turn-taking techniques and making requests be taught in order to help students communicate among themselves without the need for direct teacher supervision?

These research questions have led me to the following hypotheses:

- By the end of the research, students will be able to use basic turn-taking techniques and make simple requests whilst playing games in order to make themselves understood with their peers and complete the tasks successfully.
- As a result, students will demand more language tools to communicate among themselves while playing, since there will be an increase of motivation towards the use of more chunks of language in oral interactions among students, without direct teacher supervision.

2. LITERATURE REVIEW

2.1. Main foundations of the communicative language teaching approach

If foreign language teaching takes place within a communicative perspective, students can no longer be considered mere recipients of language, but creators of the learning goals and contents. Following Alharbi (2013), CLT emphasizes the use of the language as a whole and enables EFL learners to communicate in the target language fluently and confidently. It also concentrates on the communicative use of language in everyday and real world situations (Alharbi, 2013). With regard to the exposure to communicative situations in the second language, there always has to be a first step to be taken, especially with young learners. For this reason, Gass & Mackey (2006) described CLT as a methodology which is based on the exposure to the language by input, interaction and output, components which help learners understand how language learning takes place.

In an attempt to provide an accurate overview of the main features of CLT, I will summarise its most relevant characteristics.

Firstly, CLT is constructed upon knowing what the learning goals are, how learners learn the language, what activities better facilitate the learning process, and what the roles of both the learner and the teacher are in class (Richards, 2006). Secondly, there are activities in CLT that require frequent interaction among learners or with other interlocutors to exchange information and solve problems. The activities are learner-centred; taking into account the learners' backgrounds, their language needs and goals, and generally allow learners some creativity and role in instructional decisions (Wesche & Skehan, 2002, p. 208). Thirdly, as Shaikh (1993) suggests, CLT is based on authentic situations as the most effective materials for learners and focuses on what people want to do or what they want to accomplish through speech and it supports learners to communicate in different contexts. Finally, CLT has two basic systematic attentions for the aspects of language: functional and structural (Shaikh, 1993).

Following the last characteristic, the functional aspect of language appears to be a fundamental element of communication (Shaikh, 1993). By introducing the concept of speech act and proposing a certain internal organisation for

the meaning of utterances, CLT, as Sambou (2012) states, focuses on the essential needs of learners as social individuals naturally inclined to communicate and interact with others. It is therefore essential for learners to know not only what language they need in order to successfully communicate in English, but also to know what they are using the language for.

2.2. The functional view of language

CLT is anchored in Halliday's functional view of language. In Halliday's words (1970, p. 145) «Linguistics is concerned with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus». According to Harmer (2008), a language function is a purpose you wish to achieve when you say or write and, by 'performing' the function, you are performing an act of communication.

The functional view of language teaching contemplates the process as a set of specific contents and objectives designed for the acquisition of a given set of pragmatic¹ skills (Sambou, 2012). Given that language always occurs in a social context, which suggests that it is possible for people to concentrate learning upon the forms of language that are most appropriate to their needs (Wilkins, 1979). Hence, the implementation of a functional language methodology has to consider, not only the relevance of the language that is used and its purpose, but also the speaker's intention and the context in which the communicative exchange takes place.

In order to learn to use a language, we have to become involved in it as an experience and we do this by using it for real communication, for genuinely giving and receiving real messages (Halliwell, 1992). In a bilingual language teaching and learning environment, contextualised oral exchanges in the second language require teachers to provide learners with clear functional language elements to help them infer meaning. By doing so, learners will subsequently be capable of negotiating meaning in communicative situations.

Although several authors and approaches have compiled, categorized and analysed different language functions, I will pay special attention to the

¹ If we follow Yule (1996), Pragmatics is the study of the speaker's meaning in a specific context.

functions put forward by van Ek and Trim (1990, pp. 15-21) since all the essential language functions are covered. Language functions are what people do by means of language. According to van Ek and Trim (1992, p. 15), the principle of selection has been throughout, that the functions selected should meet the most likely and urgent needs of the learners and together they should be manageable within the estimated average learning time stated for the objective. From this conception, they sorted language functions in six broad categories:

- **Imparting and seeking factual information:** e.g. identifying, reporting, asking, correcting and answering questions.
- **Expressing and finding out attitudes:** e.g. expressing agreement or disagreement with a statement, expressing ability or disability, expressing desire and intention, expressing satisfaction and approval, denying, apologizing.
- **Getting things done (suasion):** e.g. suggesting a course of action, requesting and inviting others to do something, accepting or declining an offer or invitation, advising, warning.
- **Socialising:** e.g. greeting people, addressing and introducing someone, reacting to being introduced, congratulating and taking leave.
- **Structuring discourse:** e.g. opening, hesitating, correcting, enumerating, summing up, closing.
- **Communication repair:** e.g. signalling non-understanding, asking for overall repetition, asking for clarification, asking to spell something, asking for confirmation of understanding, expressing ignorance, asking for assistance.

As Harmer (1991) claims, the study of functions and how they are realised in language has had a profound effect on the design of language teaching materials, making language purpose a major factor in the choice of syllabus items and teaching techniques. A feature of language functions is that they do not have one linguistic realisation. When we attempt to achieve a communicative purpose, we have to choose which language form to use (Harmer, 1991). In the light of this, the teacher's role has to be, to identify what students

need to learn. Once those needs have been identified, specific language functions can be implemented and help learners develop their ability to communicate using concrete language exponents. This ability can be developed by means of the use of specific functional language in games. In connection to the aims of my research, my students will be provided with instructional functional language to deal with turn-taking and make simple requests, whilst playing games in order to make themselves understood with their peers and complete the tasks successfully

2.3. Games and the development of functional language

Given that my research objectives are related to the contribution of instructional functional language in order to negotiate meaning whilst carrying out communicative tasks, I decided to use games in order to create a friendly learning environment where students are engaged and motivated. I made that decision in the conviction that games provide a context for meaningful communication and are effective learning resources, which have to be present in all learning environments. Even if the game involves discrete language items, such as spelling games, meaningful communication takes place as students seek to understand how to play the game and as they communicate before, during, and after the game (Wright, Betteridge & Buckby, 2005). Meaningful communication provides the basis for comprehensible input (Krashen, 1985), i.e. what students understand as they listen and read.

Of particular interest here for my research objectives, is that language functions are directly related to communicative situations, and games are an effective tool to develop communicative exchanges among learners. Furthermore, games can be used to drill language structures (i.e. linguistic games) and to foster communication (i.e. communicative games) and help students exchange ideas (Hadfield, 1999). Given that this research focuses on managing turn-taking and making requests, I will concern myself with communicative games. In doing so, I will try to prove that, on the one hand, games are the perfect tool to help my students— first graders and newcomers in the bilingual program —understand the great amount of contents in the foreign language in an easier and more controlled environment and, on the other hand, I will try to give evidence that an appropriate use of language functions is crucial for learning a foreign language. In other words,

games not only create a fun environment where potential anxiety is reduced and language can be contextualised, but they also help learners see the functional dimension of language as they will need structures to be part of the activity.

3. METHODOLOGY AND WORK PLAN

3.1. Design

There were three major research moments that took place during each one of five sixty-minute sessions. The first part consisted of pre-testing learners by means of the collection of data about the chunks of language students would already use in class and the number of times they used them while playing «Hangman» in groups of six. The second part of the data collection process was aimed at presenting the experimental group (1ºA) with new functional language to deal with while playing games with the vocabulary from the unit. The control group (1ºB) was introduced to the same language by means of ordinary activities proposed by the classbook. Finally, the third part of the data collection process comprised of a post-test in which data was collected from both groups, while students were playing the same game as in the pre-test. All gathered data would enable me to value and measure the influence of games in functional language learning and use for communication in a meaningful and effective way.

3.2. Implementation

3.2.1. Session 1

In the first session of the research, learners would play Hangman for thirty minutes in groups of six using one mini-whiteboard and a marker in each group. The words used for this session were related to familiar vocabulary such as: numbers, colours, planets, days of the week or the months of the year. Learners were observed by two language assistants, a practicum teacher and myself. We collected data using a rubric (Appendix 1) where we compiled information about the number of students who used the functional language chunks they already knew or had been taught since the beginning of the school year, and took accountability of the times each chunk of

language was used. We also took notes about the times each student used English to communicate.

3.2.2. Sessions 2, 3 and 4

In the second session, learners were introduced to the new functional language, regarding turn-taking and making requests. The control group was given the new language via ordinary classroom communicative activities (i.e. picture dictionary, vocabulary song) and the experimental group was facilitated the language, by means of games. For the both the control and the experimental groups, the first part of each session would be the same for the sake of dealing with some similar activities and working on the same unit vocabulary and structures with both groups. However, the experimental group would work with the new language by means of games during the second part of sessions two, three and four. In session two, in addition, students played Bingo in groups of six; in session three they played a Memory Game in pairs; and they played a Guessing Game in session four.

3.2.3. Session 5

In session five, both the experimental and the control groups would play Hangman again, as they did in session one. This time, as groups were observed, data collectors would pay special attention to the turn-taking language and the use of the new requests introduced.

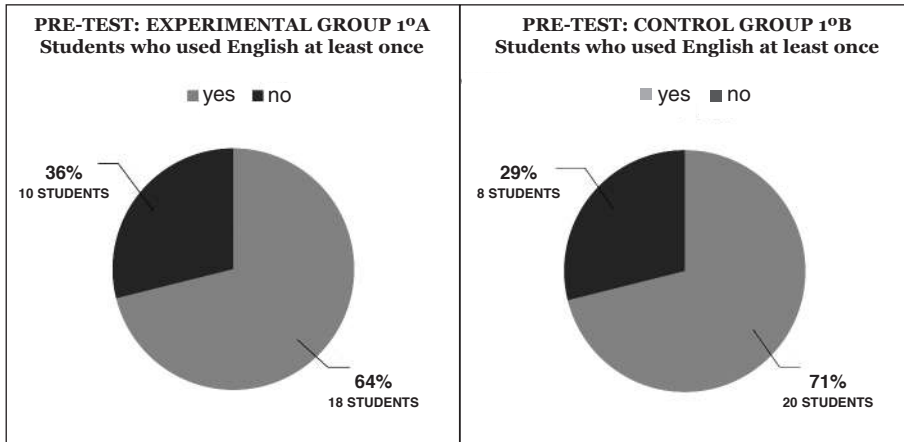
4. THE STUDY: DATA COLLECTION AND ANALYSIS

4.1. Session 1

During the first session, learners would play Hangman for thirty minutes in groups of six using one mini-whiteboard and a marker in each group. The data was collected using a rubric (Appendix 1) where I compiled information about the number of students who used the functional language chunks they already knew or had been taught since the beginning of the school year. This language was displayed on big, colourful posters above the classroom board. The data collected during Session 1 can be summarized as follows:

Figure 1. Overall use of English while playing Hangman in Session1.

Source: Author.

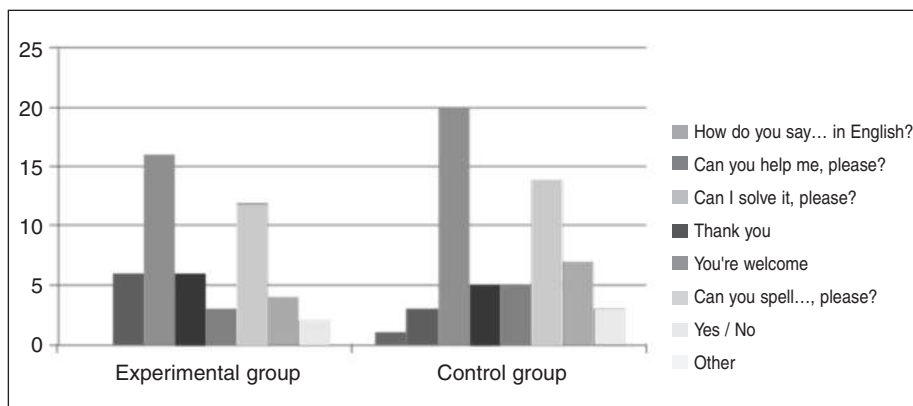


All students used different structures in Spanish, especially for turn-taking, and 64% of students in the Experimental group and 71% in the Control Group used at least one chunk of language in English during the game. However, there was a high number of students who never used any of the phrases in English. This might be due to the fact that they had recently learnt how to play Hangman on their own, in teams, and they got very excited with the use of the mini-whiteboards. It might have also been caused by the fact that they all wanted to guess the hidden words in order to become the game leader in the next round.

After taking accountability of the overall use of the English language during the first time students played Hangman in teams, I proceeded to study the data regarding the use of specific chunks of functional language. For this reason, I only paid attention to the data, which was taken from the students who used English at least once during the game in order to specifically analyse their use of each chunk of functional language.

Figure 2. Times each specific chunk of language was used whilst playing Hangman in Session 1.

Source: Author.



In both groups, the most used language item was the phrase «Can I solve it, please?». This is the chunk that enables a student to become the winner of the round and gives her/him the chance to be the game leader for the next round. Even though there was a very low use of the language provided, the frequent use of this phrase was relevant because learners already knew which the key to letting them be the winner was and they knew that they needed to say «Can I solve it, please?» in order to succeed in the game.

The second most used chunk of language was «Can you spell...?». According to the rules of the game, learners not only have to guess the hidden word, but to spell it correctly in order to win the round. The game leader was in charge of asking this question and she/he would let the winner be the new game leader if spelling was correct. Students also know that, despite the high use of Spanish for turn-taking, this is a key element for turn-taking or, at least, changing game leader, and deliberately used the most important phrases in English to deal with the most relevant part of the game.

4.2. Session 2

During the second session of the research, the experimental group was facilitated the new functional language by means of playing Bingo and the control group was given the new language via ordinary classroom communicative activities. Prior to collecting data, both groups were introduced to

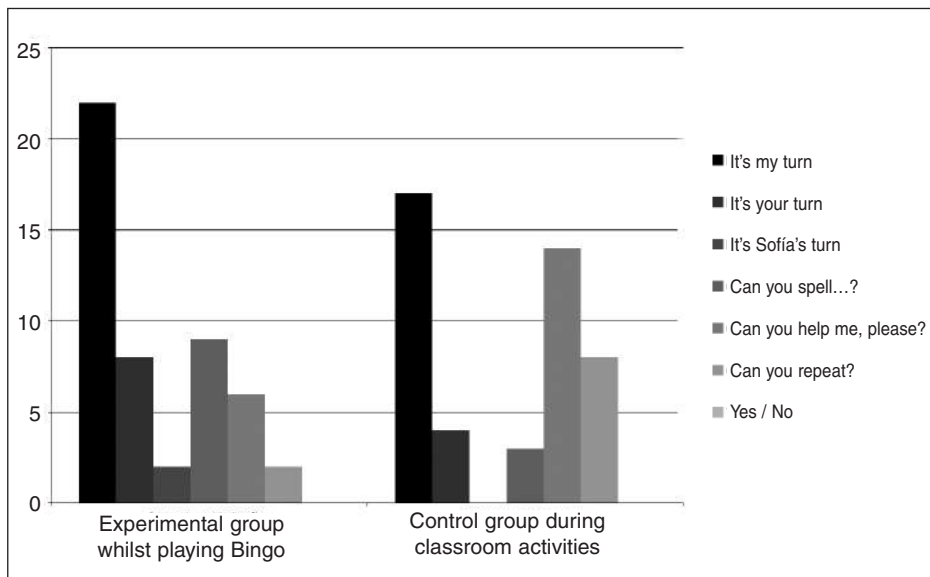
the language they would require to use in class throughout the session. Then, this language would be displayed on big posters above the classroom board.

For the experimental group, learners would play Bingo for thirty minutes. Since the subject topic we were dealing with was Tropical Fruit, the words for Bingo would be the vocabulary related to this topic. After an explanation of the rules of the game, I asked my students to use the language provided as many times as they required during the game in order to get more possibilities to become game leaders.

For the control group, the new language was introduced at the beginning of the session. First, learners were shown some examples about how to use the language. Then, they were informed of the fact that they had to use the new language during the class every time they would participate in any of the classroom activities. In order to collect data during the same amount of time in both groups, data collection in the control group also took place for thirty minutes. The data was collected by means of a rubric and the information about the performance of both groups in Session 2 is shown in Figure 3.

Figure 3. Times each specific chunk of language was used in Session 2.

Source: Author.



It was a remarkable aspect, the fact that there was such a little difference in the use of the new language presented in both groups. Even though they were dealing with different activities, the number of times learners used functional language phrases was very similar. It was surprising the fact that the control group used chunks of language four more times than the experimental group. This aspect might have been caused due to the motivation students got when they knew that they were going to be rewarded with points in the Class Dojo system whenever they participated using the new language. The experimental group was very motivated because they were playing an exciting game and the use of functional language was often promoted and encouraged by the teachers and assistants who were supervising the groups.

In spite of the fact that there still was a low use of functional language structures, after the first two sessions, there was a subtle increase in the use of turn-taking phrases in both groups during the second research day. This might be caused by the fact that, on the one hand, learners in the experimental group were very motivated in turn-taking correctly in order to win rounds and become game leaders. On the other hand, students in the control group were engaged with the correct use of language items in order to be rewarded with points.

4.3. Session 3

During the third session of the research, the experimental group was facilitated the new functional language by means of playing a Memory Game and the control group was given the new language via ordinary classroom communicative activities. Prior to collecting data, both groups were introduced the language they would require to use in class throughout the session. For both groups, all of the language structures to deal with were the same except for «Is it a match?» which would only be used by the experimental group while playing the Memory Game.

Learners in the experimental group would play a Memory Game for around thirty minutes. Since the subject topic we were dealing with was Tropical Fruit, the words for the Memory Game were the vocabulary related to this topic. After a reminder of the use of the language by some students and I proceeded to provide learners with an explanation of the game rules which can be summarized as follows:

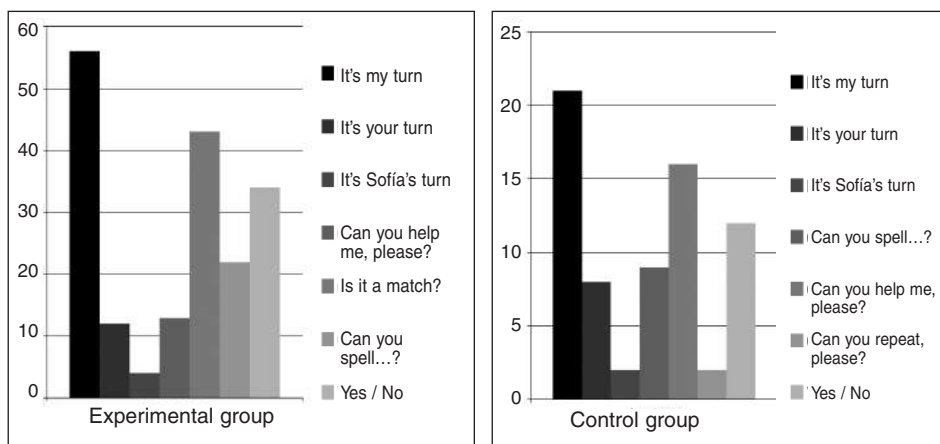
Students in the experimental group were given a set of ten word cards and ten picture cards. They had to put them face down on the table and shuffle them. The goal is to match pictures and words. One student has to lift two cards and the other student asks him/her «Is it a match?». If it is not a match, cards are put face down again. If it is a match, cards remain face up on one side of the table. Students can ask each other to spell the word saying; «Can you spell...?». In case they need help, they can ask their peer or a teacher «Can you help me, please?». Whenever they changed turns, they had to say «It's my turn», «It's your turn» or «It's Sofia's turn». As the game went on, learners had to memorise where they saw pictures and words before in order to pair up all the cards. The student who had more pairs matched was the winner of the round.

For the control group, the new language was introduced at the beginning of the session and they would not practise it by means of a game but through ordinary classroom activities. First, some learners were asked to volunteer and explain how to use the language during the class for their classmates as these language structures were already used in previous sessions. Then, they were informed of the fact that they had to use the new language during the class every time they would participate in any of the classroom activities. In order to collect data during the same amount of time in both groups, data collection time in the control group was also thirty minutes.

The data was collected by means of rubrics and the information about the performance of both groups in session 3 is shown in Figure 4.

Figure 4. Times each specific chunk of language was used in Session 3.

Source: Author.



There was a great increase in the use of the structure «It's my turn» if we compare the results to session 2. In the experimental group, the great use of this structure was due to one of the rules of the Memory game in which each member of a pair had to say the phrase every time she/he had to try to pair up pictures and words. In the control group, the increase in the use of this phrase in the control group was caused by the intervention of teachers and assistants who reminded the students of the use of this phrase every time somebody participated during the class activities. At the beginning of the data collection process in the control group, all learners would use this chunk when the teacher reminded them of it, but there were seven students who used «It's my turn» spontaneously without the need of a reminder. With regard to the other turn-taking structures («It's your turn» and «It's Sofia's turn»), they were poorly used in both the experimental and the control group for the same reason as it happened in session 2: first grade students are aged six or seven years old and they tend to focus on their own interests and pay little attention to others' issues. These structures were used whenever a data collector asked learners to use them, hence there was no spontaneity from the students. The use of language structures was much higher in both groups compared to session 2. The Memory Game was very motivating and the language items were used very frequently without any reminder from the data collectors. The language use was also slightly higher in the control group compared to session 2, but teachers and assistants had to remind learners of its use very often.

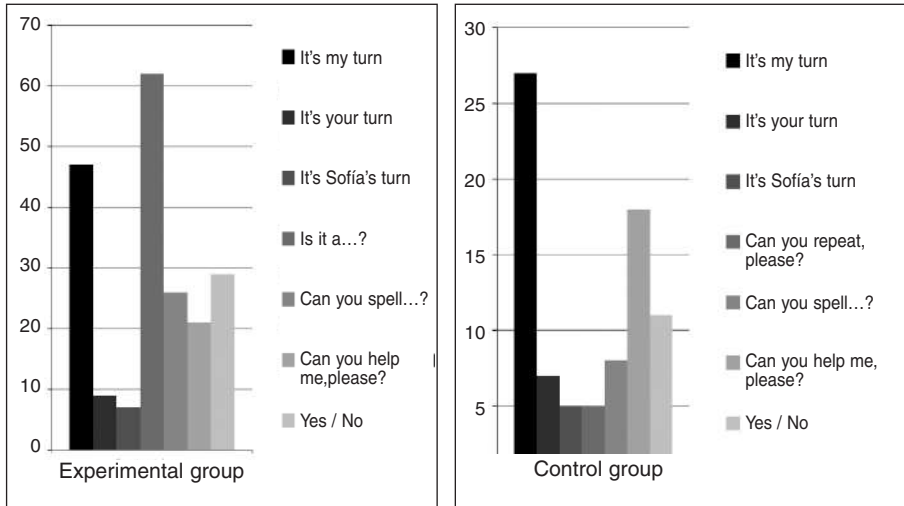
4.4. Session 4

In the fourth session of the research, the experimental group practised the language by means of a Guessing Game and the control group practised the language by means of ordinary classroom communicative activities. Prior to collecting data, both groups were introduced the language they would require to use in class throughout the session. For both groups, all the language structures were the same except for «Is it a... ?» which would only be used by the experimental group while playing the Memory Game. Once all chunks of language were introduced in both groups, they would be displayed in big posters above the classroom board as we did in the previous sessions.

The data was collected by means of rubrics and the information about the performance of both groups in the fourth session of the research is shown in Figure 5.

Figure 5. Times each specific chunk of language was used in Session 4.

Source: Author.



Similarly to what happened in sessions 2 and 3, all students from both groups participated at least once using the target language. The use of language structures was much higher in both groups compared to session 2 and similar to session 3. The Memory Game was very motivating and the language items were used very frequently without any reminder from the data collectors. According to the comments from the data collectors, the spontaneous use of the language items in the experimental group was higher than in all of the previous sessions even though there was not any accountability for these data. The language use was also slightly higher in the control group compared to previous sessions but teachers and assistants had to remind learners of its use very often.

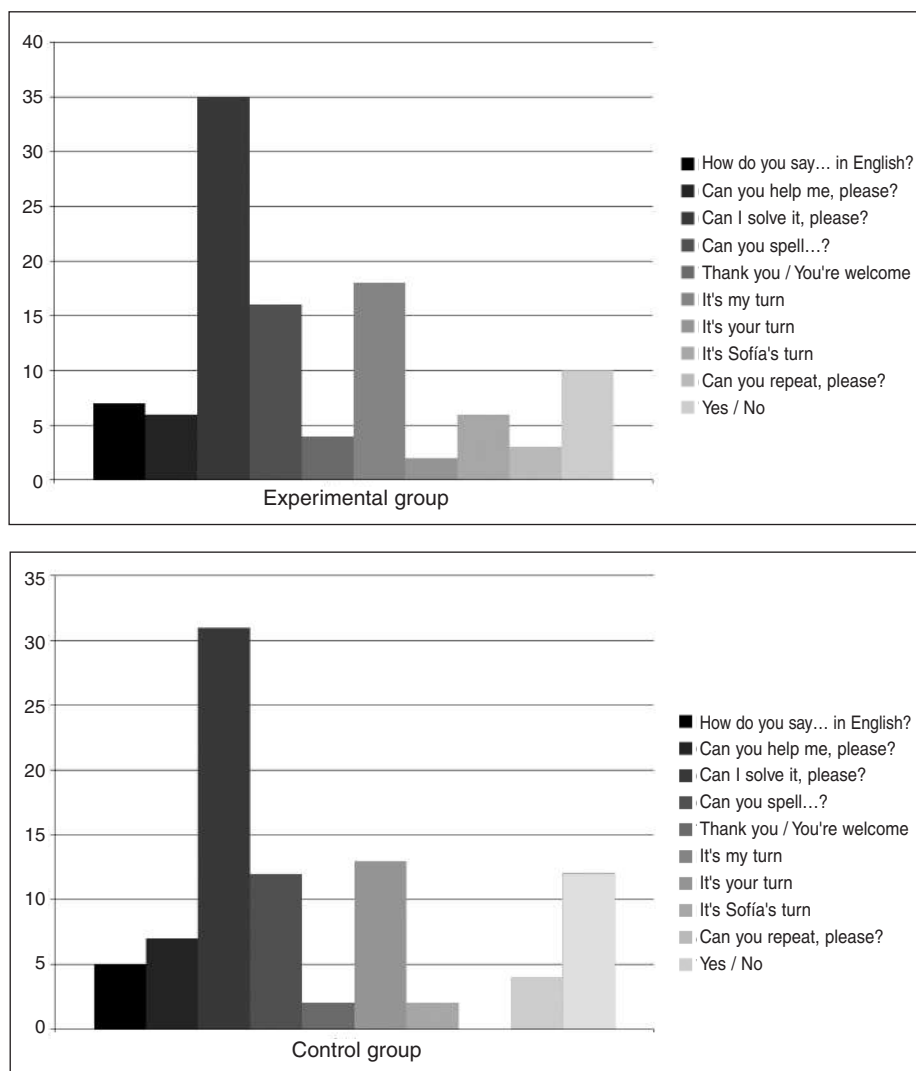
4.5. Session 5

In the fifth and last session of my research, learners in both the experimental and the control groups played Hangman again. The objective of playing the same game as in session 1 was to compare the results from both sessions after the students were introduced to and practised turn-taking phrases and requests by means of games and classroom activities. Prior to playing the game, the students were reminded of the language they had to use. The posters with the language for this session were displayed on the class board. After the introduction of the language, learners were told that, unlike in pre-

vious sessions, teachers and language assistants would not be helping with the language since they would just observe and collect data. Learners would play Hangman for approximately thirty minutes in groups of six using one mini-whiteboard and a marker in each group. This process of gathering information was considered as a post-test and the data was collected using a rubric (see Appendix 2) which results are shown in Figure 6.

Figure 6. Times each specific chunk of language was used in Session 5.

Source: Author.



There was a higher use of language in the experimental group and this datum might be caused by the fact that students had been learning and practising the chunks of instructional functional language by means of games. The intrinsic motivation that games add to the use of the language in a communicative situation might be a reason of such a high use in the experimental group. But there also were high numbers in the control group; hence the language that was presented through classroom activities was also effectively introduced, even though students in this group did not play any games. The level of enthusiasm was great since learners liked being left playing by themselves and using the mini-whiteboards which have turned out to be an effective tool for many classroom activities and games throughout the whole school year.

Even though students kept on using Spanish many times to communicate among themselves, the overall use of English notably increased compared to session 1. But the most remarkable aspect was that all this language use was spontaneous because in session 5, the teachers and language assistants in charge of the data collection only helped the students with the game procedures but we did not help learners with language, which came out spontaneously from the need to communicate and negotiate meaning while playing Hangman. Even though there also was a great level of enthusiasm and excitement, learners knew that teachers and assistants were taking notes about their performance using the language and they might have interpreted this as a test. Hence most of them took it very seriously and made an effort to pause and reflect upon the right poster to look at and the right moment to use the language. Some students helped other classmates with the language they should use. The two students with Special Needs and the student diagnosed with Autism Spectrum Disorder also used some of the language chunks as they were helped by their teammates. Both groups are aware of the special situation of these three students and everybody was always willing to help them integrate into the activities.

Once I gathered the information from session 5, I wanted to establish a comparison between the times students had been using chunks of language ever since the first session of the research. Information about the evolution in the use of functional language structures is shown in Table 1.

Table 1. Times each group used language items in all sessions.*Source:* Author.

Group	Session 1	Session 2	Session 3	Session 4	Session 5	TOTAL
Experimental	49	57	184	201	107	598
Control	58	61	70	81	88	358

According to the numbers shown in Table 1, the overall use of language structures after five sessions was much higher in the experimental group than in the control group. The cause for this difference between both groups might be the effect of using the language by means of games in the experimental group. There was a higher use of language by the control group in the first two sessions but the differences grew up from the third session. In sessions two, three and four learners received help from teachers and assistants and most of the language use was monitored, especially in the control group where there was less spontaneity than in the experimental group. The information from session 3 in the experimental group is not a total number since teachers and assistants were not able to cope with all the pairs playing the Memory Game at the same time.

Therefore, the number of times learners used the target language in session 3 in the experimental group was higher than what is shown in Table 1. In sessions 1 and 5 there was no help or assistance from the data collectors and the students used all the language items autonomously. According to Table 1, there was an increase in the spontaneous use of language in both groups but in the fifth session, the difference between both groups was not as big as I expected. Games might have had an effect in the use of language in the experimental group but students in the control group also made an effort to learn and practice the language. Data in Table 1 might be totally reliable since in sessions 3, 4 and 5, some language items were different in the experimental group and some of them were used automatically and rapidly in order to play more rounds or try to guess words, whereas most of the language use in those sessions in the control group was elicited by teachers and assistants.

5. CONCLUSIONS

Regarding the explorative research questions, I firstly wanted to know if instructional functional language was an effective tool to negotiate meaning while carrying out communicative tasks. The answer to this question is affirmative since, according to the data collected and my students' performance during the activities, chunks of functional language were used effectively in order to convey meaning and enable students to communicate among themselves in communicative tasks regardless of if they were games or ordinary classroom activities.

Since the answer to the first question was affirmative, it led me to formulate a second one where I wanted to know if turn-taking techniques and making requests could be taught in order to help students communicate among themselves without the need for direct teacher supervision. The answer to this question is also affirmative, but there are some aspects that I wanted to highlight. Learners were able to communicate among themselves using the target language but there was a great degree of assistance and monitoring by teachers and language assistants in sessions 2, 3 and 4. The use of the chunks of language was progressively gaining spontaneity in my students but it was not until the fifth session when they were left alone dealing with the language. In this session, many students knew that they were being tested and tried to make an effort to use the language and helped other classmates to do so. However, even though they were not assisted, learners were being supervised and language use was not one hundred per cent spontaneous or natural, but conditioned by the presence of a teacher or a language assistant.

With reference to the first hypotheses I formulated, I stated that by the end of the research, students would be able to use basic turn-taking techniques and make simple requests whilst playing games in order to make themselves understood with their peers and complete the tasks successfully. This first hypothesis was confirmed because, even though there was assistance and supervision by teachers and assistants, learners made an effort to negotiate meaning and communicate among themselves using the target language. Even the students in the control group improved their use of turn-taking structures and requests in spite of the fact that they did not have any practise through games.

The second hypothesis was connected to the first one. I claimed that, as a result of being able to properly use the target language to make themselves

understood with their peers and complete the tasks successfully, students will demand more language tools to communicate among themselves while playing, since there will be an increase of motivation towards the use of more chunks of language in oral interactions among students, without direct teacher supervision. This hypothesis was not confirmed since there were no new language demands from the students. From my point of view, the amount of language items presented and practiced was overwhelming sometimes and students did not want to learn more language even though they were using some different structures in their mother tongue, especially while playing games.

BIBLIOGRAPHICAL REFERENCES

- Alharbi, A. (2013). *Communicative approach*. Retrieved from <https://goo.gl/GXwSb8> [Last accessed: 28/07/2017].
- Baker, C. (2011). *Foundations on bilingual education and bilingualism*. Bristol: Multilingual Matters.
- Brewster, J., Ellis, G., & Girard, D. (1992). *The Primary Teacher's Guide*. Harmondsworth: Penguin.
- Coyle, D., Marsh, D., & Hood, P. (2010). *CLIL: Content Language Integrated Learning*. Cambridge: CUP.
- Gass, S., & Mackey, A. (2006). Input, interaction and output: an overview. *AILA Review*, 19, 3-17. doi: 10.1075/aila.19.03gas
- Hadfield, J. (1999). *Intermediate vocabulary games*. Harlow, Essex: Longman.
- Halliday, M. A. K. (1970). *Communicative Language Teaching*. Retrieved from <https://goo.gl/t12bFr> [Last accessed: 28/07/2017].
- Halliwell, S. (1992). *Teaching English in the Primary classroom*. New York: Longman.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Harmer, J. (2008). *How to teach English*. London: Pearson Longman.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: CUP.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Sambou, A. (2012). Functional approach to applied language teaching. *Macabéa: Revista Eletrônica do Netli*, 2(1), 161-182. Retrieved from <https://goo.gl/ZFbLpB> [Last accessed: 28/07/2017].

- Savignon, S. (2004). Language, identity and curriculum design: communicative language teaching in the 21st century. In C. Van Esch & O. Saint John (eds.), *New Insights in Foreign Language Learning and Teaching* (pp. 71-88). Frankfurt Am Main: Peter Lang Verlag.
- Shaikh, A. A. (1993). *Methods of Teaching English as a Foreign Language*. Lahore: The Caravan Book House.
- Van Ek, J. A., & Trim, J. L. M. (1990). *Waystage 1990*. Cambridge: CUP.
- Wesche, M. B., & Skehan, P. (2002). Communicative, task-based and content-based language instruction. In R.B. Kaplan (ed.), *The Oxford handbook of applied linguistics*. Oxford: OUP.
- Wilkins, D. (1972). *Linguistics in language teaching*. London: Arnold.
- Wilkins, D. A. (1979). Notional syllabuses and the concept of a minimum adequate grammar. In C. J. Brumfit & K. Johnson (eds.), *The Communicative Approach to Language Teaching*. Oxford: OUP.
- Wright, A., Betteridge, D., & Buckby, M. (2005). *Games for language learning* (3rd ed.). New York: Cambridge University Press.
- Yule, G. (1996). *Pragmatics*. Oxford: OUP.

APPENDIX 1

PRE-TEST: SESSION 1 RUBRIC. DATA COLLECTION FROM HANGMAN

STUDENT 1									
Language	1	2	3	+	Language	1	2	3	+
How do you say... in English?					Thank you				
Can you help me, please?					You're welcome				
Can I solve it, please?					Can you spell...?				
Yes / No					OTHER:				

STUDENT 2									
Language	1	2	3	+	Language	1	2	3	+
How do you say... in English?					Thank you				
Can you help me, please?					You're welcome				
Can I solve it, please?					Can you spell...?				
Yes / No					OTHER:				

STUDENT 3									
Language	1	2	3	+	Language	1	2	3	+
How do you say... in English?					Thank you				
Can you help me, please?					You're welcome				
Can I solve it, please?					Can you spell...?				
Yes / No					OTHER:				

STUDENT 4									
Language	1	2	3	+	Language	1	2	3	+
How do you say... in English?					Thank you				
Can you help me, please?					You're welcome				
Can I solve it, please?					Can you spell...?				
Yes / No					OTHER:				

STUDENT 5									
Language	1	2	3	+	Language	1	2	3	+
How do you say... in English?					Thank you				
Can you help me, please?					You're welcome				
Can I solve it, please?					Can you spell...?				
Yes / No					OTHER:				

STUDENT 6									
Language	1	2	3	+	Language	1	2	3	+
How do you say... in English?					Thank you				
Can you help me, please?					You're welcome				
Can I solve it, please?					Can you spell...?				
Yes / No					OTHER:				

APPENDIX 2

POST-TEST: SESSION 5 RUBRIC. DATA COLLECTION FROM HANGMAN

STUDENT 1																				
Language	1	2	3	4	5	6	7	8	+	Language	1	2	3	4	5	6	7	8	+	
How do you say... in English?										It's my turn										
Can you help me, please?										It's your turn										
Can I solve it, please?										It's Sofia's turn										
Can you spell...?										Can you repeat, please?										
Thank you / You're welcome										Yes / No										

STUDENT 2																				
Language	1	2	3	4	5	6	7	8	+	Language	1	2	3	4	5	6	7	8	+	
How do you say... in English?										It's my turn										
Can you help me, please?										It's your turn										
Can I solve it, please?										It's Sofia's turn										
Can you spell...?										Can you repeat, please?										
Thank you / You're welcome										Yes / No										

STUDENT 3																				
Language	1	2	3	4	5	6	7	8	+	Language	1	2	3	4	5	6	7	8	+	
How do you say... in English?										It's my turn										
Can you help me, please?										It's your turn										
Can I solve it, please?										It's Sofia's turn										
Can you spell...?										Can you repeat, please?										
Thank you / You're welcome										Yes / No										

STUDENT 4																				
Language	1	2	3	4	5	6	7	8	+	Language	1	2	3	4	5	6	7	8	+	
How do you say... in English?										It's my turn										
Can you help me, please?										It's your turn										
Can I solve it, please?										It's Sofia's turn										
Can you spell...?										Can you repeat, please?										
Thank you / You're welcome										Yes / No										

STUDENT 5																				
Language	1	2	3	4	5	6	7	8	+	Language	1	2	3	4	5	6	7	8	+	
How do you say... in English?										It's my turn										
Can you help me, please?										It's your turn										
Can I solve it, please?										It's Sofia's turn										
Can you spell...?										Can you repeat, please?										
Thank you / You're welcome										Yes / No										

STUDENT 6																				
Language	1	2	3	4	5	6	7	8	+	Language	1	2	3	4	5	6	7	8	+	
How do you say... in English?										It's my turn										
Can you help me, please?										It's your turn										
Can I solve it, please?										It's Sofia's turn										
Can you spell...?										Can you repeat, please?										
Thank you / You're welcome										Yes / No										

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Delgado Arévalo, D. (2017). The Development of Functional Language Through Games in First Grade of Primary Education. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 69-92

The Impact of the NLP Spelling Strategy in the Early Years of Bilingual Education

La influencia de la estrategia de ortografía de la PNL en los primeros años de la enseñanza bilingüe

EVA AMPUERO LÓPEZ

CUERPO DE MAESTROS DE LA COMUNIDAD DE MADRID.

CEIP NTRA. SRA. DE VALVANERA (MADRID)

Abstract

In the early years of bilingual education there is a lack of time and commitment to reinforce written skills, especially in Content Language Integrated Learning (CLIL) subjects where the vocabulary is more specific to content. The target of this research is to improve the number of good spellers based on four strategies adapted from Neuro-Linguistic Programming (NLP henceforth). Data suggests that, not only students in the experimental group increased good spelling performance, but also, NLP spelling strategies helped students learn from mistakes. Indeed, students lost fear about making mistakes, which ended up creating more participant, motivated, and reflective students.

Key words: CLIL, NLP, spelling strategies, learning to learn, motivation, bilingual Education.

Resumen

Durante los primeros años de la educación bilingüe hay escasez de tiempo y compromiso para reforzar las destrezas escritas, especialmente en las asignaturas de Aprendizaje Integrado de Contenido y Lengua (AICOLE), donde el vocabulario es más específico. El objetivo de esta investigación es mejorar el número de buenos deletreadores basándolo en cuatro estrategias adaptadas de la Programación Neuro-Lingüística (PNL). Los datos sugieren que no sólo el grupo experimental mejoró su actuación frente a la ortografía, sino que también, las estrategias de PNL ayudaron a los alumnos a aprender de los errores. De hecho, los alumnos perdieron el miedo a cometer errores, lo que resultó en la creación de alumnos más participativos, motivados y reflexivos.

Palabras clave: AICOLE, PNL, estrategias de ortografía, aprender a aprender, motivación, educación bilingüe.

1. INTRODUCTION

Bilingual programmes in the Community of Madrid have significantly changed the way content subjects are taught and learnt. Students in these programmes experience an increased exposure to a second language, which has considerably improved their level of proficiency. Therefore, it seems appropriate to think that Bilingual programmes have also changed the way our students feel about English. This change may be due to the fact that a foreign language is not only used in order to communicate, but also it has become a vehicle to learn contents. Furthermore, students are expected to produce a large and varied amount of language in content subjects, which can be challenging at times due to their limited resources (Halbach, 2014). Therefore, the input students are exposed to tends to be more natural not following a grammatical syllabus. Owing to these new teaching demands, teachers who develop their practice in a foreign language have become language teachers, regardless of the subject they teach. All these factors make explicit the need for a constant review of our practice that will involve risk-taking, whilst developing new approaches to language teaching.

After ten years of experience within the Bilingual programme, it is the first time I am teaching 2nd grade. The past eight years, I taught grades 3 and 4. Even though students at this level can usually understand messages in English, it was fairly common to see how many of them could not copy a word correctly in most cases. I believe this is because the first years of Primary are devoted to the development of oral skills, whilst little attention is paid to written skills. On the other hand, written skills become more important and necessary for students to become competent in English from 3rd grade onwards. Given that correct spelling is a real challenge for students in 2nd grade, it is therefore key to placing a greater emphasis on pronunciation and spelling if we want to help students avoid misspelling words or making wrong word choices.

English is a language of great orthography ambiguity. This is due to the «accumulated irregularities of its spelling system» (Crystal, 1997, p. 9). In fact, Crystal (1997) maintains that spelling patterns could be one of the aspects that may appear less desirable for English learners. Similarly for Spanish speakers, decoding English sounds and spelling tends to be more complicated as in their L1, each sound is transcribed in a fixed representation. As Borgwaldt, Hellwig, De Groot, Licht (2006, p. 1) suggest:

In contrast, in opaque orthographies such as English, spelling-sound correspondences are often unpredictable. The degree of spelling-sound ambiguity is one of the variables known to affect visual word recognition performance.

Therefore, it seems advisable to find ways and new perspectives to bridge the gap between the development of oral skills during the early years of Content Language Integrated Language (CLIL, henceforth) and the development of written skills to enable the process of language acquisition. As Harmer (1998) explains, one of the main reasons for teaching writing skills is that it helps reinforce the language being learnt. In the same vein, he points out that «the visual demonstration of language construction is invaluable for both our understanding and how it all fits together and as an aid to committing the new language to memory» (1998, p. 79). Furthermore, Templeton and Morris, (1999, p. 108), indebted to Adams (1990) and Perfetti (1992), argued that «accurate, automatized knowledge of basic spelling patterns is at the heart of skilled reading and writing».

As a consequence, many writers and researchers have studied strategies by which students learn how to spell effectively. Recent research in County Durham (UK, 2006)¹, explored the impact Neuro-linguistic programming (NLP) had on the development of teaching and learning. One of the strategies they put into practice was the NLP Spelling Strategy, with the objective of helping learners retain and learn spellings more easily. This report, carried out with native English speakers, concluded that the use of different sensory channels and eye accessing clues made a great difference to the students' ability to memorise spellings, being both strategies used in NLP. My students tend to fail at this writing attempt. One reason might be that poor spellers tend to use ineffective mental programs by trying to sound out words (Dilts, 1997). Since content-subject vocabulary tends to be very difficult for students learning through a second language, I aim to prove whether the NLP spelling strategy is truly effective for early years of Primary Education within a CLIL context.

My research will address the following questions: Can the use of the NLP Spelling strategy increase the number of good spellers in content-subject

¹ The complete report can be consulted at <https://goo.gl/szALKf> [Last accessed: 28/07/2017].

classes? More precisely, is the use of the NLP Spelling strategy an effective teaching practice to raise spelling awareness and performance? And if so, will the use of NLP strategies in the classroom increase motivation towards written skills? These questions have made me develop the following hypothesis: The use of the NLP Spelling strategy in the learning of lexical fields within content-subject classes, will not only raise spelling awareness and performance, but also help students to become better spellers in a motivational and meaningful learning environment.

The objectives of this research are:

- To identify the key elements of the NLP Spelling strategy.
- To put into practice the NLP Spelling strategy in 2nd grade while checking and analysing the effectiveness of this action.
- To provide students with resources to bridge the gap between 2nd and 3rd grade with regard to written skills.
- To examine whether the results on this paper and this particular spelling strategy improve my students' performance in content subjects.

2. LITERATURE REVIEW

2.1. Learner diversity: unlocking the role of emotions

For students in the early years of primary education, learning contents through a second language is sometimes a real challenge due to their lack of linguistic resources. This may indeed block learning when these challenges are not addressed on time. In this sense, Meyer (2010, p. 11) points out, «there is still a lack of appropriate teaching materials and a comprehensive and integrative CLIL methodology». As a result, he compiles a set of strategies for successful and sustainable CLIL teaching and learning. In particular, he identifies that one of these strategies is the need of rich input in the content subject class. In this light, he also stresses the importance of presenting this input in a meaningful, challenging and authentic manner in order to enhance motivation, which is in fact a way to lower students' affective filter. Finally, he describes how subject learning through a second lan-

guage gets its best results when new topics are dealt with «in such a way that the affective filters of the students remain wide open and when students can link new input to prior knowledge, experiences and attitudes» (Meyer, 2010, p. 14).

Thus, affective and emotional factors are important when it comes to learning. In this sense, research on brain-based approach to language learning and teaching, maintains that «learning is as natural as breathing, and it is possible to either inhibit or facilitate it... In fact, the actual ‘wiring’ of the brain is affected by school and life experiences» (Nummela & Cain, 1990, p. 66). As a matter of fact, we all understand and experience the world differently. In order to explain this, Neuro Linguistic Programming founders wrote the following presupposition in the early 1970s: the map is not the territory. Using this metaphor, Revell and Norman (1997, p. 26) explain that «we all have frameworks or metaprograms (why we do what we do), through which we react to different contexts in life».

2.2. What is Neuro Linguistic Programming?

Richard Bandler, a student of mathematics and computer science and John Grinder, a professor of linguistics, first used the name Neuro-linguistic Programming (henceforth NLP) in the 1970s at the University of California at Santa Cruz. In order to illustrate what NLP is, Miller (2008) divides the word to three terms. The term *Neuro* has to do with the brain and the things that go on in our mind along with the five senses, whilst the term *linguistic* comprehends spoken and non-spoken language. Programming, on the other hand, deals with individual behaviour and thinking patterns.

As mentioned earlier, we all experience the world in different ways. This is because the way our senses understand and decipher the world is unique in each of us. In NLP, «the ways we take in, store and code information in our minds –seeing, hearing, feeling, taste and smell– are known as representational systems» (O’Connor and Seymour, 1990, p. 27). Additionally, O’Connor and Seymour (1990, p. 35) maintain that ‘it is easy to know if a person is thinking in pictures, sounds or feelings’. As Revell and Norman (1997, p. 39) explain, «there is a correlation between the representational system a person is using and their eye movement». All in all, being aware of these facts can help us teachers learn more about our students’ personalities and cognitive styles. As will be explained next, we can use this information to create rapport

in order to help students change their frame of mind whilst teaching them strategies for learning.

2.2.1. NLP in CLIL

NLP has 'become a buzzword in EFL circles' (Puchta, 1999, p. 246, as cited in Harris, 2001, p. 30). The Teacher magazine in Poland published an interview with Herbert Puchta², in which he explains NLP from a language learning context point of view. Puchta maintains that when students excel at some skill, as for instance, remembering new words in a foreign language, an NLP approach would be to find out what these students do in terms of behaviour, supportive beliefs and cognitive strategies they use.

Nevertheless, teaching a foreign language is not the same as teaching and learning through a second language. In CLIL contexts, «students have to be able to use the vehicular language to learn content» (Coyle et al., 2010, p. 33). Accordingly, Clegg (2011) suggests that teaching CLIL lessons makes teachers grow into proficient spotters at anticipating language problems. Given that language planning is necessary in CLIL methodology, this becomes a habit and routine, and thus, effortless. In addition to this, Coyle et al. (2010, p. 29) suggest that teachers have to «consider how to actively involve learners' in order to make students aware 'of their own learning through developing metacognitive skills such as 'learning to learn'».

2.2.2. NLP and spelling

2.2.2.1. Reasons for teaching spelling and writing skills

Even though the bilingual programme has increased the level of our students' proficiency, experience has shown me that there is a lack of time and commitment to reinforce writing skills during the early years of Primary Education. Perhaps this is because some may think that spelling instruction is not necessary, since immersing students in reading and writing should be enough (Winch, 2002). That is, that every so often, CLIL teachers tend to praise the effort to convey words in the second language over accuracy,

² To read the full interview go to <https://goo.gl/SVjavn> [Last accessed: 28/07/2017].

where in many cases, everything is possible and readable as long as the concept is understood.

Contrary to that, Harmer (1998, p. 79) maintains that there are four main reasons for teaching writing to students. He claims that writing helps as *Reinforcement* since the visual demonstration of language supports the memorization of new language. Harmer adds that writing helps students, as it accompanies language *development* while taking into consideration «the mental activity we have to go through in order to construct proper written texts». With regard to *learning style*, Harmer points out that by learning in different ways, some of us may prefer to produce language at our own pace. Finally, he justifies that probably the most important reason for teaching writing is that, «it is a basic *language skill*, just as important as speaking, listening and reading».

2.2.2.2. NLP Spelling Strategy

As Grinder (1991, p. 93) suggests, «students who have less difficulty... are students who can immediately convert information heard (input) into internal (storage) visual form». This happens, for instance, when students are taking notes, which indeed involves the visualisation of words and body movement, an attempt to use the three main representational systems. Nonetheless, spelling is something else, especially in the English language. As Revell and Norman (1997) remark, an auditory approach to a non-phonetic language tends to forge poor spellers. In the same vein, Dilts (1997) maintains that whilst phonics may be of great help when trying to spell out a complete new word, it can also be a misleading strategy since many words in the English language are not written the way they sound. In fact, he suggests that good spellers simply remember how the words look. As a consequence, Dilts (1997) highlights how spelling's objective is learning to learn new words. Hence, we have encountered a learning to learn strategy to teach students in a CLIL environment.

As Revell and Norman (1997, p. 41) suggest, «good spellers in English are people who visualise the word... and check how it feels kinaesthetically» to write it down. In fact, many of us need to jot the letters of a specific word to find out whether it feels right. Therefore, this strategy deals with the visualisation of words. In fact, Revell and Norman (1997) affirm that spelling backwards is only possible if students are visualizing the word by reading the let-

ters in their minds. Accordingly, Dilts (1997) claims that something visual keeps its shape whether people look it left to right or right to left.

Due to the correspondence that exists in the representational system people use and their eye movements, the idea is to locate the word up so students can create a clear picture. Therefore, the first step that Revell & Norman (1997) propose is to hold a word card up high so students need to look up to see it. Later on, students would need to consciously take a mental photograph of the word given in order to be able to write it down from memory. This will happen after visualizing the word in their minds for some time. Revell and Norman (1997) also describe how the use of colours and sizes to highlight important spelling features can support the process. These steps should be repeated until students are able to learn the word. Then, it is possible to prove the success of this strategy by asking students to spell the word backwards, and thus, recalling the word from their visual memory.

In addition to this, Dilts (1997)³ maintains that there are other factors influencing spelling such as beliefs that «could create a large amount of unconscious resistance if not addressed» and identity issues since «good spellers perceive their success as a statement about their identity and their failures as a specific behaviour». Hence, if students are able to see themselves as successful learners thanks to the NLP Spelling strategy, I will be increasing motivation and positive emotional factors towards the foreign language learning and use.

Before getting involved in this Action Research, I used to give students a list of content subject words to copy every day of the week so they could pass what I called a «spelling test». However, the NLP spelling strategy focuses on the process of learning rather than drilling-practice (Dilts, 1997). By putting into practice the NLP spelling strategy, it is highly probable that this strategy becomes a learning to learn resource that can help most students learn a new strategy for remembering and memorizing new words. Furthermore, if this strategy proves to be successful with regard to vocabulary dealt with in content subjects taught through a second language, there is a strong chance that students may apply this strategy to different learning contexts.

³ The complete article is available at <https://goo.gl/w2ge9> [Last accessed: 28/07/2017].

3. METHODOLOGY AND WORK PLAN

3.1. The Study

3.1.1. Context

The school situated is in a low-middle socioeconomic class area of San Sebastián de los Reyes (Madrid), where many families are still struggling due to the impact of the economic crisis in the neighbourhood. The immigrant population of the school is around 15% most of them coming from Latin American countries, China, Romania and Morocco. This school has been bilingual since 2005.

This research is aimed for the 2nd year of Primary Education. There are 25 students in 2B and 2A classes. Their ages range between seven and eight years old. This is our second year together. I teach English, Natural and Social Sciences and Art to both groups. At this level, the LOMCE Act provides four hours a week for English, and one hour and half a week for Natural and Social Sciences respectively. In addition to this, I teach Art to both groups for a period of forty-five minutes a week. I take advantage of this area to reinforce and support content-subjects with Science projects and other artistic projects that deal with the culture of the foreign language. I am ‘the class teacher’ for 2B group. Hence, 2B will be the experimental group whereas 2A will be the control group.

3.1.2. Design of the intervention

As stated above, the aim of this study is to analyse the impact the use of NLP Spelling strategies may have on the learning of lexical fields within content-subject areas. This is done by means of reinforcing spelling awareness and performance in order to help students become better spellers in a motivational and meaningful learning environment. In order to do so, on one hand, I aim to provide students with resources to bridge the gap between 2nd and 3rd grade with regard to written skills; on the other hand, the goal is to put into practice NLP Spelling strategies in 2nd grade while checking and analysing the effectiveness of this action. Finally, the intention is to examine whether these particular spelling strategies improve my students’ performance in content subjects (see Appendix 0 for the full planning).

3.1.2.1. Design of the NLP spelling strategies

In order to develop NLP spelling strategies, I adapted four strategies taken from Grinder, M. (1991), two strategies for Natural Sciences, matter and materials vocabulary, and two different strategies for Social Sciences and road safety vocabulary. The following two strategies were used for Natural Sciences. The first strategy was to write a word while spelling each letter out loud, seeing the word in their minds and using a non-verbal cue (snap fingers) while spelling out the letters. For instance, in order to spell out the word 'marbles' students would have to say each letter (m, a, r, b, l, e, s), while snapping their fingers. Then, take a mental picture of the word, to finally jot down the letters recalling them from all three representational systems (V-A-K) that were involved in the cognitive process. The second technique implemented was used for words with an odd number of letters (i.e. seven letters: marbles). Students were requested to look at the middle letter in the word (i.e. «b») while seeing the correspondence with the letters on each side looking from left to right (i.e. «rb») and right to left (i.e. «bl») until they get the whole picture of word (arble-marbles) in their minds (see Appendix 1).

With regard to Social Sciences, the third strategy applied was about memorising the letters of each word and their relationship to the letter on each side (i.e. «traffic»). Then, all the letters were erased leaving dashes (i.e. _ _ _ _ _ _ _). Later on, the objective was to point to each dash in order so students could spell the word out as they read it, as well as pointing at dashes randomly and backwards, subsequently, students can memorise the letters on each word. Finally, the fourth and last strategy practised was the same as number three only that two words were practised at the same time. (i.e. «traffic sign»). After modelling the activity for students, they were requested to work in pairs to finally play a hangman together (see Appendix 2).

3.1.2.2. Developing the work plan

With regard to the length of the study, I decided to do an intervention of five weeks in which I alternated the way I used to teach spelling, by means of drilling practice, and four new strategies based on NLP focused on the visualisation of spelling (see Appendices 1 & 2). The first two weeks were devoted to studying vocabulary from Natural Sciences subject. During the first week, students from both, control and experimental group were given a list of words related to the topic at hand (i.e. matter and materials). Students were asked to

copy each word in class and were requested to write each word at least once a day for a whole week in order to take a spelling test at the end of the week.

During week two, the control group continued to do the same although new words were practised. Meanwhile, I presented two NLP spelling strategies to the experimental group for them to learn their new Natural Sciences words (see Appendix 1). They were also requested to practise these new words and strategies at home, but I presented this as training rather than homework. At the end of the week, they also had a spelling test although this included non-verbal clues practised during the learning of the strategies stage. The following two weeks were dedicated to Social Sciences (road safety), following the same structure. The first week would serve as a pre-test for the new vocabulary following the way I used to teach spelling with both groups. During the second week, the control group continued to do the same with new words; whereas the experimental group practiced new Social Sciences words using two new strategies based on NLP (see Appendix 2).

Lastly, the fifth week's function was to get back to a NLP spelling strategy used when teaching and to get students in the experimental group to play games that would help me know whether they were able to spell words backwards. As argued during the literature review, we can prove the effectiveness of the NLP spelling strategies when students are able to spell the word backwards, which means that they are seeing and visualising the word in their minds.

3.1.2.3. Material design

Admittedly, although I had always recognised the importance of being an accurate speller and writer, I had always found it to be a very challenging area to teach. As a consequence, I might have been attached to the practice of spelling through drilling exercises for too long. For that reason, the control group did the same I have always done to teach spelling week after week, although each week they practised new words. With regard to the experimental group, even though they did the same as the control group for two weeks, when introducing the new content-subjects units, the other two weeks they were introduced with new spelling strategies based on an up and coming theoretical review such as NLP. In addition to this, the experimental group also benefited from a teacher that introduced many aspects learnt during her Master's programme: sharing learning goals and expectations, involving students in the learning process so I became more of a facilitator, a class where

activities were planned around the idea of having my students doing most of the talking, and last but not least, taking into account the language that will be needed so students could access to the tasks in content-subject lessons.

3.1.2.4. Implementing the NLP spelling strategies

Week one and week two were planned for Natural Sciences vocabulary. During week one, students practised vocabulary related to matter and materials by means of copying the words at least once a day. During this week the only command was to copy the words in a worksheet that included a rating of the three most difficult/easy words to spell question and a simple «how do you feel about your spelling?» to be completed before the spelling test. During week two, the control group remained to do the same whereas the experimental group was taught two NLP spelling strategies (see Appendix 1) and assessed using the non-verbal clues managed when training. Additionally, students in the experimental group were asked to complete a short peer and self-assessment questionnaire in order to detect problems, get feedback from students, and adapt materials if necessary (see Appendix 3). Furthermore, goals and expectations were shared at the beginning of each activity using WALT and WILF posters with the hope that students would get involved in a meaningful way by explaining and negotiating what was expected from them. Weeks three and four were planned following the same structure, although this time Social Sciences vocabulary was presented.

Finally, week five were two complete sessions that helped with getting back to the NLP spelling strategies and activities learnt, in order to check whether learning was still there. In addition to this, students were involved in a game that would give qualitative data about the ability to spell backwards which would meant the success in the use of the NLP strategy. During this week again expectations were shared and students were also requested to fill a quick peer and self-assessment sheet in which they could reflect about their performance throughout the tasks (see Appendix 3).

3.1.3. Data collection

The main aim when collecting data was to quantify the number of correct spellings and the possible changes the contribution of NLP spelling strategies could make by comparing results from the control and experimental group. As a consequence, the data to be collected is based in these sources:

- Spelling tests and Spelling tests based on NLP.
- Students’ beliefs about their spelling skills questionnaire: How do you feel about your spelling this week?
- Spelling homework questionnaires: most difficult/easy words to spell.
- Peer and Self-assessment questionnaires.
- Teacher’s observations.
- Research Journal.

3.1.4. Data analysis

All data gathered was analysed in accordance with the test results and the students’ responses to the questionnaires provided. On one hand, spelling tests and NLP spelling tests provided quantitative data and thus, objective since they cater the number of correct spellings on each test. On the other hand, the answers to the questionnaires granted the researcher with valuable, although subjective, qualitative data based on students’ opinions, comments, attitudes and preferences.

The timeline of this study was spread over five weeks, two for Natural Sciences vocabulary, another two weeks for Social Science vocabulary and a consolidation week. In order to organise data collected from the spelling tests, the scores were divided into five categories as shown on the table below:

Table 1. Spelling test scores categorization.

Source: Author.

Chart	Poor	Borderline	Good	Successful	Exceeding
Score	1 to 4,9	5 to 5,9	6 to 7,5	7,6 to 8,9	9 to 10
Data	Poor performers	Risk Zone	Average	Top performers	

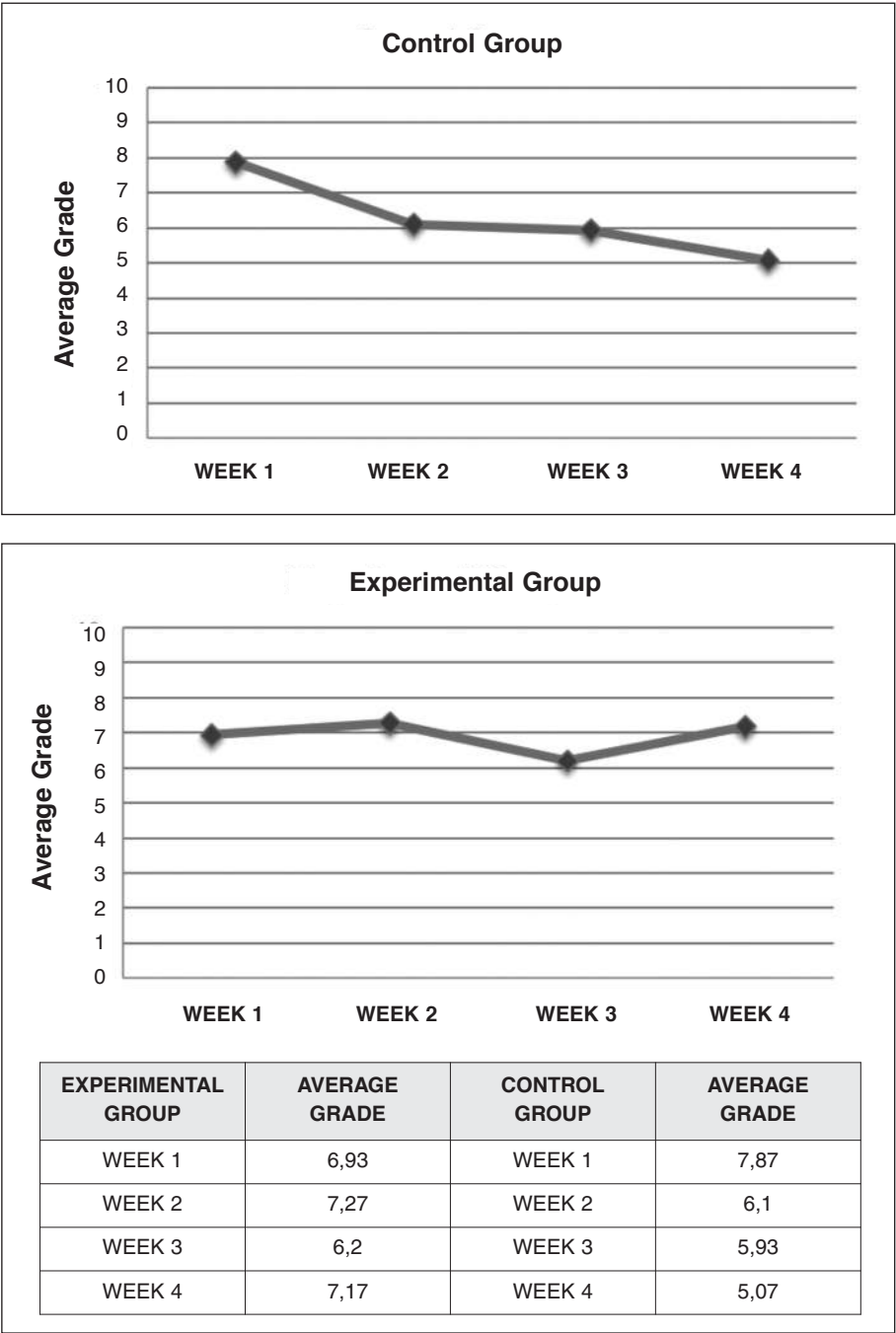
In concordance, I will analyse the groups' results on each spelling test. During the first week, students in both groups were asked to copy a list of fifteen content words. Students' performance made by students was assessed through a spelling dictation test done after a week of drilling practice. During the second week, students in the experimental group were introduced and taught two visual strategies to learn their spellings based on NLP, whilst the control group remained to do the same throughout the whole study.

With regard to the spelling test during the second week, the experimental group's test was based on the NLP spelling strategies learnt, including non-verbal clues, where twelve words were assessed with nine new ones and three from the previous week. Additionally, it is worth saying that the words chosen on each test were selected in concordance to the contents being taught, having the second week a more challenging vocabulary. Furthermore, it is important to take into account the context of the experimental group, as there are not only students with special educational needs, but also some students that are quite disruptive, whilst the control group is quieter and a more homogeneous group. For me, the gist of the matter is to get the experimental group, a more challenging group indeed, to reinforce their spelling and try alternative learning strategies that may improve their performance.

As far as spelling tests are concerned, the graphic below shows how the experimental group increased good performance during the second and fourth week, in which NLP spelling strategy was reinforced in class. This group's results dropped one point during the third week of study. I believe to have identified the reasons behind this worsening in performance. Even though I recorded on the journal how engaged students were counting the finger snaps and how this test helped them to maintain focus, presenting a spelling test first thing on Monday morning was most probably not a good idea. Furthermore, it is fair to say that week 3 was a non-NLP strategies week. Presumably, this may be a reason of a drop in the interest for spelling work.

As seen in the chart, the control group grades decreased from the first to the second week and from the third to the fourth week consistently throughout the whole study. Their lower point reaches on week four. However, it is fair to mention that they took this test on the fourth session of a Friday before a long weekend. In fact, some students left school right after the test as recorded in the journal. Once again, external factors may have influenced results.

Figure 1. Chart 1: experimental and control group average grade in spelling tests throughout the study.
Source: Author.



In order to organise data collected from the beliefs test («How do you feel about your spelling this week?»; see Appendix 1b), the scores were divided into three categories (brilliant, good, need to improve), where students had to assess their performance during the week right before the spelling test. These three categories were related to the scores reached in the spelling tests so that students' beliefs could be compared to their actual performance in the spelling tests.

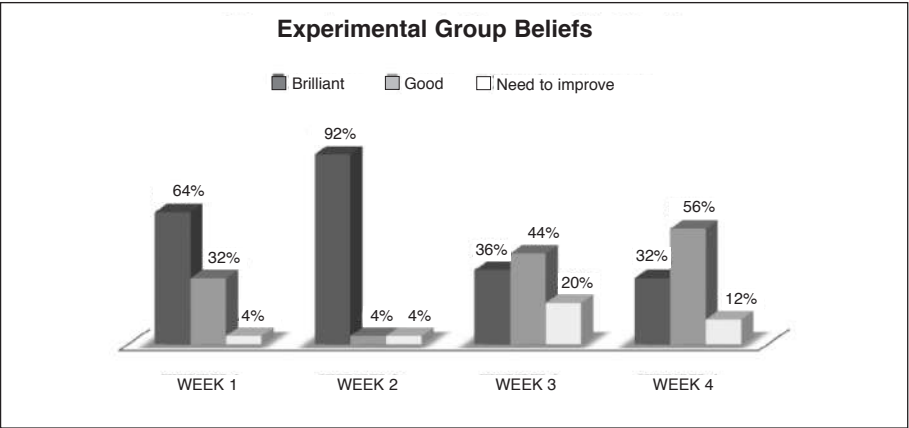
Table 2. How do you feel about your spelling this week? Beliefs Questionnaire.
Source: Author.

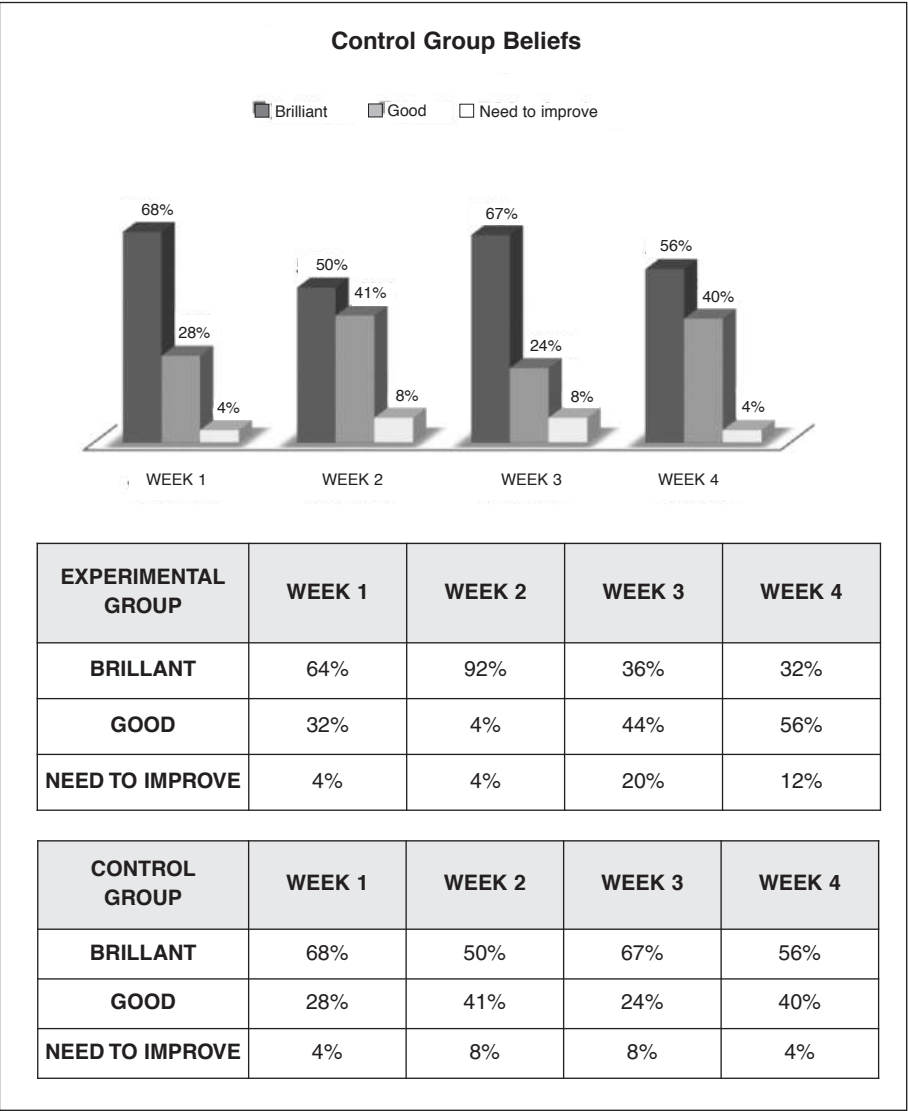
Chart	Poor	Borderline	Good	Successful	Exceeding
Score	1 to 4,9	5 to 5,9	6 to 7,5	7,6 to 8,9	9 to 10
Data	NEED TO IMPROVE	GOOD		BRILLANT	

With regard to students' beliefs, in the graph below, it can be observed how the experimental group started with confidence with a serious improvement after the practice of the first two NLP spelling strategies. The following weeks, students were able to be more consequent with their personal efforts being able to assess themselves closer to their actual performance.

On the other hand, students in the control group always maintained to feel brilliant or good towards their spelling work, but was unable to reflect according to their actual performance not only in tests, but also spelling homework.

Figure 2. Chart 2: experimental and control group beliefs throughout the study.
Source: Author.





As for peer and self-assessment questionnaires, this time, only data from the second and fourth week was collected since these were the weeks in which NLP strategies were taught and practiced. In the light of the results, there are reasons to believe that most students were able to use the strategies presented to process spelling, helped and collaborated with each other staying on task while trying to use English at least for the most part of the activity.

Figure 3. Chart 3: Week 2 and week 4, peer assessment questionnaires comparison.

Source: Author.

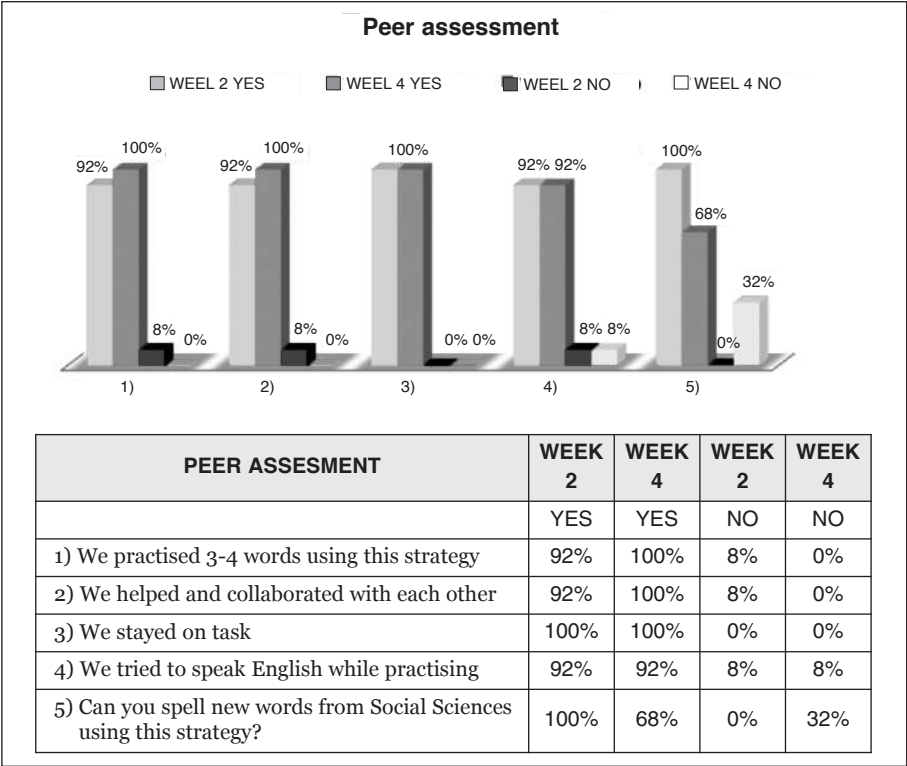
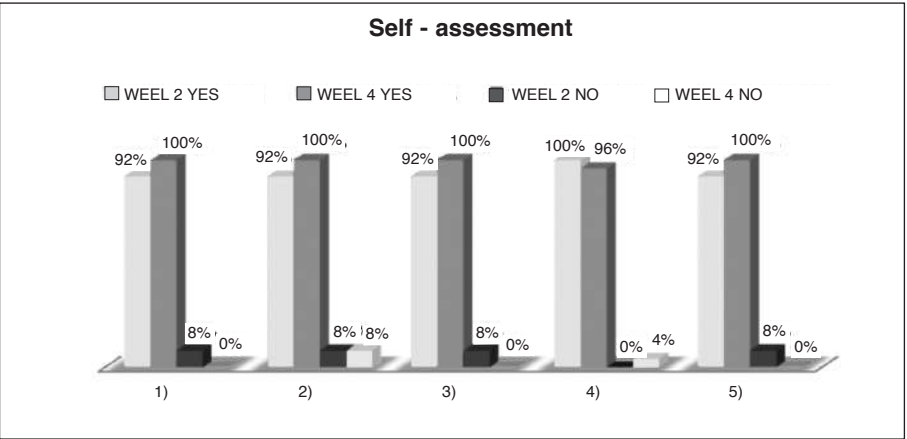


Figure 4. Chart 3: Week 2 and week 4, self-assessment questionnaires comparison.

Source: Author.



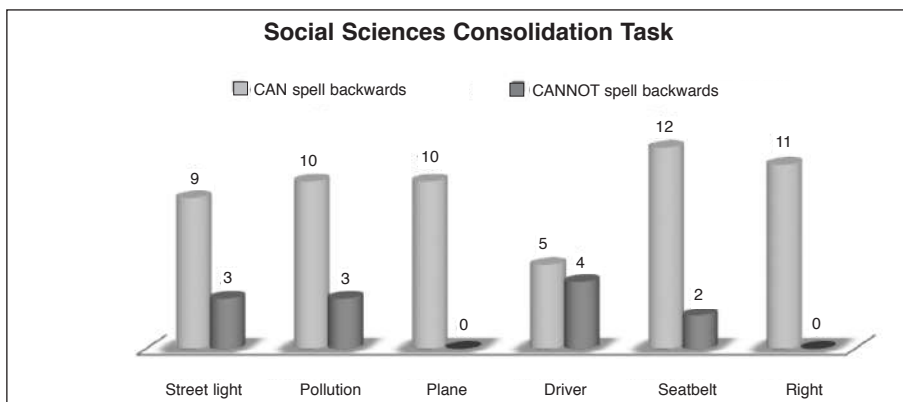
SELF ASSESSMENT	WEEK 2	WEEK 4	WEEK 2	WEEK 4
	YES	YES	NO	NO
1) I practised 3-4 words using this strategy	92%	100%	8%	0%
2) I helped and collaborated with my partner	92%	100%	8%	8%
3) We stayed on task	92%	100%	8%	0%
4) I did MY BEST to practise the spellings using English	100%	96%	0%	4%
5) Can you spell new words from Social Sciences using this strategy?	92%	100%	8%	0%

With regards to the results taken from the consolidation week, As far as quantitative results are concerned, they show that the majority of students in the experimental group were able to spell backwards content-vocabulary from Natural and Social Sciences. However, it is important to bear in mind that these results are based on students' peer-assessment notes. According to all notes taken during observation, during the first session, some peers assessed positively words that were doubtful from the observers' perspective, but overall most peers and small teams were quite critical with their partners, especially during the second session.

The three most chosen words in both subjects were: *seatbelt*, *pollution*, *street light*, *homogeneous*, *marbles* and *heat*. From what I gathered during observation, it seemed that there was motivation towards peer challenge, choosing words that they considered to be the most difficult, to assess each other.

Figure 5. Chart 4: week 5 consolidation tasks results.

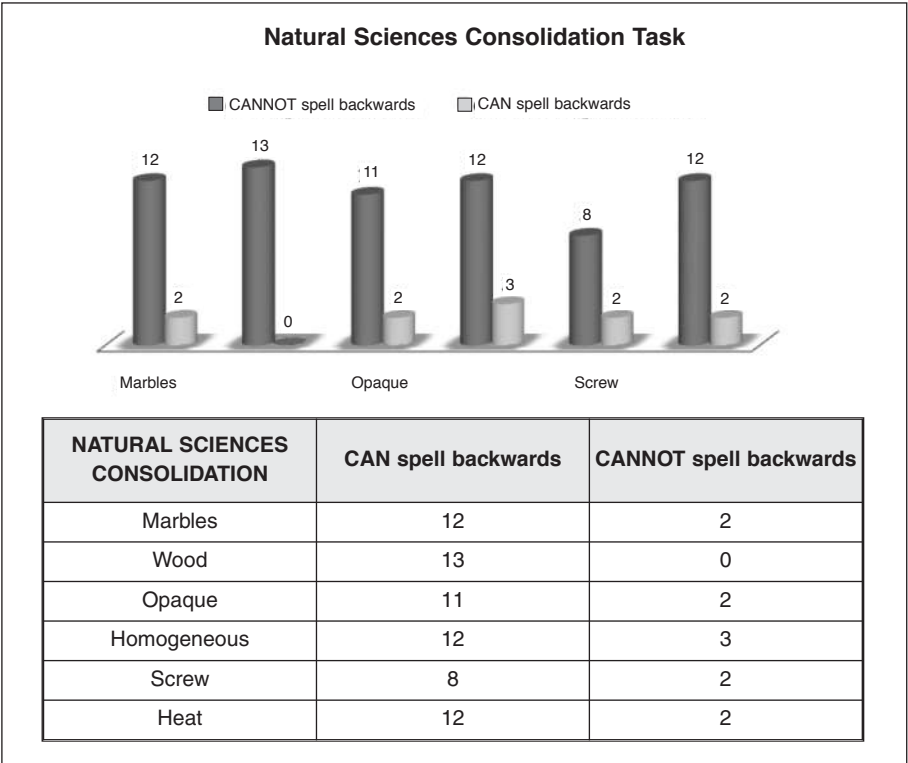
Source: Author.



SOCIAL SCIENCE CONSOLIDATION	CAN spell backwards	CANNOT spell backwards
Street light	9	3
Pollution	10	3
Plane	10	0
Driver	5	4
Seatbelt	12	2
Right	11	0

Figure 6. Chart 4: week 5 consolidation tasks results.

Source: Author.



With regard to Social Sciences vocabulary, the least chosen word was the least successful one (*driver*). Due to the fact that they considered *driver* to be an easy or less appealing word they did not practice it enough, which translates in having better results in more challenging words. To my surprise, homophones such as *plane* and *right* that had been misspelled by a large

number of students at earlier stages, they were now a complete success, probably as a consequence of a thorough practice in class.

In the case of Natural Sciences two out of the three words students considered more effortful, were actually the most successful during the second session. This leads me to think that this exercise was a great success as they have learnt to correctly spell the most challenging words. The least chosen word (*screw*) was again the least successful one. In fact, when monitoring the class I could notice how some pairs did not remember the meaning of this word, which probably made it to be the least popular. In addition to this, I noticed how most students were very motivated to check each other's work and how they were more focused on being more honest than in the previous session. Having students take part in their learning and assessment made students be more reflective about their efforts and performance.

Additionally, concerning qualitative data, the most remarkable comment could be when a small group of students asked in the morning line: Are we going to continue playing or work, today? (Note taken on Monday 9th May 2016). This verifies they actually perceived these tasks as enjoyable, fun and appealing.

As for the questionnaire made to the control group about practising spelling by copying words, instead, we had a small debate on Friday 13th of May 2016, in which I displayed these questions on the whiteboard: *What did you think about spelling homework? Does it help you become a better writer/speller?* First, we had a small debate in which students could comment with their peers one or two ideas to share them in a group of four afterwards. I gave them a mini whiteboard for each team so they could write one idea to share with the whole group. In order to facilitate debate and engage students in this activity, L1 was accepted. Most students said that copying a list of words for homework was boring, easy 'because you know what you have to do' (Alba, 13th May 2016), fast, or effortless. However, most of them stated that it helped them to be better spellers since 'you copy, and copy the word everyday and then you memorise it and you don't know why' (Alfonso, 13th May 2016) comment to what many students agreed on. Despite their comments, the results obtained in the tests are quite different to their perspective in some cases. The control group that was initially stronger showed a progressive decline in performance very much in concordance to the link between drilling exercises and routine work. Additionally, they showed difficulties to assess their efforts towards their spelling work. This is probably a consequence of having a single individual

questionnaire to be completed before the tests. In contrast, the experimental group was required to assess their peers and themselves regularly.

5. CONCLUSIONS

This research aimed at studying the use of NLP visualisation of spelling strategies in the learning of lexical fields within content-subject classes in early years of primary education. In order to test this hypothesis, I assumed that the use of NLP spelling strategies would not only raise spelling awareness and performance, but also would help students becoming better spellers in a motivational and meaningful learning environment.

Having analysed all data gathered from spelling tests and students questionnaires, I can affirm that this research helped students in the experimental group to learn the spelling of content words in a more effective way. With regard to the initial research questions, I can verify that the use of NLP spelling strategies not only increased the number of good spellers, but also the quality of their spelling as most students were situated as good and top performers. As a consequence, I maintain that the use of NLP visualisation of spelling strategies in the early years of bilingual education, triggers students' desire to learn the spelling of content words since they find these enjoyable and fun to learn. Furthermore, I state that including peer and self-assessment techniques is a powerful tool to increase students' awareness towards their real efforts and their actual performance.

Nevertheless, there are some limitations in the study. The first and most important limitation was time constraints. Even though this research was carried out for five weeks, longer time would have given me the opportunity to analyse results in a more exhaustive way. Moreover, avoiding times of the week that were less favourable for students (first session Monday morning/fourth session Friday afternoon) would have possibly given me different results. More time would have also facilitated the application and practice of these and further strategies, so I could have analysed which strategies work best and why in a thorough manner.

Additionally, the teaching and practice of the strategies was time consuming. As a consequence, I had to constantly rearrange my weekly planning in order to be able to actually teach the contents required in each subject. As a matter of fact, students had to face new words a few days before starting the unit in

Social Sciences. Even though some students felt the desire to learn the meaning of these words beforehand, as noted in the research journal, some other students felt anxious about dealing with words out of the context of the unit. For the future, I would probably change the practice of spelling by giving one strategy and the words related to the content taught in a day, in order to shorten the list to practice.

The second limitation was related to pairing students. Although most students stated to like working in pairs, there were some pairs that needed to be reorganised in many occasions. I would suggest paying special attention to the assigned pairs from session to session, to be able to adjust students so they feel comfortable working with each other. Also, I would propose to work on social skills while making students aware of the benefits that pair and group work have for their learning.

Excluding these limitations, there are grounds for believing that NLP spelling strategies were beneficial to students, so as to make them improve the spelling of content words in an effective and motivational way. Nonetheless, some suggestions could be taken into account for future lines of research. I would like to involve other teachers of English and Spanish in order to further investigate different professionals' views and groups performances in different subjects. By doing this, this research would turn into a valuable experience for the whole school's community and would enhance an interdisciplinary approach to learning. In addition to this, I would like to further investigate how beliefs influence students learning through a second language. From my perspective, students who see themselves as good learners tend to be more motivated towards learning. By influencing students positively about learning a second language, it is an open door to a more relaxed atmosphere and possibly better results.

In conclusion, supporting the idea that NLP spelling strategies would not only raise spelling awareness and performance, but also would help students become competent spellers in a motivational and meaningful environment, this research shows that NLP visualisation of spelling, provided students with new challenges to practice content-words spellings, rather than copying words until they get it right. Therefore, NLP spelling strategies aided students to learn effectively while sharing experiences in a relaxed and pleasant environment. These positive results give me a boost of energy to continue working with NLP spelling strategies with students in the control group, and to bring into play new ways of including these strategies on a regular basis.

I would like to finish this paper by saying that this research has helped me to improve my teaching practice, not only by being a more reflective teacher, but also by willing to take risks motivated towards a better practice. NLP offers unlimited opportunities to research in education, which can be translated into infinite chances to find new ways and approaches for second language teaching and learning.

BIBLIOGRAPHICAL REFERENCES

- Borgwaldt, S. R., Hellwig, F. M., DeGroot, A., & Licht, R. (2006). *Word-initial sound-spelling patterns: Cross-linguistic analyses and empirical validations of phoneme-letter feedback consistency effects*. Retrieved from <https://goo.gl/jaPJ86> [Last accessed: 01/08/2017].
- Cain, N. R., & Caine G. (1990). Understanding a Brain-Based Approach to Learning and Teaching. *Educational Leadership*, 48(2), 66-70.
- Clegg, J. (2011). *Planning CLIL Lessons*. One Stop English. Retrieved from <https://goo.gl/xws9Re> [Last accessed: 01/08/2017].
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge University Press.
- Crystal, D. (1997). *English as a Global Language*. Cambridge University Press.
- Dilts, R. (1997). The NLP Spelling Strategy. Retrieved from <https://goo.gl/w2ge9> [Last accessed: 01/08/2017].
- Grinder, M. (1991). *Righting the Educational Conveyor Belt*. Portland, Oregon: Metamorphous Press.
- Halbach, A. (2014). *Unit 4: 'The Role of Language Teaching in Bilingual Education': Teaching and Learning in the Bilingual Classroom*. Unpublished material, Master in Teaching English as a Foreign Language, Universidad de Alcalá de Henares. Madrid, Spain.
- Harmer, J. (1998). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Harlow: Longman.
- Harris, T. (2001). *NLP If It Works, Use It.... Cauce*, 24, 29-38. Retrieved from <https://goo.gl/88t6qk> [Last accessed: 01/08/2017].
- Meyer, O. (2010). Towards quality-CLIL: Successful planning and teaching strategies. *Pulso*, 33, 11-29.
- Miller, P. (2008). *The Really Good Fun Cartoon Book of NLP*. Carmarthen, UK: Crown House Publishing.
- O'Connor, J., & Seymour, J. (1990). *Introducing NLP: Psychological Skills for Understanding and Influencing People*. New York: Harper Collins Publishing.

- Revell, J., & Norman, S. (1997). *In Your Hands: NLP in ELT*. London: Saffire Press.
- Templeton, S., & Morris, D. (1999). Questions Teachers Ask about Spelling. *Reading Research Quarterly*, 34(2), 102-112. Retrieved from <https://goo.gl/RZXYZS> [Last accessed: 02/08/2017].
- Winch, G. (2002). *Literacy: Reading writing and children's literature*. Oxford University Press.

APPENDIX 0

ACTION RESEARCH ACTIVITIES PLANNING

The impact of the NLP spelling strategy in the early years bilingual education: lesson plan

JUSTIFICATION: Content-subject vocabulary tends to be very difficult for students learning through a second language due to the great orthography ambiguity in the English language. In order to provide with support for spelling strategies, it is necessary to design tasks that help students use effective mental programs rather than trying to sound out words. This way, trying becomes the target of the task. Praising effort will make students more willing to persevere and try new language. For doing so, the classroom environment must become a place fearless of mistakes where making them is part of the process and seen as an opportunity to learn. The ARP will take 5 weeks of research. However, this plan will be carried out during the second and fourth week of April. It will be developed during content subjects, 4 periods a week. Therefore, the aim of this plan is to revise and reinforce new lexical fields related to content subject areas. All sessions will have the same structure, but each day will include different elements. On the other hand, teacher's role and students' expectations will remain the same across the plan.	
GENERAL QUESTIONS:	<ul style="list-style-type: none"> – Can the use of the NLP Spelling strategy increase the number of good spellers in content-subject classes? – Is the use of the NLP Spelling strategy an effective teaching practice to raise spelling awareness and performance? – Will the use of NLP strategies in the classroom increase motivation towards written skills?
HYPOTHESIS:	The use of the NLP Spelling strategy in the learning of lexical fields within content-subject classes will not only raise spelling awareness and performance, but also help students to become better spellers in a motivational and meaningful learning environment.
GENERAL OBJECTIVES:	<ul style="list-style-type: none"> ✓ To identify the key elements of the NLP Spelling strategy. ✓ To put into practice the NLP Spelling strategy in 2nd grade while checking and analysing the effectiveness of this action. ✓ To provide students with resources to bridge the gap between 2nd and 3rd grade with regard to written skills. ✓ To examine whether or not the results on this paper and this particular spelling strategy improve my students' performance in content subjects.
SPECIFIC OBJECTIVES:	By the end of the lesson plan: <ul style="list-style-type: none"> ✓ All students will learn simple spelling strategies that will practice in class and a home. ✓ Most students will be able to use at least one spelling strategy effectively. ✓ Most students will be more effective with regard to spelling new lexical fields from content subjects.











	STAGES OF WORK									
	Lead in	Timing: 5	Setting up the activity	Timing: 5	Running the activity	Timing: 10	After the activity	Timing: 5	Feedback	Timing: 5
		Skills integration: L, S		Skills integration: L, S		Skills integration: L, S, R, W		Skills integration: L, S		Skills integration: L, S, R, W
OBJECTIVE	To arise motivation and interest towards the activity.		To facilitate the process by guiding students through the next stages of work.		Get students to follow the steps of the strategy as they practice their spellings.		Get students to assess their own work by means of an answer sheet.		To encourage students to be reflective about their own in class performance.	
GROUPING	Whole class		Pair work		Think - Pair - Share		Pairs/Whole group		Pairs/Individually	
MATERIALS	WALT and WILF posters to share expectation with students.		Interactive White Board (IWB) displaying a word document with language support Instructions for the game		Rubric for observation.		Notes taking during the previous stages of work. Strategies handouts		Notes taking during the previous stages of work. Strategies handouts Self (25) and peer assessment photocopies (13).	
PROCEDURE	Share WALT and WILF posters: WALT: <i>Spell words from Natural/Social Sciences using a visual strategy. Practice 3-4 new words using this strategy.</i> WILF: <i>Work in pairs. Help each other to follow and understand the strategy. Speak English while practicing. STAY ON TASK!</i> Explain the NLP spelling strategy: <i>Model the activity. Teacher and language assistant present the strategy to the class.</i>		<i>Give clear instructions by writing steps on the board:</i> 1. Work in pairs with the person sat next to you or wait for the teacher to give you a partner. 2. Each student is given an envelope with words. SS Take out one word and practice it individually using the handout with the description of steps. 3. Taking turns; a student in their peers chooses a word and helps the partner to spell this word using the same strategy. 4. Help each other when you have problems. 5. Ask for help if you can't solve your problems. <i>Give a model. Get someone to repeat instructions. Get someone to repeat expectations.</i>		– The teacher and language assistants become facilitators. – The main duty is to keep students on task and address possible problems that arise from the activity. – Follow teacher's role procedures for research clarified on this table. – Praise effort and participation. CLOSING THE ACTIVITY: Signal when the end of rehearsing is about to finish. <i>How?</i> 1-2 minutes stopwatch. <i>Why?</i> Students know what to expect and prepare for moving on.		Get a pair of students teach to the group how to use one of the strategies. Present the activity as a game: Now you are the teachers 😊		Get comments from both, teacher and pupils about the activity, behaviour and general atmosphere during the task. Give positive feedback related to the evaluation criteria of the activity – 2 stars and a wish!! Resource taken from: http://resources.sparkleplus.co.uk/sb165.pdf Explain the peer and self - assessment chart. Give 2-3 minutes to complete self-assessment chart.	
















<p>EXPECTATIONS FROM STUDENTS</p>	<ul style="list-style-type: none"> - Listen to the goal and teachers' expectations. - Understand that we will be working with lexical fields from content subjects. - React according to plan giving positive feedback, as they understand the activity. - Ask questions for clarification. 	<ul style="list-style-type: none"> - Show understanding by means of gathering in pairs and paying attention to the model of the activity provided by teachers. - Ask questions for clarification or need additional help. - Repeat instructions as requested by the teacher. - Show on-going listener response, as they understand the basics of the activity. 	<ul style="list-style-type: none"> - Work in pairs using one of the strategies they have learnt. - Notice the spelling features. - Use some of the language previously agreed to carry out the task (this one is first, second, next / it's my turn-your turn) - Some of them will ask questions for clarification or will need instant feedback to know whether they are on the right path. 	<ul style="list-style-type: none"> - Present as volunteers. - Show the class how they used this strategy. - Follow the steps of one of the strategies. - Might need or require some help during the process. 	<ul style="list-style-type: none"> - Listen to the comments from other pupils and teacher. - Complete the self and peer assessment cards. - Ask for help. - Make comments about each other performances
<p>TEACHER'S ROLE</p>	<ul style="list-style-type: none"> - Pedagogical mediators (Vygotsky) by creating a meaningful purpose for the task. - Encouraging students to predict information about the activity. - Model the activity by means of a short role-play among teachers. 	<ul style="list-style-type: none"> - Organize students in the arrangement needed for the activity. Mixed ability pairs. - Give clear instructions and display useful language and key instructions words on the digital board. - Provide a time limit. - Answer questions for clarification. 	<ul style="list-style-type: none"> - Walk around the classroom taking notes about students' participation and the use of English as means of communication. - Monitor the task. - Make themselves available for questions or clarifications pupils may have. - Observe if everyone is on task and know what to do. - Take notes for giving specific feedback. - Indicate 1-minute left to close activity. 	<ul style="list-style-type: none"> - Help students to be the ones to answer the questions the volunteers may have during their presentation. - Point out those aspects noted to give specific feedback on language used during the activity. (Comments will depend on observation). 	<ul style="list-style-type: none"> - Making students aware of their own learning: <i>«Now, let's check our WALT & WILF posters» What have we learnt?</i> - Helping students know what to assess. <i>«If we look at our WALT and WILF poster, what does it mean to do good?»</i> - Listening to students' feedback and take notes.

	CONSOLIDATION TASK Practicing Spelling Strategies									
	STAGES OF WORK									
	Lead in	Timing: 5	Setting up the activity	Timing: 5	Running the activity	Timing: 10	After the activity	Timing: 5	Feedback	Timing: 5
Skills integration: L, S		Skills integration: L, S		Skills integration: L, S, R, W		Skills integration: L, S		Skills integration: L, S, R, W		
OBJECTIVE	To arise motivation and interest towards the activity.		To facilitate the process by guiding students through the next stages of work.		Get students to follow the steps of the strategy as they practice their spellings.		Get students to assess their own work by means of an answer sheet.		To encourage students to be reflective about their own in class performance.	
GROUPING	Whole class		Pair work		Pair work		Pairs/Whole group		Pairs/Individually	
MATERIALS	WALT and WILF posters to share expectation with students.		Interactive White Board (IWB) displaying a word document with language support Photocopy with strategies per student.		Rubric for observation.		Notes taking during the previous stages of work. Strategies handouts.		Notes taking during the previous stages of work. Strategies handouts Self (25) and peer assessment photocopies (13).	
PROCEDURE	<p>Share WALT and WILF posters:</p> <p>WALT: <i>Spell words from Natural/Social Sciences BACKWARDS!! Become Spelling Detectives. Practice 3-4 words using one or more strategies.</i></p> <p>WILF: <i>Work in pairs. Help each other to follow and understand the game. Speak English while practicing. STAY ON TASK!</i></p> <p>Explain the game 'Here comes the Spelling Police':</p> <p><i>Teacher and language assistant present the strategy to the class. 'Are you able to spell backwards?'</i></p>		<p><i>Give clear instructions by writing steps on the board:</i></p> <ol style="list-style-type: none">In pairs, choose your favourite strategy to remember your spellings.S1: selects a word and uses the clues selected (snap fingers, say the number of letters/dashes)S2: draws as many dashes as letters the word has.S1: dictates the word once.S2: jot the letter down from right to left.They both keep a score of number of correct words they are able to spell backwards.Help each other when you have problems. <p><i>Get someone to repeat instructions.</i></p>		<ul style="list-style-type: none">– The teacher and language assistants become facilitators.– The main duty is to keep students on task and address possible problems that arise from the activity.– Follow teacher's role procedures for research clarified on this table.– Praise effort and participation. <p>CLOSING THE ACTIVITY:</p> <p>Signal when the end of rehearsing is about to finish.</p> <p><i>Same procedure as before</i></p>		<p>Get a pair of students teach to the whole class how to use one of the strategies. Repeat until all strategies have been presented.</p> <p>Introduce the activity as a game:</p> <p>Now you are the teachers 😊</p>		<p>Get comments from both, teacher and pupils about the activity, behaviour and general atmosphere during the task.</p> <p>Give positive feedback related to the evaluation criteria of the activity – 2 stars and a wish!! Resource taken from: http://resources.sparkleplus.co.uk/sb165.pdf</p> <p>Explain the peer and self-assessment chart.</p> <p>Give 2-3 minutes to complete self-assessment chart.</p>	

<p>EXPECTATIONS FROM STUDENTS</p>	<ul style="list-style-type: none"> - Listen to the goal and teachers' expectations. - Understand that we will be working with lexical fields from content subjects. - React according to plan giving positive feedback, as they understand the activity. - Ask questions for clarification. 	<ul style="list-style-type: none"> - Show understanding by means of gathering in pairs and paying attention to the model of the activity provided by teachers. - Ask questions for clarification or need additional help. - Repeat instructions as requested by the teacher. - Show on-going listener response, as they understand the basics of the activity. 	<ul style="list-style-type: none"> - Work in pairs with the lexical items they are given. - Notice the spelling features. - Use some of the language previously agreed to carry out the task (this one is first, second, next / it's my turn-your turn) - Some of them will ask questions for clarification or will need instant feedback to know whether they are on the right path. 	<ul style="list-style-type: none"> - Present as volunteers. - Show the class how they used this strategy. - Follow the steps of one of the strategies. - Might need or require some help during the process. 	<ul style="list-style-type: none"> - Listen to the comments from other pupils and teacher. - Complete the self and peer assessment cards. - Ask for help. - Make comments about each other performances
<p>TEACHER'S ROLE</p>	<ul style="list-style-type: none"> - Pedagogical mediators (Vygotsky) by creating a meaningful purpose for the task. - Encouraging students to predict information about the activity. - Model the activity by means of a short role-play among teachers. 	<ul style="list-style-type: none"> - Organize students in the arrangement needed for the activity. Mixed ability pairs. - Give clear instructions and display useful language and key instructions words on the digital board. - Provide a time limit. - Answer questions for clarification. 	<ul style="list-style-type: none"> - Walk around the classroom taking notes about students' participation and the use of English as means of communication. - Monitor the task. - Make themselves available for questions or clarifications pupils may have. - Observe if everyone is on task and know what to do. - Take notes for giving specific feedback. - Indicate when there is a minute left to close the activity. 	<ul style="list-style-type: none"> - Help students to be the ones to answer the questions the volunteers may have during their presentation. - Point out those aspects noted to give specific feedback on language used during the activity. <i>(Comments will depend on observation).</i> 	<ul style="list-style-type: none"> - Making students aware of their own learning: <i>«Now, let's check our WALT & WILF posters» What have we learnt?</i> - Helping students know what to assess. <i>«If we look at our WALT and WILF poster, what does it mean to do good?»</i> - Listening to students' feedback and take notes.

APPENDIX 1
NLP SPELLING STRATEGIES AND HOMEWORK TRAINING -
NATURAL SCIENCES

GROUP B - WEEK 2		NAME: _____ DATE: _____	
STRATEGY 1: PLAY THIS GAME: PRETEND YOU ARE A TEACHER!		STRATEGY 2: PLAY THIS GAME: PRETEND YOU ARE A TEACHER!	
1	 Write the word on a paper. As you write each letter, say it out loud. Snap your fingers at each letter you say. Repeat.	 SPOON	
2	 Look somewhere else in the room. SEE THE LETTERS IN YOUR FAVOURITE COLOUR. SEE them and SAY them out loud. Snap your fingers at each letter you say. Repeat.	 HELLO	
3	 Look back at the paper. SEE and SAY all the letters BACKWARDS. Snap your fingers at each letter you say. Repeat.	 OLLEH	
4	 Look somewhere else in the room (you can close your EYES to concentrate). SEE THE LETTERS IN YOUR FAVOURITE COLOUR. SAY THEM BACKWARDS. Snap your fingers at each letter you say. Repeat.	 OLLEH	
5	 Close your eyes. Say the word. Spell it forward.	 HELLO	

1.	✓ Select a word with an odd number of letters (3, 5 or 7 letters) from the list given this week (i.e., spoon).	 SPOON
2.	 Wiggle your fingers in front of your eyes.  Move off to look at the word little by little.	 SPOON
3.	 Look at the middle letter' (i.e., "O" of spOon).	 spOON
4.	 As you look at the middle letter, (O), at the same time, look at the letters to the right (you see OON).	 OON
5.	 As you look at the middle letter (O).  See the letter to the right (O).  At the same time, see the letter to the left (P).	 O  OO  POO
6.	Continue the process, going from right to left until the word is completed. 	

APPENDIX 1B
HOMEWORK HANDOUTS

GROUP B

WEEK 2 SPELLING TRAINING

Natural Sciences

NAME: _____ DATE: _____

	Monday Practice	Tuesday Practice	Wednesday Practice	Thursday Practice
1	Words that I practised using STRATEGY 1	Words that I practised using STRATEGY 1	Words that I practised using STRATEGY 2	Words that I practised using STRATEGY 2
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____

COMPLETE DURING THE WEEKEND

EASY WORDS to spell:

1. _____

2. _____

3. _____

MOST DIFFICULT WORDS to spell:

1. _____

2. _____

3. _____

CAREFUL!!!! TO BE COMPLETED BEFORE SPELLING TEST:

HOW DO YOU FEEL ABOUT YOUR SPELLING THIS WEEK?

1. BRILLIANT 😄😄😄
Colour the faces blue.

2. GOOD 😊😊
Colour the faces green.

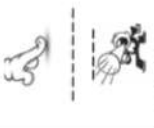
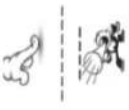
3. NEED TO IMPROVE 😞
Colour the face yellow.

APPENDIX 2
NLP SPELLING STRATEGIES AND HOMEWORK TRAINING -
SOCIAL SCIENCES

GROUP B - WEEK 4

NAME: _____ DATE: _____



STRATEGY 4: PLAY THIS GAME: PRETEND YOU ARE A TEACHER.

1. ✍ Write TWO words on your whiteboard. ✍ Underline each letter.	TRAFFIC SIGN
2. 👁 Look at the board and memorize each letter and the letter on each side. Try to memorize it!	LOOK TRAF FIC SI IG 6N
3. ✕ Erase the letters leaving the dashes.	---
4. 👉 Ask someone in your family to point to each dash (IN ORDER FROM LEFT TO RIGHT). 🗣 Say the letters out loud.	
5. ✓ When you know the word, memorize the number of letters (dashes).	
6. 👉 Point at each dash randomly. 🗣 Say the letters out loud until you have the whole word.	

GROUP B - WEEK 4

NAME: _____ DATE: _____

STRATEGY 3: PLAY THIS GAME: PRETEND YOU ARE A TEACHER!

1. ✍ Write a word on your whiteboard. ✍ Underline each letter.	SIGN
2. 👁 Look at the board. ✓ Memorize each letter and the letter on each side. Try to memorize it!	LOOK SI IG 6N
3. ✕ Erase the letters leaving the dashes.	---
4. 👉 Ask a friend/someone in your family to point to each dash (IN ORDER FROM LEFT TO RIGHT). 🗣 Say the letters out loud.	
5. ✓ When you know the word, memorize the number of letters (dashes).	
6. 👉 Point at each dash randomly. 🗣 Say the letters out loud until you complete the word. 🗣 Repeat the process going from the last to the first letter.	

APPENDIX 3

PEER AND SELF-EVALUATION: WEEK 2 NATURAL SCIENCES -
WEEK 4 SOCIAL SCIENCES

Quick Self-Evaluation

WEEK 2 Natural/ WEEK 4 Social Sciences	
YES	NO
NAME: _____	
<input type="radio"/>	<input type="radio"/>
1. I practised 3-4 new words using this strategy.	
<input type="radio"/>	<input type="radio"/>
2. I helped and collaborated with my partner.	
<input type="radio"/>	<input type="radio"/>
3. I stayed on task.	
<input type="radio"/>	<input type="radio"/>
4. I did MY BEST to practise the spellings using English.	
<input type="radio"/>	<input type="radio"/>
5. I can spell words from Social Sciences using a visual strategy.	
<input type="radio"/>	<input type="radio"/>
Next time I could do better. (You can write in Spanish ☺)	

Quick Peer Evaluation

NAMES: _____ WEEK 2 Natural Sc. / Week 4 Social Sc.

YES	NO
<input type="radio"/>	<input type="radio"/>
1. We practised 3-4 new words using this strategy.	
<input type="radio"/>	<input type="radio"/>
2. We helped and collaborated with each other.	
<input type="radio"/>	<input type="radio"/>
3. We stayed on task.	
<input type="radio"/>	<input type="radio"/>
4. We tried to speak English while practising.	
<input type="radio"/>	<input type="radio"/>
5. Can you spell new words from Natural/Social Sciences using this strategy?	
<input type="radio"/>	<input type="radio"/>
List of words that you practised using STRATEGY _____. 1. _____ 2. _____ 3. _____ 4. _____	
Next time we could improve at: You can write in Spanish ☺	

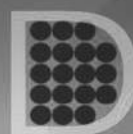
CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Ampuero López, E. (2017). The Impact of the NLP Spelling Strategy in the Early Years of Bilingual Education. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 93-125.

Síguenos en...

Educación y Futuro

Revista de investigación aplicada y experiencias educativas



educación y
futuro digital



EDUCACIÓN Y FUTURO

<http://www.cesdonbosco.com/revista>



FACEBOOK

Revista Educación y Futuro



TWITTER

@RevistaEyF



The Contribution of Educational Video Games to Learning Graphemes

La contribución de los videojuegos educativos al aprendizaje de grafemas

CHRISTOPHER HARTNETT

DIRECTOR DE PRIMARIA Y PROFESOR EN WEST END IDIOMAS

Abstract

This study analyzes the amount of learning that takes place through an educational videogame created to teach young learners initial letter sounds in English. A control and experimental group of ESL learners were examined in order to compare advances in grapheme recognition through gameplay against those learning from traditional methods. All students were given pre-tests to identify prior knowledge of phonetic sounds. Then the experimental group was taught using chants, powerpoints and worksheets while the control group played the game. All students were then re-evaluated with a post-test to see if their scores increased and learning was compared across groups.

Key words: motivation, phonics, educational videogames, ICT.

Resumen

El presente estudio analiza el grado de aprendizaje que proporciona el uso del videojuego educativo para enseñar los *speed sounds* del inglés en edades tempranas. Se comparó el progreso en el reconocimiento de los grafemas por parte de dos grupos de alumnos: uno de control en el que se emplearon métodos tradicionales y otro experimental en el que se utilizó el videojuego. Primero se realizó una prueba de evaluación previa en ambos grupos. Después se implementaron dos metodologías diferentes: los estudiantes del grupo de control aprendieron mediante canciones, PWP y fichas, mientras que los estudiantes del grupo experimental emplearon videojuegos. A posteriori se realizó una nueva prueba de evaluación a fin de sopesar si el conocimiento de los estudiantes había evolucionado de manera positiva y en qué grado, contrastando así los resultados de los dos grupos.

Palabras clave: motivación, *phonics*, videojuegos educativos, TIC.

1. INTRODUCTION

According to the Centre for Educational Research and Innovation (CERI) - Brain and Learning, «reading is the process of decoding and grasping verbal language in print or script» (Davis, 2005, p. 4). In order for an individual to become literate in a language, they must build mapping skills which link written symbols to units of sounds (Davis, 2005). In alphabetic languages such as Spanish and English, these written symbols take place in the form of letters called graphemes (Reis-Frankfort, 2011) and the sound(s) which are produced by those letters are known as phonemes (Yopp, 1992). The ability to hear and manipulate phonemes plays a causal role in the acquisition of beginning reading skills in one's native language (Smith, Simmons & Kame'enui, 1998). As phonemes are correctly correlated to their graphemes, it leads to the realization of the alphabetic principle and enhances phonemic awareness, (Yopp, 1992).

Research clearly illustrates that a monolingual student's level of phonemic awareness is an accurate predictor of how successful that student will be at reading in his or her native language (International Reading Association, 1998). In fact, it is a better predictor than alternative measures such as global exams or general language proficiency (Griffith & Olson, 1992). Research also indicates that phonemic awareness is a transferable skill across languages (Durgunoglu, Nagy & Hancin, 1991). Therefore, I consider targeted instruction of phonemes and graphemes to be a necessary and essential part of foreign language teaching. It my belief that explicit teaching of phonemic awareness would help my EFL students recognize the phonemic similarities and differences present between their native language (Spanish) and the target language (English) which would significantly contribute to their ability to read and write in English.

Admittedly, although I recognize the importance of phonemic instruction, I have always found it to be a very challenging area of language to teach. An individual EFL student's ability to properly identify graphemes in their native language is subject to variation. This implies that developing a personalized learning environment is required in order to accommodate the differences in phonemic knowledge present in a given classroom. However, I often find it difficult to provide extended time to individual students due to their lack of autonomous skills as well as the sheer number of young learners present in a standard sized class. This often leads me to rely on exercises and drills which

increase the phonemic awareness of the class as a whole. Unfortunately, at times this jeopardizes student interest and fails to address the individual needs of certain pupils. Nevertheless, ESOL guidelines which promote good practice suggest that,

Phonemic awareness experiences should help develop positive feeling towards learning a new language. The teacher should avoid drill and rote memorization activities. Engaging the students in playful and fun activities will promote an environment where students will be comfortable playing and taking risks with the language. (Broward County Multicultural ESOL Program, 2007, p. 4).

In an effort to provide an enjoyable, personalized learning experience for my students, I began investigating the use of digital games and digital technology for teaching purposes. I was able to locate research which demonstrated that significant learning gains were made in relation to their support in reading instruction with young children. In the book *Reading Assessment and Instruction for All Learners*, the authors discuss a handful of studies which indicates that «computer-mediated instruction increases the reading achievement of low-achieving students, ELLs, and students with learning disabilities» (Shcumm, 2006, p. 438). However, indications from a report stemming from The National Reading Panel which reviewed research on technology and literacy skills from 1987 to 2002 suggest that published research in this field is limited. They were only able to locate twenty one studies and provided insight as to why stating:

Because computers available in schools have only recently reached high levels of performances for multimedia, speech recognition, text analysis, and networking, there has not yet been time to conduct the studies necessary to build a solid research base on the many ways in which technology can support reading instruction. (Education Development Center, 2004, p. 5).

Furthermore, recent studies seem to have the tendency to focus on the influence of educational video games on motivation to attend and engage in the class or subject being taught and not on the contributions of that game on academic performance (McClarty et al., 2012).

As the development of digital games progresses and their use in the classroom becomes more prevalent, I believe it is imperative that educators evaluate to what degree they actually contribute to student learning. Due to the

attractive qualities that educational video games have to offer, I have made them an integral part of my teaching practice and currently use one which is designed to teach young learners to identify phonemes and correlate them to their respective graphemes. Therefore, the focus of my research will be to analyse the following question: Does the digital game contribute to a higher level of grapheme identification when compared to common classroom teaching instruction such as using power points, classroom games and/or worksheets?

In light of the provisions to provide an enjoyable learning experience as well as offer the necessary personalized learning opportunities for young EFL students to build phonemic awareness, I have developed the following hypothesis: The use of the digital game *Teach Your Monster to Read* will reduce common factors of stress and distraction which can be found in a classroom environment. Furthermore, the use of this digital game will provide the necessary means for students to receive personalized information about their performance and learning which will in turn prove to be a more efficient source when compared to commonly used teaching methods (i.e. power points, games and oral drills).

The objectives of my research include several steps. The first is to identify what previous knowledge students have about English graphemes before teaching them or having them play the digital game. This would give me insight as to the potential knowledge that they will have transferred from their native language. Then, I will compare the learning gains made through gaming and classroom learning. Finally, I will analyse the ratio of those learning gains to the time invested in gaming and teaching in order to see which teaching resources prove to be more efficient.

What follows in this paper is previous research that has been carried out which further highlights the benefits of phonemic and phonological awareness as well as the role they play in language acquisition. Next, I will define the meaning of educational video games and I will discuss some of the positives and negatives associated with them and young learners. Then, I will present the methodology and work plan behind the action research project that I conducted followed by the data and findings which stemmed from it. Finally, I will present a plan of action based on those findings and I will conclude the paper with the implications that the study may have on future research and teaching practice.

2. LITERATURE REVIEW

2.1. Phonemic and Phonological Awareness

Phonemic awareness deals with the smallest units of language such as phonemes and graphemes and is a pre-requisite to the development of an encompassing term called phonological awareness which deals with manipulation of sounds at a syllable, word and phoneme level (Yopp, 1992). There is a substantial body of research on monolingual students which demonstrates the positive contributions that phonemic and phonological awareness has on a wide array of entities that are inherent in language learning such as: word identification, accuracy of oral reading, reading comprehension, fluency, pronunciation and spelling. The contribution that they make on literacy skills enhances the potential development of autonomous learning which significantly impacts the future acquisition and use of language. In terms of EFL students, studies conducted by Goswami (2002), Kobayashi, Haynes, Macaruso, Hook & Kato (2005) and Wimmer (1993) «have shown that phonological awareness is closely related to literacy skills development in a range of languages with varied orthographies and the phonological awareness has been shown to transfer from the first language to the second» (Ayre, Haynes, Hook & Macaruso, 2010, p. 1). More specifically, Martínez-Martínez (2011) conducted research on teaching phonemes and graphemes to first year EFL students in Colombia and found that it improved their reading comprehension because they were able to decode and pronounce the words being read more accurately which led to better understanding of the message being delivered through the text.

2.2. Educational Video Games

A major difference between educational video games and commercial video games can be found in terms of design. While both are intended to be entertaining, the former places importance on being used for educational purposes. Goals are integrated in the game in such a way that students learn predetermined information based on a particular theme. In the case of an educational video game designed for language learning, students would be confronted with challenges that are geared towards the acquisition of specific language skills. These skills would vary depending on the language level that the game was designed for. Although much has been published on the use of commercial video games for educational purposes, all research and

investigation in this paper is solely focused on the use of educational video games and their potential contribution as a teaching resource.

2.2.1. Benefits of Educational Video Games for Young Learners

According to the journal article *Computer-Based Edutainment for Children Aged 3 to 5 Years Old* written by Man-Ying Cheung, Koon-Ying Raymond Li & Tim Zapart, educational video games offer three major benefits to young learners; They help students understand speech or text by giving them context through visuals. They provide a space for meaningful interaction and they play upon students curiosity as well as their exploratory tendencies (2006, p. 93). Typically, children between the ages of three and five years old are incapable of reading because they do not have the skill set to do so. Educational video games provide scaffolding for young learners in the form of animation and sound (Bruner, 1975; Kafai, 1994; Quintana et al., 2004). Additionally, many games offer virtual characters and settings which youngsters can explore on their own. As they do so, they encounter small tasks that can be completed which improve autonomous learning skills (Reiser, 2004).

As Dewar points out, Merrilea Mayo, an established consultant in innovative, technology claims that the ability for learners to control navigation of educational games has been linked with better learning outcomes (Dewar, 2010). One of the reasons that games are successful in terms of user control is due to the fact that they can be adapted to the pace of the learner. A great majority of games consist of complex tasks which are broken down into a series of small steps. Depending on the ability of the learner, some will be able to overcome easier challenges integrated within the small steps allowing them to arrive to more complex challenges quickly. Other students that need more time, will have more opportunities to repeat challenges that they struggle with and will only advance when they are ready to do so. In addition to these positive entities, Mayo states that, «games can give learners immediate and continuous feedback» (Mayo, 2009 cited in Dewar, 2010, p. 1). Often positive feedback is given in the form of points, prizes or level advancement. By contrast, corrective feedback is given during game play when: students lose a life, lose points or are forced to repeat a level. Much of how feedback is given is dependent upon the game, but it is almost always given.

2.2.2. Disadvantages of Educational Video Games for Young Learners

One of the biggest disadvantages of educational video games for young learners is how engaging the game can actually be. In chapter one of the latest volume of the British Council's Innovations series called *Emerging Technologies, Emerging Minds: Digital Innovations within the Primary Sector*, the authors state «Ironically, the engaging nature of digital games can sometimes be a distraction from the overall learning objective, because pupils get caught up in the notion of ‘solving the problem’ or ‘winning the game’» (Pim, 2013, p. 33). If what students learn is used for the sole purpose of advancing in the game and they do not recognize it as something which can be applied outside of it, then the educational value that it has to offer is non-existent; thus, rendering it an ineffective pedagogical tool. This argument is further supported in a review of literature entitled *The Use of Computer Games and Video Games for Learning* in which the authors make reference to work carried out by Clarke (2003) who states, «Games require a suspension of belief. It may be difficult to retain learning acquired in that state» (as cited by Mitchel & Savill-Smith, 2004, p. 24).

An additional problem associated with educational video games and young learners is that children typically have underdeveloped motor skills and relatively little to no experience with computers. Results from research carried out which investigated young children's motor skill ability in relation to controlling the pointer on a mouse suggest that they often found it difficult to hold the mouse steady over a small target object on the screen while simultaneously accurately pressing the mouse button over the desired target (Crook, 1992). As a result, students can become frustrated and lose interest. Furthermore, games that register results which intend to give feedback on learner performance do not incorporate errors of this nature and, therefore, may be flawed in terms of validity.

3. METHODOLOGY AND WORK PLAN

In order to see if digital games contribute to a more effective way of teaching grapheme identification when compared to common classroom teaching instruction such as used power points, classroom games and worksheets, I

began by selecting a suitable digital game. The name of the game that I chose is *Teach Your Monster to Read*. Its primary aim is to develop children's speed and accuracy of grapheme recognition. It focuses on thirty one of the most basic graphemes: <s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, qu, v, w, x, y, z, zz>. There are eight levels in the game and each level teaches four graphemes, apart from one level which teaches three.

After selecting the game, I created a work plan composed of five stages. The first stage was to create a control group and an experimental group composed of first year foreign language learners. The second stage was to develop a pre-testing method in order to see what prior knowledge students had about the English graphemes which would be presented throughout the study. This was done in the form of a quiz (see appendix A-F). The graphemes which would be the focus of instruction and game play, were broken down into eight sets thus mimicking the layout of the digital game. Prior to any teaching or gaming of each set of graphemes, a pre-test quiz was given to both the control group and the experimental group (see appendix A-E). The pre-tests were composed of four questions (apart from the level in the game with three graphemes) in which a series of different letters were given as possible answers for each question. After I orally dictated the sound of the grapheme for a given question to the class, students were required to circle the letter which they thought correlated to that sound. Upon completion of each quiz, they were collected, corrected, and the results were documented.

For the third stage, students in the control group were first given a power point in which I introduced the sound. Then we would play different grapheme recognition games and finally they would complete a worksheet. Sometimes the drill/game would be for the students to clap when they saw the correct grapheme which correlated to the sound. Other times, they were required to hold up a paper cut out of the correct letter associated with the grapheme. In contrast, the experimental group was never taught. They simply played the digital game.

The fourth stage was post-testing. Students were given a small post-test which was similar to the pre-test (see appendix A-E). Once the post-tests results were recorded, I analyzed the data to see if any learning gains were made and I compared the results from both the control group and the experimental group to see which teaching medium was more successful. In the fifth and final stage, I calculated classroom teaching time and gaming time in rela-

tion to the learning gains made in order to see which one was a more efficient way of teaching the graphemes.

4. THE STUDY

4.1. Context

There are twenty six students in both the experimental group and the control group. The groups consist of English foreign language learners in their first year of primary school. Their ages range between six and seven years old. The majority of them have had English classes previous to entering first year; however, their level of English is restricted to basic vocabulary and a very limited amount of short phrases in present tense used to communicate basic needs.

The school is located in Navarra, Spain. All students throughout primary have English class five hours per week. In addition to these weekly hours, they are taught four hours of Science and one hour of Arts in English. The school offers good resources such as digital cameras and whiteboards in every classroom as well as two computer labs which hold up to thirty desktop computers.

Due to the abundant presence of English throughout my students' academic career, it is evident that strong literacy skills in the target language are essential to their success. This mimics the current situation in Spain as well as Europe where English is becoming increasingly present in school curricula. In addition, many schools are beginning to implement the use of technological resources and publishers are starting to create materials that can be used to enhance teaching. However, very little is known as to how beneficial it is on student learning. Taking into consideration the importance of English literacy skills and the fact that my school offers quality digital resources, I decided to take advantage of the opportunity in order to investigate effective strategies in which they can be used. In this case, I focused specifically on educational video games.

The game that I chose is currently a free resource which was created by a charity called the Usborne Foundation. The developers incorporated a team of educational advisors with an expertise in synthetic phonics teaching in

order to make sure that the game met the standards outlined in the United Kingdom's language curriculum for young learners. After contacting a representative of the staff, I discovered that the rubric which was used to develop the game was based off of the publication *Letters and Sounds: Principles and Practice of High Quality Phonics* (2007) which was created by the Department for Education and Skill in Great Britain. It is a set of guidelines which includes activities and areas of student development that are intended to inform practitioners on how to teach graphemes.

In the game students create their own character in the form of a monster. In order to do so, they need to enter their own username and password. When registering for the game, I entered the class lists and all passwords were automatically generated. Once individual accounts are created, students travel through a series of different islands. Each island contains a set of graphemes. They can only travel to another island once they have completed a series of challenges. One particularly advantageous feature of the game is that it is adaptive. Graphemes that the student struggles with come up in mini-games more often. Additionally, a progress report is automatically generated for each student. Percentages are given on each grapheme based on task completion and are intended to give teachers information which reflects how well students can recognize letter sounds. However, it is important to note that all data collected for the study was done so through the previously mentioned pre/post-tests.

4.2. Data collection

My main goal when collecting data was to quantify the contribution that the educational video game had on learning graphemes by comparing results from the control group and the experimental group. However, it took time for students to become familiar with the process of the study. Many students repeatedly asked me for clarification on what they had to do for pre/post-tests and the majority of students in the experimental group lacked the necessary skills to use a computer. Therefore, I decided that the first twelve graphemes <s, a, t, p, i, n, m, d, g, o, c, k> would not be recorded as data. Instead, they would be used as an introductory phase in order to familiarize students with what they had to do so that results were not skewed due to confusion or uncertainty involved in the tasks. Once the introductory phase was finished and all students understood each task that was required of them, I began to record the data.

After collecting the data from pre-tests and post-tests, I organized it by student and by grapheme (see Appendix F-O). This was done in order to see how many errors were made per class as well as per student. It also enabled me to see which graphemes learners struggled with and whether or not they improved after teaching/gaming. After all data was collected and organized, I compared the ratio of improvement according to the teaching medium used with the intention of revealing whether or not the educational video game could in fact be considered a more effective resource than power points, classroom games and worksheets.

5. DATA ANALYSIS

All pre-tests and post-tests were composed of four questions with the exception of one which was composed of three. For the first set of four graphemes used in the study, I limited possible responses in the pre-test to those four letters. I repeated this process for the next set of four graphemes. Finally, for the last three sets of graphemes I augmented the number of options of responses by incorporating graphemes that students had previously encountered in the game or through teaching.

Table 1. The number of response options per question and the letters used in each quiz can be seen in the graph below which reads from top to bottom.

Source: Author.

Graphemes set 1: CK, E, U, R	Graphemes set 2: H, B, F, FF	Graphemes set 3: L, LL, SS	Graphemes set 4: J, QU, V, W	Graphemes set 5: X, Y, Z, ZZ
Four quiz response options per question.	Four quiz response options per question.	Six quiz response options per question.	Six quiz response options per question.	Six quiz response options per question.
Letters used: CK, E, U, R	Letters used: H, B, F, FF	Letters used: CK, L, LL, U, R, P, SS, H, B, C, FF, N	Letters used: J, QU, V, W, B, FF, W, R, P, C, H K, N, SS, J, L, U, G	Letters used: Z, Y, X, S W, SS, ZZ, C

In order to analyse data, errors in pre-tests were extremely important. Once errors were identified both individually and as a class in the pre-tests and then again in the post-tests, contributions made by teaching and game play would be made visible in the data.

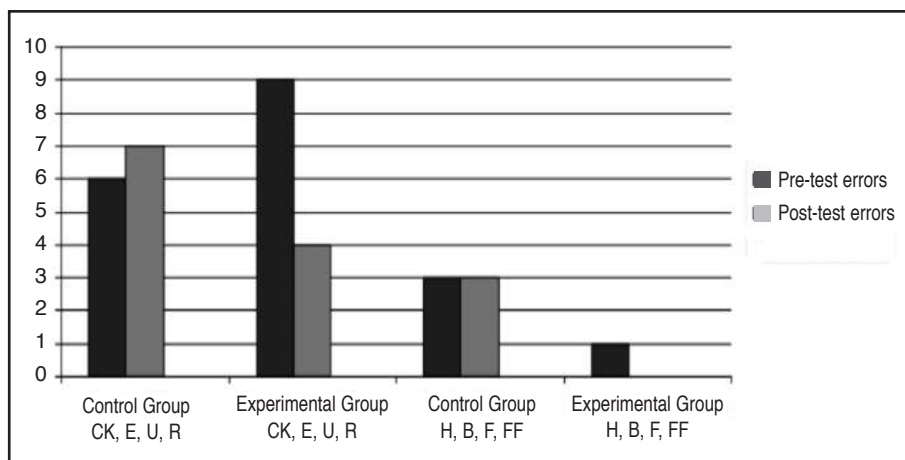
5.1 Findings

In this section, I will begin by presenting the data for the first two sets of graphemes with four response options: <ck, e, u, r> and <h, b, ff, f>. Then, I will analyse the data whilst providing explanations as to why students registered those scores. Once the first two sets have been covered, I will do the same for the last three sets with six response options: <l, ll, ss>, <j, qu, v, w> and <x, y, z, zz>. Finally, I will compare the contribution that the educational video game and teaching made on student grapheme recognition by showing the percentage of increased correct responses that each one accounted for.

As Figure 1 shows, the educational video game increased learning whilst traditional methods caused slightly increased errors or had no impact on the amount of them.

Figure 1. Feedback from the analysis of pre-tests and post-tests for the control group and the experimental group.

Source: Author.



However, this is not to say that on an individual basis some students did not improve after instruction. Upon further review of scores recorded by each

individual student in the control group for the graphemes <CK, E, U, R>, I found that two of them slightly improved, one of them made the same mistakes and two others actually scored worse than they originally did on their pre-test. This would imply that the influence of instruction on an individual basis was beneficial for some students, but detrimental to others. The same is true for the educational video game; however, it had more positive rather than negative contributions towards recognition of graphemes on an individual basis and, therefore, led to an improved group score which is reflected in the graph above.

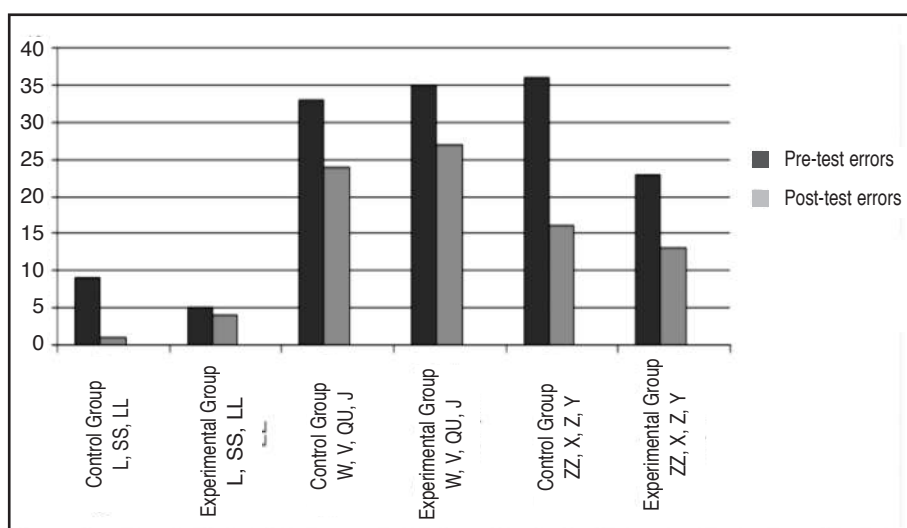
Upon further analysis of the control group's scores for the first four graphemes <CK, U, E, R> in question (see appendix E) all errors were related to the short vowel sounds /U/ and /E/. If phonemic awareness transfers from one language to another as is suggested by Goswami (2002), Kobayashi et al. (2005), Wimmer (1993), Durgunoglu et al. (1991), perhaps the students incorrectly answered these questions due to the fact that the sounds which they carried over from Spanish did not apply to the vowel sounds in English. Errors that arose in the post-test demonstrated that some students learned these different sounds while others became confused and uncertain thus mixing them up at the time of testing. Students who had errors in the post-test were also the ones who incorrectly identified the graphemes <CK> and <R>. At this point in testing, students were given four options for each of the four questions. They had been taught the four graphemes and were aware that each answer would be different. A possible explanation may be that they knew that each grapheme they had been taught would appear on the test; therefore, they made sure that they marked a distinct one for each answer. If they had an error, then this would lead to multiple errors regardless of the sound associated with that grapheme.

One of the most surprising aspects that the data reveals is the relatively small amount of errors made by both groups involved in the study, especially since previous to year one they never had formal phonemic instruction. In fact, the experimental group only recorded one error in the pre-test of the graphemes <H, B, F, FF>. Should the experimental group have continued in this manner, there would be very little that the study would have reflected in terms of learning gains. I decided that the questions were too narrow in scope. Therefore, I slightly altered the pre/post-tests by incorporating a total of six response options instead of solely limiting them to the graphemes that they would learn.

This would also help students avoid the speculative errors found in the first set of graphemes where one error would most certainly lead to another regardless of the sound. The extra graphemes included in testing were ones that they had previously encountered in either the introductory phase or the above two sets that were used for initial testing. The augmentation in questions was applied to the final three sets of graphemes (set 1 <l, ss, ll>, set 2 <w, v, qu, j> and set 3 <zz, x, z, y>). The results can be seen below in Figure 2:

Figure 2. Feedback from the analysis of pre-tests and post tests for the control group and the experimental group.

Source: Author.



Although additional response options may have been a factor in the increase of pre-test errors recorded, it seemed to have little effect on the first set of graphemes: <L, SS, LL>. The last two sets of graphemes were more difficult for students and further support the idea that errors were made do to the fact that those graphemes do not share similar sounds to the students' native tongue. The graphemes <V, J, ZZ> and <Z> were the ones which registered the most incorrect answers and all produce different sounds in Spanish. In contrast, the graphemes <L, SS, LL, W> have similar sounds when compared to the L1 and barely recorded any errors. In any case, pre-test errors increased which provided more room for visibility in terms of contributions made by instruction and the video game.

The data demonstrates that both traditional teaching and educational video games contributed to learning of graphemes. In order to see exactly how much of a contribution there was for all of the graphemes, I calculated the percentage of increase or decrease in respect to the amount of correct answers registered in post-tests results compared to that of pre-tests. Below, in table two the contributions of teaching and the educational video game can be seen for all graphemes:

Table 2. Percentage of contributions made by teaching and by playing the video game per grapheme.

Source: Author.

	CK, E, U, R	H, B, F, FF	L, SS, LL	W, V, QU, J	ZZ, X, Z, Y
Teaching	-1%	0%	+11,6%	+8,7%	+19,6%
Educational Video game	+ 4,7%	+ 0,9%	+1,4%	+7,7%	+10,1%

In total, teaching improved student scores by 38,9% while the educational video game improved them by 24,8%. Contrary to my hypothesis, instruction proved to be more effective. However, it is worth noting that students in the experimental group appeared to be more motivated by the video game when compared to their counterparts who learned the same graphemes via traditional methods. The fact that students were able to play at their own pace and autonomously also seemed to reduce stress factors associated with teacher correction and time constraints which were present in the classroom setting. In addition, the more students played the more their learning increased whereas learning gains made through instruction was more sporadic.

Although teaching stemming from common practices accounted for more learning, the data suggests that it was not as efficient as the digital video game in terms of the ratio of time invested and its contribution to an increased score. Throughout the course of the study, ten days were dedicated to

each set of graphemes. During those ten days, pupils from the experimental group played the game once for forty five minutes while students in the control group were taught the graphemes approximately twelve and a half minutes per day. When dividing the total amount of time spent teaching the graphemes into the percentage of score increase across the study, the ratio of one minute of teaching time to increased score is .6% whereas the ratio of one minute of game play to increased score is 1.1%.

5.2. Plan of Action

Based on these findings, it is clear that more common teaching practices make a larger contribution to student learning of graphemes when compared to that of the educational video game. However, the educational video game appears to be a more efficient resource for teaching them. By effectively incorporating both teaching and gaming into planning, I believe that it will lead to faster and greater learning gains for students. Therefore, my plan of action is geared towards improving how and when instruction time is used and the opportunities that the video game provides in order to make that time more beneficial for students.

As the data reflected in the pre-tests, students were familiar with some of the graphemes and could identify them even before being taught them. This was most likely due to the fact that the sound associated with those graphemes were similar to those found in their native language. The first step that I would take before even teaching English graphemes would be to consult the students' language teacher in order to have a better idea of the pupils whom are struggling with graphemes present in their native language. After obtaining information on individual students, I would highly recommend both pre-testing and comparing graphemes/phonemes found in the student's L1 with those that will be taught as a starting point for planning purposes. Should students correctly identify graphemes in the pre-test, it would suggest that instruction would not need to be given on them. This would then allow the teacher to focus more time on graphemes that students struggled with. After analysing the results, I would recommend that they be shared with students to make them aware of the graphemes that they need to concentrate on as well as confident about the ones that they already know.

Once instruction has been given on the graphemes that were more difficult for students, I would suggest giving a post-test. Any student which contin-

ued to struggle could then be taught one on one or in a small group. Although finding extra time to teach individual students is difficult, one of the major advantages of the video game is that it is an autonomous activity. While others play the video game in the computer lab the teacher can then spend time instructing weaker students. Once individual or small group teaching has been carried out, students can either go on to play the game or they can be given the website to play the game at home should they have the resources to do so. As students played it, they would continuously receive positive reinforcement which would only increase their confidence and solidify their learning.

6. CONCLUSIONS

6.1. Outcomes

The educational video game did not contribute more to students' learning of graphemes when compared to more commonly used teaching practice. However, I am still very pleased with the results. The students from the experimental group were extremely motivated by the game and they were very eager to play it. Learning gains were recorded and the game proved to be a useful teaching resource. It also served as a point of conversation amongst students. They discussed what level they were on, what they had to do to beat some of them and how many points or rewards they earned.

In addition to learning graphemes, students learned a variety of other skills which are worth mentioning. They learned how to: turn their computer on and off, to navigate the web in order to go to the link of the website, to type their name and password on the keyboard, to save their progress, to ask for help, to help others and to control the mouse and volume of their headphones. They also learned how to navigate through the game on their own as well as how to accomplish tasks that were required of them. Considering that they are only six and seven years old and that they were able to learn all of this in a foreign language, I believe that these are outstanding accomplishments. Furthermore, due to the recent and rapid advancements in technology and the digital world that is becoming increasingly important in daily life, these are valuable skills that they will most likely use in the future.

In contrast, the control group was not required to acquire all of the different skills which were necessary for the experimental group to acquire in order to learn the graphemes and that could very well have been an influential factor as to why the results of the study leaned towards the use of common teaching practices as a more effective means of teaching them. Students from the control group were already familiar with the classroom setting and less was required of them. They were therefore able to concentrate solely on the graphemes that were presented to them. The opposite is true in regards to the experimental group which needed to develop all the aforementioned skills in order to play the game before even learning them. This may be why the data showed a steady and gradual rise in their learning. Students were slowly getting used to the routine of going to the computer room and learning the necessary steps that they needed to take in order to play. Learning all of the skills related to the process of playing the game as well as learning the graphemes was difficult at first, but as students became comfortable with all of the entities involved in game play they enjoyed it more, focused more on the graphemes, and demonstrated increased learning gains throughout each week of the study.

6.2. Implications

The objective of this study was to discover if educational video games make contributions to young second language learners' ability to recognize graphemes and whether or not they would be larger when compared to those found using common teaching practices mainly through the use of power point presentations, worksheets and classroom games. While the results demonstrate that instruction proved to be more effective, significant gains through gaming were registered and were rising at a steady rate as students became more accustomed to playing the game and learning how to use the computers in order to play it. This would suggest that if students would have acquired basic computer skills before playing, there would have been less distractions and challenges to overcome thus allowing them to solely focus on playing/learning graphemes.

Although I did my best to remove this factor by implementing an introductory phase allowing students to familiarize themselves with the testing process, the game and the computers, it is possible that more time was needed for it to be removed entirely. However, the longer I waited, the less data I was able

to collect and had I waited too long I would not have been able to gather enough feedback and evidence to realistically calculate the contributions of the educational game to learning. Furthermore, although the data demonstrates that the more students played the more they learned, it is difficult to say whether or not contributions to grapheme recognition would have continued to rise should the study have carried on.

An additional variable which may have affected the study was time. Students from the experimental group played the game for about forty minutes and were required to identify all of the graphemes presented in the level of the game after they played it. In contrast, the control group was taught graphemes for approximately twelve and a half minutes each class over the time span of about two weeks. The reason for the increased amount of time was due to the fact that students completed worksheets and played classroom games which were more time consuming when compared to that of the educational game. It may be possible that regular exposure to phonics instruction as opposed to a short forty minute gaming session lead to an increased contribution to grapheme awareness therefore skewing the data in favour of more commonly used teaching practice such as power points, classroom games and worksheets. However, this would also imply that the educational video game was much more efficient teaching tool because the learning gains which took place through gaming took less time.

I consider my research to be successful in terms of collecting data which demonstrates the contribution that *Teach Your Monster to Read* towards student ability to recognize graphemes. Nonetheless, it is important to note that this does not mean that all games which claim to be educational video games will help students learn. The market for this sector is growing at a rapid rate but the characteristics which need to be incorporated in a game for it to be considered effective in terms of contribution to academic performance is still undetermined. Until those characteristics are established, it may be difficult to sift through and filter which games are effective teaching tools and which are not. On the other hand, if features of effective educational games are established, it would help game designers become more efficient in their creation of games which promoted learning and it would give teachers a guideline which they could use when considering which games they should choose in order to accomplish their teaching objectives.

In addition to studying how educational videogames can improve learning, I believe that it is important to study the aspects of language which can be transferred and used in others. This would save students a significant amount of time in the learning process. It would also help linguists to group similarities and differences found in language characteristics which would reveal more about how they can be taught.

In conclusion, this study suggests that educational video games can be used as a supplementary measure for teaching young learners. The game which was used not only served its primary purpose in assisting students in the acquisition of specific language skills such as grapheme awareness, but it also lead them to learn basic skills related to digital technology which will prepare them for their lives in the twenty first century. As the use of digital technologies for both pedagogical purposes as well as for daily life increase, great implications are cast upon designers and teachers in regards to pinpointing the key features of what constitutes an effective educational video game where students truly learn. It is my hope that other researchers will choose to conduct investigations similar to the one I have presented so that those games which reveal positive findings could be compiled into a group and their characteristics can be analysed and cross-referenced. This would help provide insight as to what the components and aspects of an effective educational video game are and it could benefit a future generation which is already living and learning in a digital age.

BIBLIOGRAPHICAL REFERENCES

- Ayre, A., Haynes, C., Hook, P., & Macaruso, M. (2010). Predictors of English Reading Skills in Spanish-Speaking English-Language Learners (SpELLs). In C. Borgonovo, M. Español-Echevarría & P. Prévost (eds.), *Selected Proceedings of the 12th Hispanic Linguistics Symposium* (pp. 298-311). Somerville, MA: Cascadilla Proceedings Project. Retrieved from <https://goo.gl/RENBbm> [Last accessed: 03/08/2017].
- Bilingual/ESOL: Broward County Public Schools. (2007). Retrieved from <https://goo.gl/n7Ln4x> [Last accessed: 03/08/2017].
- Bruner, J. S. (1975). From communication to language: A psychological perspective. *Cognition*, 3, 255-287.
- Cheung, M-Y., Li, K-Y. R., & Zapart, T. (2006). Computer-Based Edutainment for Children Aged 3 to 5 Years Old. In M. Khosrow-Pour (ed.), *Trends and Challenges in Information Technology Management 1 & 2* (pp. 293-96). Retrieved from <https://goo.gl/4v56on> [Last accessed: 03/08/2017].

- Clark, D. (November, 2003). *Computer games in education and training*. Presentation at LSDA seminar Learning by playing: can computer games and simulations support teaching and learning for post-16 learners in formal, workplace and informal learning contexts?. London.
- Crook, C. (1992). Young children's skill in using a mouse to control a graphic computer interface. *Computers and Education*, 19(3), 99-207.
- Cunningham, J. W., Cunningham, P. M., Hoffman, J. V., & Yopp, H. K. (2009). *Phonemic Awareness: Concepts and Research*. University of Oregon Center on Teaching and Learning. Retrieved from <https://goo.gl/WVeAzv> [Last accessed: 03/08/2017].
- Davis, C. (September, 2005). *Shallow vs Non-shallow Orthographies and Learning to Read Workshop*. Report OECD-CERI Learning Sciences and Brain Research Project. Cambridge University. Retrieved from <https://goo.gl/mGn6qe> [Last accessed: 03/08/2017].
- Department for Education, Government of the United Kingdom. (2007). *Letters and Sounds: Principles and Practice of High Quality Phonics*. Retrieved from <https://goo.gl/amdBYb> [Last accessed: 03/08/2017].
- Dewar, G. (2010). *Educational Video Games*. Parenting Science. Retrieved from <https://goo.gl/mszKG> [Last accessed: 03/08/2017].
- Durgunoglu, A. Y., Nagy, W. E., & Hancin, B. J. (1991). *Cross Language Transfer of Phonemic Awareness*. Center for the Study of Reading. Retrieved from <https://goo.gl/6TR2Fv> [Last accessed: 03/08/2017].
- Goswami, U. (2002). Phonology, reading development, and dyslexia: A cross-linguistic perspective. *Annals of Dyslexia*, 52, 141-163.
- Griffith, P.L., & Olson, M.W. (1992). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45, 516-523.
- Kafai, Y. B. (1994). *Minds in play: Computer game design as a context for children's learning*. Hillsdale, NJ: Erlbaum.
- Kobayashi, M., Haynes, C., Macaruso, P., Hook, P., & Kato, J. (2005). Effects of mora deletion, nonword repetition, rapid naming, and visual search performance on beginning reading in Japanese. *Annals of Dyslexia*, 55, 105-127.
- Martinez-Martinez, A. M. (2011). Explicit and Differentiated Phonics Instruction as a Tool to Improve Literacy Skills for Children Learning English as a Foreign Language. *Gist Education and Research Journal*, 5, 25-49. Retrieved from <https://goo.gl/tsqpXU> [Last accessed: 03/08/2017].
- Mayo, M. J. (2009) Video games: A route to large-scale stem education? *Sciencemag.org*, 323, 79-82.
- McClarty, K. L., Orr, A., Frey, P. M., Dolan, R. P., Vassileva, V., & Mcvay, A. (2012). *A Literature Review of Gaming in Education*. Pearson. Retrieved from <https://goo.gl/iDTZ7n> [Last accessed: 03/08/2017].

- Mitchell, A., & Savill-Smith, C. (2004). *The Use of Computer and Video Games for Learning: A Review of the Literature*. London: Learning and Skills Development Agency. Retrieved from <https://goo.gl/iCVR41> [Last accessed: 03/08/2017].
- Pim, C. (2013). Emerging Technologies, Emerging Minds: Digital Innovations within the Primary Sector. In G. Motteram (ed.), *Innovations in learning technologies for English language teaching* (pp. 15-42). London: British Council.
- Quintana, C., Reiser, B. J., Davis, E. A., Krajcik, J., Golan, R., Kyza, E. A., ... Soloway, E. (2004). Evolving a scaffolding design framework for designing educational software. *Journal of the Learning Sciences*, 13(3), 337-386.
- Reis-Frankfort, T. What Is a Grapheme? Phonic Books. Retrieved from <https://goo.gl/mdcSD1> [Last accessed: 03/08/2017].
- Reiser, Brian J. (2004). Scaffolding complex learning: The mechanisms of structuring and problematizing student work. *Journal of the Learning Sciences*, 13(3), 273-304.
- Schumm, J. S. (ed.). (2006). *Reading Assessment and Instruction for All Learners*. New York: Guilford Press.
- Sherman, D., Kleiman, G., & Peterson, K. (2004). *Technology and Teaching Children to Read*. Education Development Center. Retrieved from <https://goo.gl/Fr5jxp> [Last accessed: 03/08/2017].
- Smith S. B., Simmons, D. C., & Kame'enui, E. J. (1998). Phonological awareness: Instructional and curricular basics and implications. In D. C. Simmons & E. J. Kame'enui (eds.), *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wimmer, H. (1993). Characteristics of developmental dyslexia in a regular writing system. *Applied Psycholinguistics*, 14, 1-33.
- Yopp, H. K. (1992). Developing Phonemic Awareness in Young Children. *Reading Teacher*, 45(9), 696-703.

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Hartnett, C. (2017). The Contribution of Educational Video Games to Learning Graphemes. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 127-148.

Rubrics: Empowering Students' Performance During Self and Peer-Assessment in Lower Grades

Rúbricas: Potenciando el rendimiento de los alumnos en edades tempranas durante la autoevaluación y la coevaluación

EDÉN E. JIMÉNEZ MÉNGUEZ

MAESTRO BILINGÜE DE EDUCACIÓN PRIMARIA EN EL CEIP EL OLIVAR (MADRID)

Abstract

During my experience as an elementary teacher, I have come to realize of the importance of assessment as an essential part in the teaching-learning process. Involving our young students in this process, although highly beneficial, it is proved to be very complicated due to a lack of self-managing skills. In order to overcome that handicap, we can provide our students with a tool that assists them to focus on the assessing task by facilitating a set of expectations and guidelines: a rubric. In addition to the use for assessing, we can also use the rubrics to take advantage of the clear expectations provided by it in favor of enhancing our students' performance on the soon to be assessed task due to the explicit of the objectives.

Key words: Motivation, assessment, self-assessment, peer-assessment, rubrics, clear expectations.

Resumen

Durante mi experiencia docente, he podido darme cuenta de la enorme importancia que tiene la evaluación en el proceso de enseñanza-aprendizaje. El conseguir hacer partícipe a nuestros alumnos de primeros cursos de primaria, demuestra ser muy beneficioso, pero a su vez, resulta muy complicado, ya que los recursos organizativos son muy limitados. Con el fin de solventar este obstáculo, podemos facilitar a nuestros alumnos una herramienta que les permita centrarse en la evaluación mediante una guía que hace explícita la tarea a evaluar: esta herramienta es una rúbrica. Dicha rúbrica, además de ayudar en la evaluación, puede ser utilizada para mejorar el rendimiento de los alumnos, debido a la claridad con la que se muestran los objetivos a evaluar.

Palabras clave: motivación, evaluación, autoevaluación, coevaluación, rúbricas, claridad de objetivos.

1. INTRODUCTION

Assessment helps the students to move on from where they are to where they need be by reflecting on their work and progress, while showing them the best way to achieve their goals (Ketabi & Ketabi, 2014). Traditionally, the responsibility of assessing the students fell exclusively on the teacher; however, the students can be a very important resource, both to achieve their learning objectives and to assess their own work.

In opposition to more classical teacher-centered, students take an active role in their learning by being involved in deciding what to learn, how to learn it and reflecting upon the results (O'Neill & McMahon, 2005). Through this reflection, the students can assess their own performance; thus, helping them to move forward on their learning. In furtherance of this, the students can be very helpful as well as very critical when they are entrusted with the task of assessing their peers; whereas the students can be vehement while reflecting on their own work, they turn to be very critical and demanding when they have to reflect on their peers'.

However, a problem arises when it comes to the first stages of elementary: students' self-managing skills are fairly limited due to their age. As consequence of this, I have decided to use rubrics in order to provide the students with the necessary set of procedures, and clear expectations to carry out autonomous tasks. By using rubrics, the students are made aware of what to do, how to do it, what to evaluate along with how it has to be evaluated.

This study addresses the following research questions: Can I improve my student's task performance by using rubrics during self and peer assessment? And what is more, does the use of a rubric ensure a reliable source of data to evaluate the students?

The above questions led me to the following hypothesis: In spite of their age, the use of rubrics during self-assessment and peer-assessment can help the students to move on their learning by reflecting on their work. By using rubrics, the students can focus their assessing efforts on the targeted objective; therefore, warranting the assessed outcome as a trustworthy collection of data.

The objectives of my research consist of introducing rubric during, first, self-assessment tasks, and then, peer-assessment, in order to help the students to assess different activities. Subsequently, I will collect and interpret the results

in pursuance of finding evidence on the impact of the rubrics on the students' performance. Finally, I will draw reasonable conclusions on how the use of self-assessment and peer-assessment affected my students' performance, as well as the role of the rubrics regarding the reliability of the assessing praxis.

2. RATIONALE

Assessment is a very important part of the teaching-learning process. By assessing our students, we can identify their needs necessary in order to help them to move forward on their learning.

When it comes to a learner-centered assessment, students take an active role in their learning by making key choices regarding their learning such as «what is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgments are made and by whom these judgments are made» (Gibbs, 1995, p. 1). Furthermore, Brandes & Ginnis (1986) argue that a student-centered assessment benefits from being part of a student-centered learning since:

The learner has full responsibility for her/his learning, the relationship between learners is more equal (promoting growth, development), the teacher becomes a facilitator and resource person, the learner experiences confluence in his education (affective and cognitive domains flow together). (pp. 13-18).

Students can be included and made responsible of the process by utilizing self-assessment and peer-assessment. Let us discuss each in turn. Self-assessment refers to the students judging their own work so they can reflect upon it in order to move forward on their learning. More specifically, Andrade and Du (2007) define self-assessment as follows:

Self-assessment is a process of assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly. (p. 160).

According to Spiller (2012, pp. 4-5), students can benefit from self-assessment considering that it develops conclusions that relate to the development of one's individual learning is essential to the learning process. In addition to

this, self-assessment promotes reflection within the students' personal education resulting in the promotion of responsibility and independence encouraging ownership in the learning. Finally, the diversity of a learner's willingness, experience and backgrounds can be accommodated by self-assessment.

Although sharing several aspects with self-assessment such as the promotion of responsibility, independence or reflection on the students' own work, peer-assessment adds a social dimension to the student-centered assessment. Peer-assessment is defined by Yurdabakan (2011) as «the process in which individuals in a group assess their peers» (p. 156). A number of scholars detail some benefits of using peer assessment. For instance, Race (1998) and Zariski (1996) focus on different benefits such as the transfer of the skills required to assess (necessary for life-long learning), the focus on profound learning rather than superficial, or the use of the external assessment to improve the student's self-assessment.

Following this line of thought, Spiller (2012) suggests that peer-assessment promotes joint-learning through transactions regarding what compiles good quality work, while the students can assist each other in making sense of the inconsistencies of their learning as well as develop a more refined grasp of the learning process. Moreover, by receiving positive criticism from their peers, the students can acquire a more developed range of ideas that encourage the development and enhancement of their work, influencing them to specify, revise and evaluate their own individual ideas. Spiller (2012) also claims that power imbalances between teachers and students can be decreased through peer-evaluation and the student's status in the learning process can be increased as well (Spiller, 2012, pp. 10-12).

Albeit self-assessment and peer-assessment can prove to be very beneficial regarding the students' learning, they both can be troublesome to be successfully implemented, especially when it comes to young learners. Boud (1995) distinguished two main features in relation to assessment; deciding the standards of performance regarding students' expectations, and judging the quality of that performance using the predefined standards. In peer feedback, specifically, the students will be reflecting on their peer's work, therefore in order to provide the assessment with a sense of validity, these predefined standards can be presented in form of a rubric. Popham (2006) defines the term rubric as «a scoring guide used to evaluate the quality of students' constructed responses» (p. 3).

In regard to benefits, using rubrics free the students from teacher dependence since they are taking the role of assessor, helping them to achieve a deeper understanding of the criteria when they describe the quality of the assessed work (Harris & Brown, 2013, p. 2).

Regarding the creation of a rubric, Popham (2006) states the three essential features of a rubric, being the evaluative criteria, quality definitions, and a scoring strategy. The first feature refers to the parameters intended to judge the students' outcome; if there are four items that the teacher considers essential to proof the students' knowledge, there have to be four evaluative criteria (p. 10). The second feature is related to the level of quality each evaluation criteria can display; highest quality, lowest quality and levels in between.

Finally, the last essential feature of a rubric is the scoring strategy. Regarding this topic, Popham argues that the scoring strategy can be holistic; where the scorer assesses the product as a whole, or analytic, where the product is separated into individual parts to be sum as a whole at the end.

3. METHODOLOGY

In this section, I will provide some information regarding the description of both the research group and the control group, as well as the context of the school, and the process involving the design and creation of the rubrics. After that, I will detail the implementation of the rubrics, including objectives of the rubric, the type of assessment, the objectives of the activity and its execution.

3.1. Groups

The research is conducted in two different second grade groups in a C.A.M bilingual school located in San Fernando de Henares, Madrid (population 40.000).

This is the second year that both of the groups have been part of the bilingual program; therefore, they are accustomed to communicate in English and learn through a different language.

Twenty-three students form the research group. There are not any special needs or immigrant students among them although one of the students

comes from a low-income family. However, their socio-cultural background is not affecting their academic performance. The students have interiorized the procedures, rules and routines of the class.

The control group assembles twenty-five students. Three of these students come from Romanian families, and one student from a Moroccan family. Despite Spanish not being their first language, all of them have acquired an age appropriate level of the language of instruction. There is one student in the class that displays a very distracted behavior impeding him to follow the class on normal basis. Although he has not been diagnosed yet, I have assigned him a bilingual pair who is in charge of helping him, keeping him on task, translating, or serving as a model during the instruction. This group has interiorized the procedures, rules and routines of the class as well. As a last remark, the students are distributed in six groups of four members each in order to promote collaborative and cooperative learning and improve self-managing skills.

3.2. Rubric design

Being the involvement of our students in the teaching learning process one of the main reasons for using the rubrics to assess the students' tasks, I wanted to ensure that the rubrics are adapted to suit my students' needs and capabilities. In the interest of this, I designed three different sets of rubrics that range from a simple rubric that contains only one evaluative criterion to a rubric that includes all three components present in rubric; the evaluative criteria, the quality definitions, and the scoring strategy.

Getting accustomed to the use of rubrics is a process that needs practice time therefore requiring a certain amount of time. In pursuance of providing the mentioned practice, I designed two simple rubrics that contain a single evaluative criterion with different levels of quality definition to help them maximize their practice with this component of the rubric. The next step on the process is the creation of a rubric that holds three different items of evaluative criteria reflecting the objectives of the activities. Although the evaluative criteria are essential for the students due to the clear expectations that they provide, they are become even more important when it comes to peer-assessment. As Boud (1995) entails, in order to provide a sense of validity to the assessment made by a peer, it is strictly necessary that the students have

the expectations regarding the activity very clear. Considering that I want to focus my students' attention on using these clear expectations, the second set of rubrics incorporate only one gradation of quality that indicates the minimum standards required to score. Finally, the last two rubrics embrace the three main aspects of a rubric. More specifically, the rubric includes three, or six different evaluative criteria, four different levels of quality definitions, and a analytic scoring strategy.

In the following lines, I will provide information regarding the three different sets of rubrics including the description of each individual rubric; the objectives of the rubrics regarding the research, the evaluative criteria, the quality definitions and the scoring strategy.

The first set is constituted by two different rubrics. Each rubric assembles one evaluative criterion and three different quality definition. These rubrics will serve as an access tool in pursuance of the students' initiation due to their simple nature.

- **Rubric 1:**

- *Research Objective:* To enhance the students' performance on the task.
- *Evaluation Criteria:* Number of words regarding the creation of a sentence.
- *Quality Definitions:* 1-2 words, 4-5 words, 6-7 words.
- *Scoring Strategy:* Holistic. 1 check, 2 checks, 3 checks.

- **Rubric 2:**

- *Research Objective:* To enhance the students' performance on the task. To authenticate the validity of students' self-assessment data.
- *Evaluation Criteria:* Number of sentences and use of different prepositions.
- *Quality Definitions:* 1-2 sentences, 3-4 sentences, 4 sentences using four prepositions.
- *Scoring Strategy:* Holistic. 1 check, 2 checks, 3 checks.

The second set of rubrics consists of two different rubrics containing one quality definition and three different evaluative criteria. After the students practice the use of rubrics with the previous and simpler set, this new set of rubrics will focus on the variety of evaluative criteria. This array of criteria differs from what the students are accustomed to do when it comes to assessment; thus, the quality definitions are reduced to one in order to ensure the students' undivided attention to the criteria.

• **Rubric 3:**

- *Research Objective:* To enhance the students' performance on the task. To authenticate the validity of students' peer-assessment data.
- *Evaluation Criteria:* Name, Complete, Correct.
- *Quality Definitions:* Name (Yes, No). Complete (4 transports for people, 4 transports for goods, 2 transports for both). Correct (3 transports for people, 3 transports for goods, 1 transport for both).
- *Scoring Strategy:* Analytic. 1 check, 2 checks, 3 checks.

• **Rubric 4:**

- *Research Objective:* To enhance the students' performance on the task. To authenticate the validity of students' peer-assessment data.
- *Evaluation Criteria:* Complete, Correct, Prepositions.
- *Quality Definitions:* Complete (6 answers). Correct (4 correct answers). Prepositions (4 different prepositions).
- *Scoring Strategy:* Analytic. 1 check, 2 checks, 3 checks.

The final set compiles two different rubrics containing three or six evaluative criteria along with four different quality definitions. These rubrics are more complex than the previous sets; however, the students have been able to practice the elements of the rubrics one by one, therefore allowing them to gain experience.

• **Rubric 5:**

- *Research Objective:* To enhance the students' performance on the task. To authenticate the validity of students' peer-assessment data.

- *Evaluation Criteria:* clothes, clothes names, clothes colored.
- *Quality Definitions:*
 - 4 points. 8 or more clothes, 8 or more clothes names, ALL clothes colored.
 - 3 points. 7 or 6 clothes, 7 or 6 clothes names, 6 or 5 clothes colored.
 - 2 points. 5 or 4 clothes, 5 or 4 clothes names, 4 or fewer clothes colored.
 - 1 point. 3 or fewer clothes, 3 or less clothes names, 1 cloth colored.
- *Scoring Strategy:* Analytic. Points 1-12.

• **Rubric 6**

- *Research Objective:* To enhance the students' performance on the task. To authenticate the validity of students' peer-assessment data.
- *Evaluation Criteria:* Materials, properties, change of shape, correct materials, correct properties, correct shapes.
- *Quality Definitions:*
 - 4 points. 6 materials, 4 different properties, 4 different changes of shape, 4 materials, 4 properties, 4 shapes.
 - 3 points. 4 or five materials, 3 different properties, 3 different changes of shape, 3 materials, 3 properties, 3 shapes.
 - 2 points. 2 or 3 materials, 2 different properties, 2 different changes of shape, 2 materials, 2 properties, 2 shapes.
 - 1 point. 1 material, 1 property, 1 change of shape, 1 material, 1 property, 1 shape
- *Scoring Strategy:* Analytic. Points 1-24.

3.3. Rubric implementation

Every rubric mentioned before was used to assess a specific activity. In the following lines, I will describe the general procedures followed by the students before, during and after the activity. After that, I will provide a description of those activities including their objectives, assessment process, and troubles encountered during the process.

All the activities are modeled in order to provide a clear expectation of its outcome. Both the research and the control group receive the same explanation and modeling, although the former group is also debriefed on the rubrics and its mechanics. During the activity, I monitor the students' progress while facilitating information at their request. The students are arranged in groups of four students, or pairs depending on the activity requirements. Once the activity is finished, I assist the students during the assessment process, varying the type of assistance depending on the activity's needs. Finally, I will assess the same samples using the same rubrics in order to verify the validity of the students' assessments.

The first rubric was used to assess an activity aimed to the constructions of sentences related to the location of different people in a picture. Five different sentences regarding the picture are displayed on the blackboard; where is the woman with the baby? How many pineapples are there in the fruit shop? How many cats are there in the pet shop? Where is the boy? What color is the car between the bus and the blue car? The activity has a time limit of fifteen minutes, after that, the students will share their sentences with the group under my supervision to review the answers before start assessing with the help of the rubric. The activity developed without any incidents, and the students easily followed the rubric considering that they are already familiar with counting checks in order to assess. However, it was necessary that I emphasized the need of striving towards the highest quality gradation in pursuance of best score.

The second activity aims to write sentences regarding the position of different people on an auditorium using different prepositions. The students have ten minutes to fulfill the task. Once the task is completed, the outcome is shared with the class for assessment. Doing so requires my assistance by helping the students to confirm that their contributions are correct. The students grade their work using the rubric, on the other hand, the control group also

assesses their samples; however, the scores are not specified. Regarding the troubles encountered, as it happened in the previous rubric, the students did not find difficult to apply the rubric, but at the same time, a constant reminder of the desired outcome was required during the task.

The third activity requires the creation of a Venn's diagram in order to classify different means of transportation into means used for transporting people, transports used for transporting goods, o transports that can be used for both options. The students, under my supervision, will share the outcome with the class to review the means of transportation after fifteen minutes. For the first time, the students in the research group needed extra help to deal with the rubric since it has three different evaluative criteria. Three teams required assistance throughout the course of activity and the assessment by constantly reminding them to pay attention to the rubric. As a result of the students being accustomed to counting check marks, an ongoing reminder of the rubric's mechanics was essential to the activity success. The rubric used in this activity disregarded the relation between the number of checks and the final score by setting a standard with each evaluative criterion; if the criterion were met, the students would achieve only one check.

During the forth activity, the students pursued to write sentences regarding the location of different buildings in a map with the assistance of different prepositions. Once the twenty-minute time limit expires, the students will assess their work by using the rubric (research group), or their own criteria (control group). As to problems encountered, the students in the research group required certain procedures to help them differentiate the correct sentences from the correct prepositions, considering they are only used to *checks*. Nevertheless, the situation was solved by using dots on the correct sentences and underlining the prepositions. In addition to these procedures, some groups continued to need to be reminded to base their task on the rubric's requirements in order to achieve the maximum score. Withal, all the assistance caused me to be involved and active during the whole activity; therefore, interfering with the students' self-managing skills.

The fifth activity consisted of drawing different clothing items, then, naming them, and finally coloring them. There is a twenty-minute time limit to the

activity. Subsequently, the students in the research group will assess their work using the rubric whilst the students in the control group will use their own criteria. Due to the fact that this was the first complete rubric the students faced, the research group needed some extra modeling during the first section of the rubric so they can get used to its mechanics. However, most of the students in the research group automatically used the rubric as a reference in the interest of achieving the best score possible, with the exception of two groups that have been in need of extra assistance throughout all the previous rubrics. In addition to this, it is also worth mentioning that the students in the control group based their assessing procedure on deducting one point per mistake.

Finally, the last activity required the students to name an object and subsequently, name the materials it is made of as well as attribute the properties of those materials and how their shape can be changed. After the thirty-minute deadline, the students use the rubric to assess their work. Due to the complexity of the rubric and its six evaluative criteria, the students were a bit confused at first and needed assistance through the assessment of the first evaluative criteria. After that, all the teams except one proceeded to assess the task independently. One of the teams required the teacher assistance throughout the whole rubric.

4. DATA ANALYSIS AND RESULTS

This section is aimed at describing the data collected from the students' work samples. In order to do so, I will specify the objectives of the rubric, I will provide a brief description of the activity, and compare the numbers of the research group to the numbers of the control group. After that, I will reflect on the results and analyze the possible causes responsible of the differences among the research and control groups.

4.1. Rubric 1

On the one hand, the objective of the rubric is to enhance the students' performance regarding the task, as well as verify the reliability of the students' self-assessment by comparing it with the teacher assessment. On the other hand, the objective of the activity is to write sentences using the most words possible regarding the location of people or building in a picture.

Figure 1. Represents the number of matches between the tasks assessed by the teacher and the tasks assessed by the students.
Source: Author.

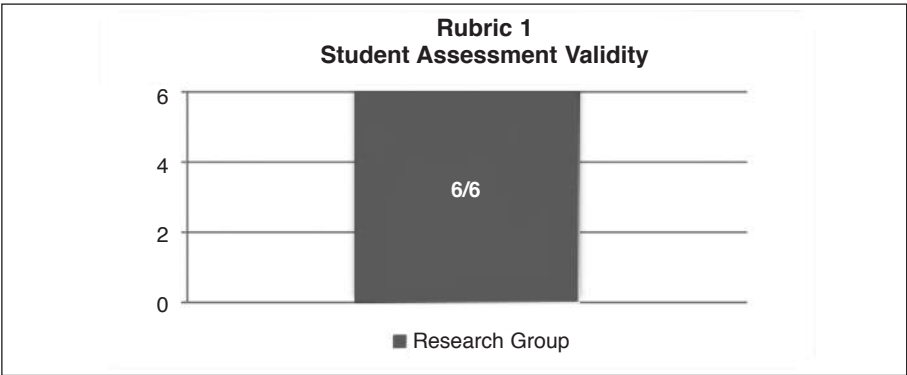
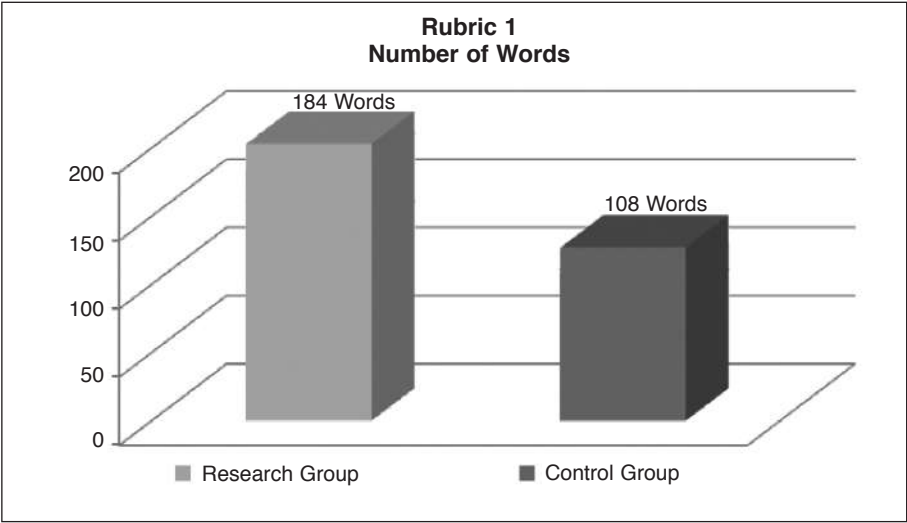


Figure 2. Represents the overall number of words achieved by the students regarding the questions about the picture.
Source: Author.



The data collected shows that the research group managed to write 184 words, whereas the control group scored 108 words (Figure 2). As for the reliability of data, after I assessed their work using the same rubric, one hundred percent of the worked assessed by the research group matched my own assessment of the same work (Figure 1).

During this activity the research group scored more words since they had a clear standard of quality on the rubric. The students in the research group completed the sentences using all the language that they could gather so they could achieve the ten words mark. On the other hand, although being correct, the sentences of the control group were short since they only replied to the location of the subject without providing more details. As for the matter of assessment, the research group assessed their own task using the rubric. All the scores matched my own assessment of the task.

4.2 Rubric 2

The objective of the rubric is to enhance the students' performance regarding the task, as well as verify the reliability of the students' self-assessment by comparing it with the teacher assessment. In addition, the objective of the activity is to write sentences about the location of people in a picture using the maximum number of prepositions.

Figure 3. Represents the number of sentences achieved by the students regarding the position of the people in the picture.

Source: Author.

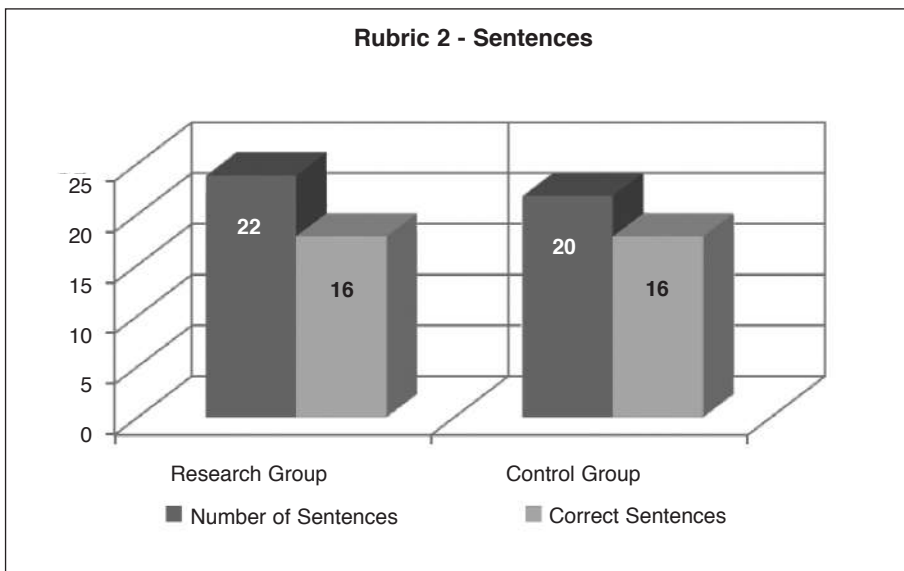
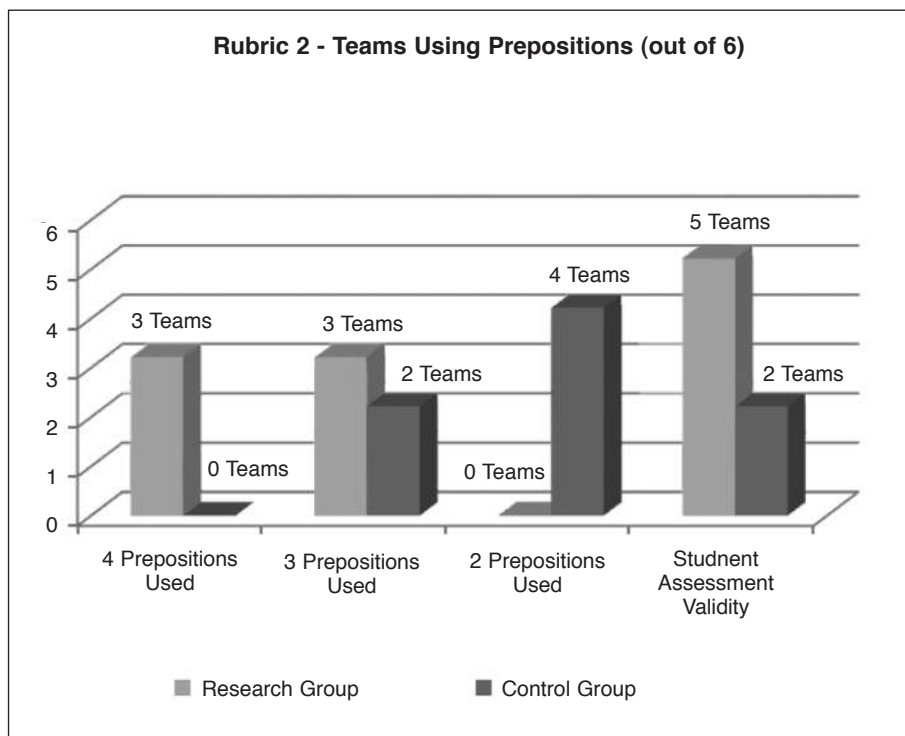


Figure 4. Represents the amount of prepositions used by the students in their sentences and the number of matches between the tasks assessed by the teacher and the tasks assessed by the students.

Source: Author.



The performance numbers show that the research group wrote twenty-two sentences, of which, sixteen sentences are correct (Figure 3). At the same time, the control group scored twenty sentences, of which, sixteen are correct. As regard of the use of different prepositions, three out of six teams used all four prepositions whereas the other three teams used three different prepositions (Figure 4). On the other hand, none of the teams in the control groups use all four prepositions, while two teams used three different prepositions; thus, leaving four teams using only two prepositions (Figure 4). Finally, 5 out of 6 teams in the research group scored the task as I did, when the control group only matched two (Figure 4).

This activity shows a minimal difference between the sentences produced by the research group, and the control group. However, the research group outper-

formed the control group in quality work by using more different prepositions. The focus of the activity was the use of all the pre-defined prepositions; thus, it was incorporated in the last of the quality definitions. Even though I emphasized on the use of all the prepositions during the explanation of the activity, the control group used only the prepositions that they felt more comfortable using and repeated them in the rest of the sentences. Finally, the only one of the students' corrections in the research group didn't match my own assessment due to a misuse of a preposition. As far as the control group is concerned, they assessed their tasks using their own criteria despite my emphasis on the use of all prepositions. Due to the lack of knowledge regarding the quality definition, the control group's assessments only matched two of my own.

4.3. Rubric 3

The objective of the rubric is to enhance the students' performance regarding the task and verify the reliability of the students' self-assessment by comparing it with the teacher assessment. Furthermore, the objective of the activity is to write different means of transportation as well as classify them according to the nature of their cargo.

Figure 5. Represents the number of transports listed by the students as well as the correctness regarding their spelling and classification.

Source: Author.

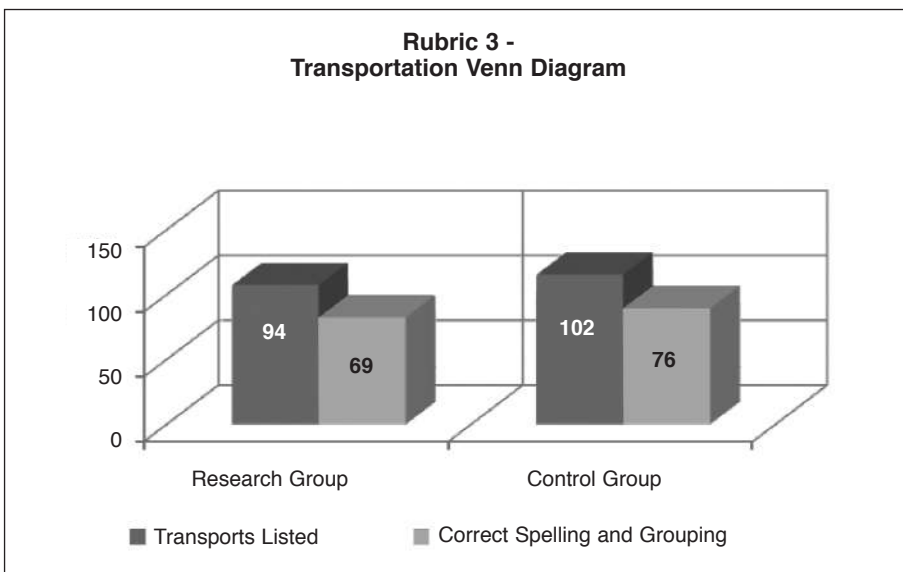
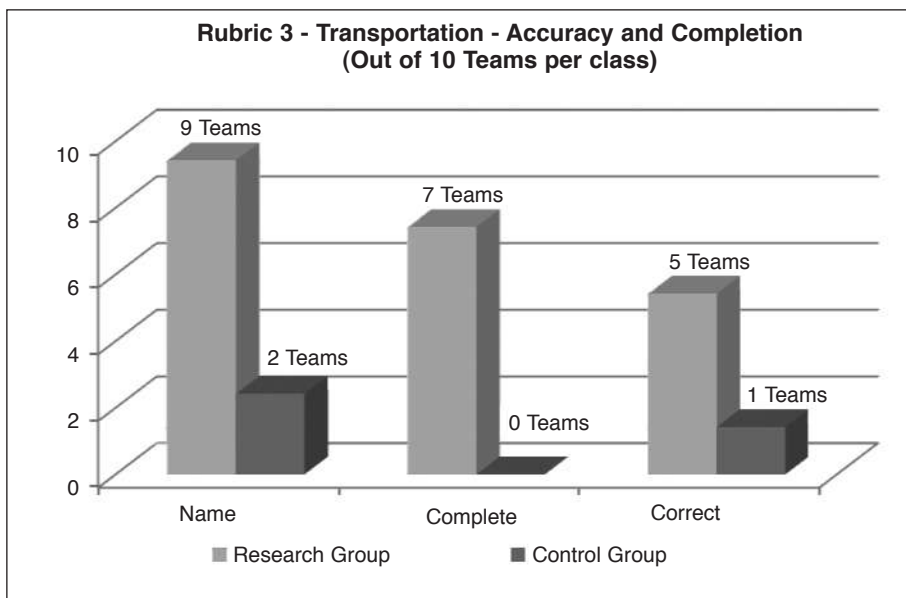


Figure 6. Represents the number of teams achieving the different evaluative criteria.

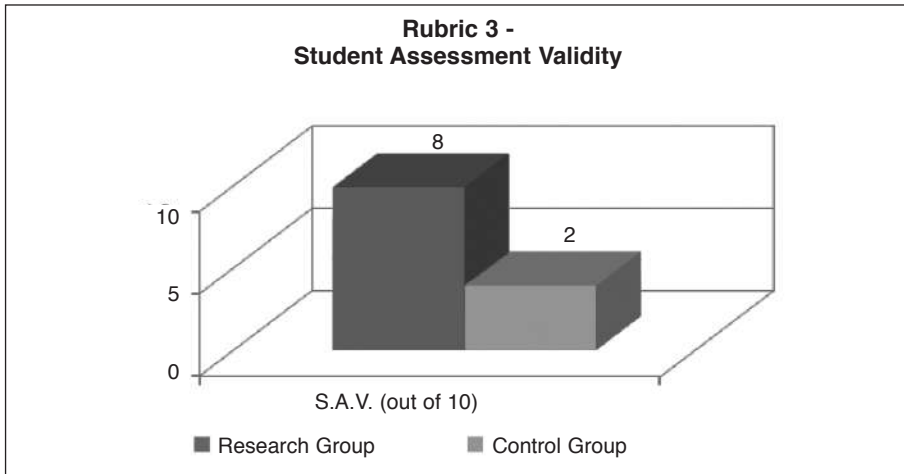
Source: Author.



In this first multi-criteria rubric, the research group scored ninety-four words, of which sixty-nine are spelled and located properly in the diagram (Figure 5). On the other hand, the control group accomplished to write one hundred and two words, of which seventy-six are spelled and classified correctly (Figure 5). Analyzing the numbers by evaluation criteria (Figure 6), the results show that in the research group, nine out of ten wrote their names while only two out ten did in the control group. The results of the second criteria, complete, show that seven out of ten teams of the research group accomplished to write four transports for people, four transports for goods and two transports that can be used for both. At the same time, no team achieved that criterion in the control group. The third and last criterion (correct) that implies that the students had to write and classify at least three transports for people, another three transports for goods and one transport that can be used for both, was achieved by five out of ten teams in the research group whereas in the control group, only one of the teams managed to score a check in that criterion. Finally, eight out ten teams in the research group matched my assessment versus the two matches resulted from the control group (Figure 7).

Figure 7. Represents the number of matches between the tasks assessed by the teacher and the tasks assessed by the students.

Source: Author.



This results show that the research group displayed a better performance clear regarding quality work by besting their control group peers in al the evaluative criteria (Figure 6). Moreover, the evaluative criteria related to the completion and the correction of the activity forced the students in the research group to focus a most of their efforts on the classifying part of the task rather than merely naming different kinds of transportation. If we reference Bloom's Taxonomy, this attention to classifying required a higher thinking process, moving the students from the first stage «remembering» (knowledge) to the third stage, emphasizing on classifying (application). Even more, thinking about transports that could be used for both people and goods required the students to analyze the different transports; therefore, reaching the fourth stage of Bloom's Taxonomy: analysis.

However, this extra effort affected the number of vocabulary that they managed to achieve; whilst the research group was focus on classifying, the control group was only concerned about naming the maximum amount of transports thus overall scoring more vocabulary than the research group. The assessment reliability, again, favored the research group since eight teams assessed the work samples as I assed them. On the contrary, the control group only two teams corresponded my assessment. It is also worth mentioning that seven of the control group's samples managed to achieve none of the evaluative criteria hence I was not able to score them (Figure 7).

4.4. Rubric 4

On the one hand, the objective of the rubric is to enhance the students’ performance regarding the task, verify the reliability of the students’ self-assessment by comparing it with the teacher’s assessment. On the other, the objective of the activity is to write sentences regarding the location of different buildings on a map while using different prepositions.

Figure 8. Represents the number of teams achieving the complete and correct evaluative criteria.

Source: Author.

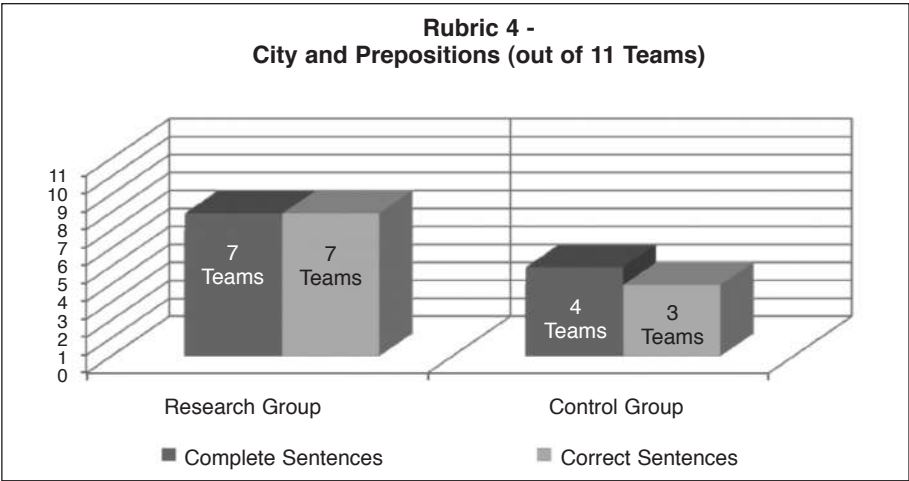
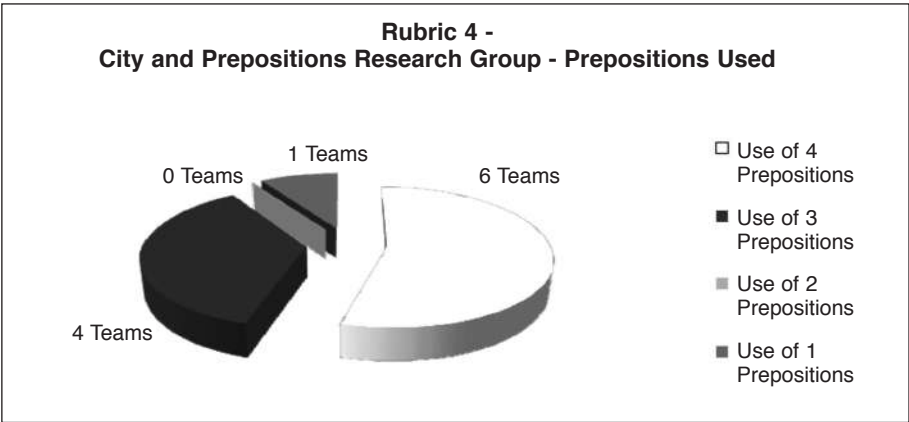


Figure 9. Represents the number teams using of different types of prepositions in the research group.

Source: Author.



This rubric displays three different evaluative criteria: first, it has to be completed by at least writing six sentences. Second, four sentences must be located in the different places in the map correctly. Finally, four different prepositions have to be used to locate the places in the map. When it comes to the first criterion, it was achieved by seven teams (out of eleven) in the research group and by four teams of the control group (Figure 8). The second criterion requirements were met by seven teams in the research group and three teams in the control group (Figure 8). Finally, the third criterion was achieved only by the research group, with six teams managing to use four different prepositions (Figure 9).

Figure 10. Represents the number of teams using different types of prepositions in the control group.

Source: Author.

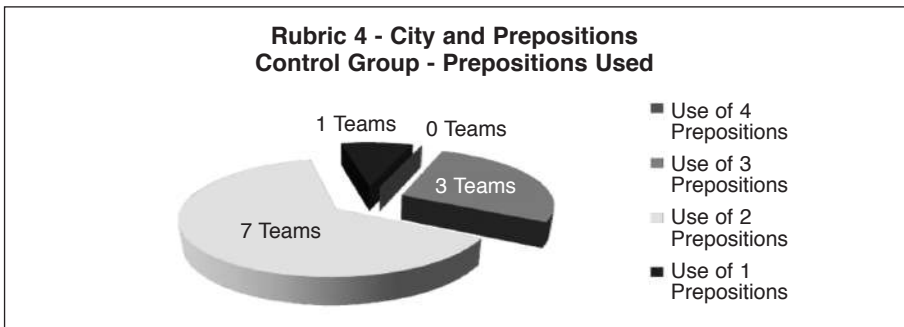


Figure 11. Compares the use of the different amount of prepositions in both groups.

Source: Author.

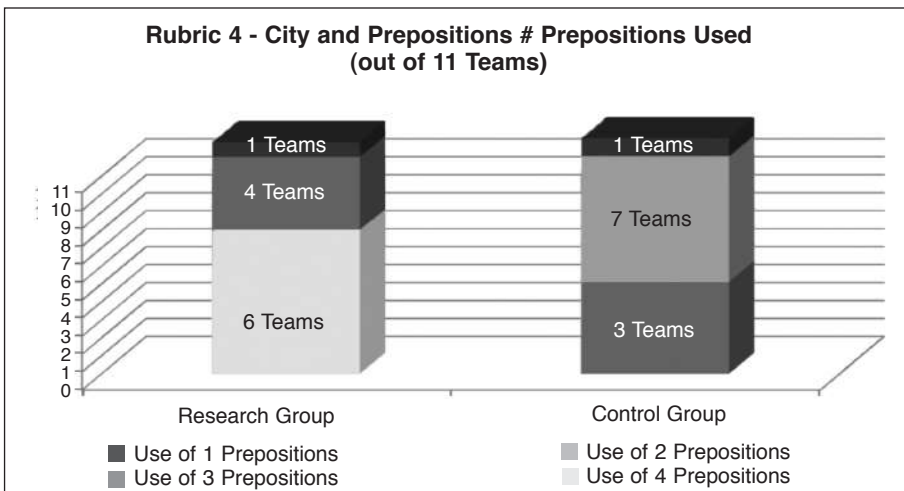
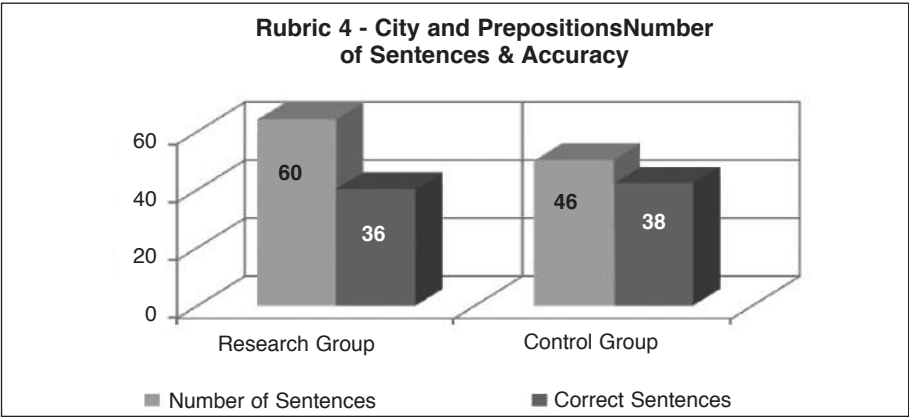
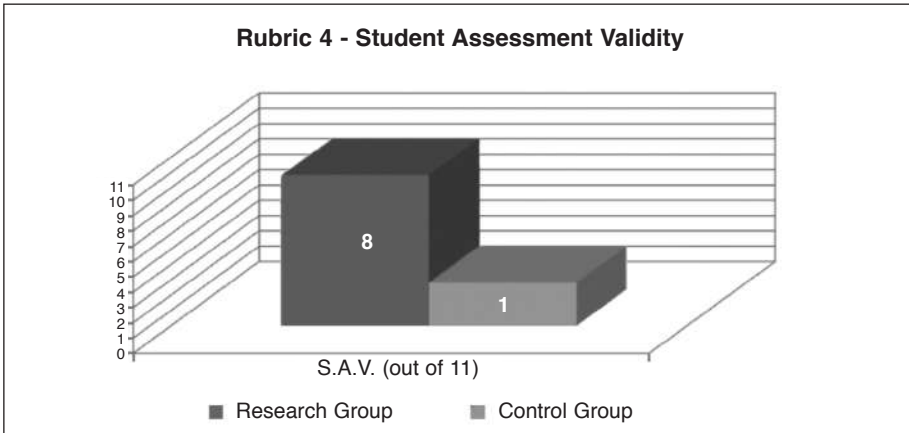


Figure 12. Represents the number and accuracy of the sentences achieved by the students regarding the location of different buildings on a map.
Source: Author.



Regarding the total number of sentences and use of prepositions, the research group wrote sixty sentences, of which, thirty-six were correct (Figure 12), and six teams used four different prepositions, four teams used three different prepositions, and one team used only one preposition (Figure 11). On the other hand, the control group wrote forty-six sentences, being thirty-eight correct (Figure 12). In addition to this, none of the teams used four prepositions, three teams used three prepositions, seven teams used two prepositions, and one team used only one preposition (Figure 10).

Figure 13. Represents the number of matches between the tasks assessed by the teacher and the tasks assessed by the students.
Source: Author.



As far as data validity is concerned, nine out of eleven tasks assessed by the research group matched my own assessment, when none of the samples assessed by the control group agreed with my assessment (Figure 13).

Although having achieved similar results in two evaluative criteria, by analyzing the results we can observe how having the expectations clear specified on the rubric helped the research group to widely outperform the control group in using all four prepositions (Figures 9 & 10), which was the focus of the activity. At the same time, the research group managed to write twenty-four more sentences due to the need to have extra sentences just in case they make mistakes while using the most difficult prepositions (behind and between) prepositions (Figure 8). It is worth mentioning the difference between my assessment and the control group's; only one team's assessment concur with my own since, despite my insistence on prepositions, they based their assessment criteria on the quantity of sentences rather than the quality related to the use of different prepositions. On the other hand, the research's group assessment continues to be a reliable source of data; eight teams matched my own assessment (Figure 13).

4.5. Rubric 5

On the one hand, the objective of the rubric is to enhance the students' performance regarding the task, and verify the reliability of the students' self-assessment by comparing it with the teacher assessment. On the other hand, the objective of the activity is to draw, spell correctly, and color different clothing items.

The numbers in this rubric show that the every team in the research group (eleven) achieved the maximum level of quality gradation in the first evaluative criterion regarding the number of clothes that the students had to draw thus earning four points. On the other hand, only six teams in the control achieved that level, leaving the other five teams reaching the three points threshold (Figure 14). The results of the second criteria (Figure 15) show nine teams in the research group scoring four points, one team scoring three points, and one more team scoring only one point. Meanwhile, the control group had two groups accomplishing four points, three teams scoring three points, five teams scoring two points and one team scoring one point in the same criterion. Finally the last criterion's results show all the teams in the research group scoring four points whilst six teams in the control corresponded the same score. Of the rest of the teams in the control group, one team scored three points, leaving four teams without scoring any points (Figure 16). As regard of

the assessment, the research group assessed a total of one hundred and twenty-eight compared to the one hundred twenty-seven assessed by the teacher. Meanwhile, the control group graded their work with one hundred and ten points versus the teacher's one hundred and three total score (Figure 17).

Figure 14. Represents the different quality gradations achieved by the teams regarding the first evaluative criterion.

Source: Author.

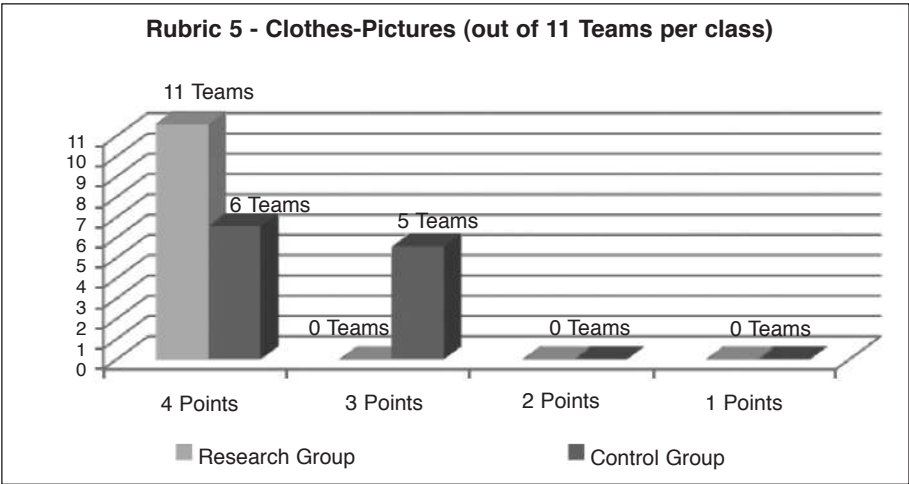


Figure 15. Represents the different quality gradations achieved by the teams regarding the second evaluative criterion.

Source: Author.

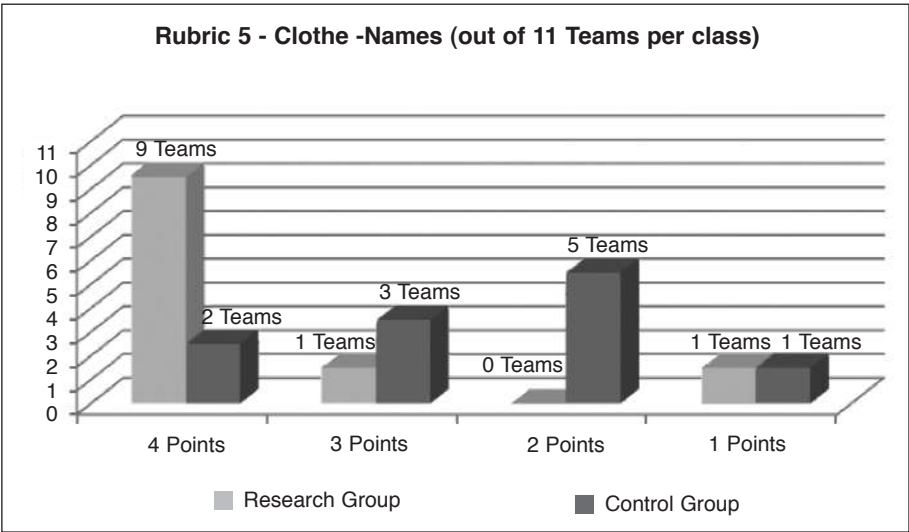


Figure 16. Represents the different quality gradations achieved by the teams regarding the third evaluative criterion.

Source: Author.

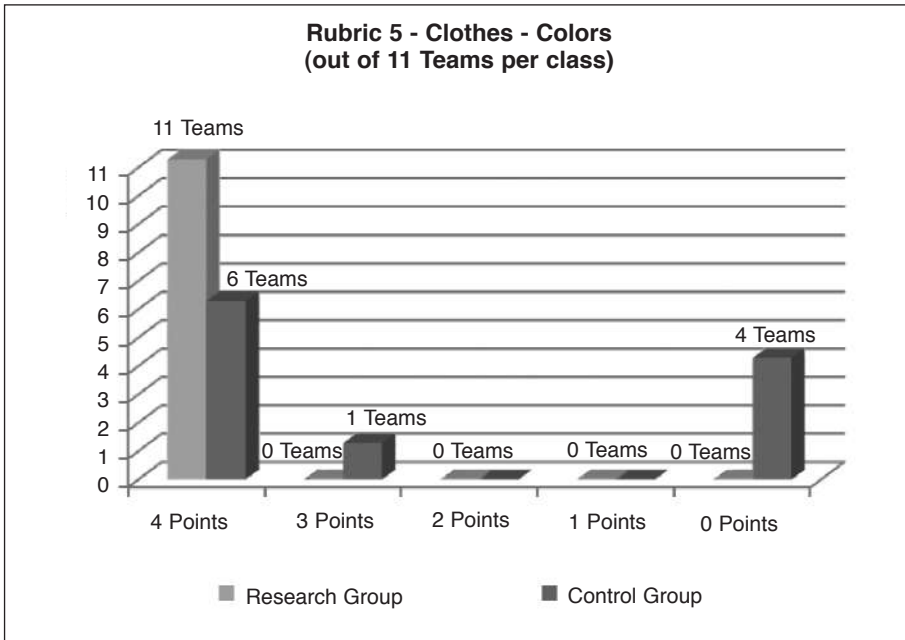
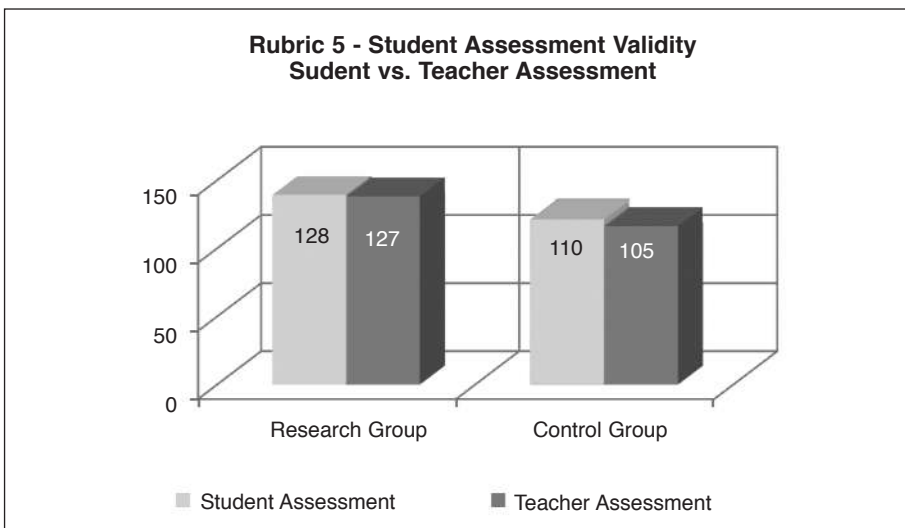


Figure 17. Represents the number of matches between the tasks assessed by the teacher and the tasks assessed by the students.

Source: Author.



The graphs illustrate how the research group outperformed the control group in all the evaluative criteria. What is more, all the teams in the research group achieved the maximum score in two of the evaluative criteria (Figures 14 & 16), once again, because the assessment expectations were clear to them during the task due to the presence of the rubric. It is worth mentioning that the evaluative criterion regarding the coloring of the clothes was not even scored in four of the teams in the control group even though it is the easiest to comply, and I insisted on its completion during the explanation and modeling of the activity. When it came to assessing, the research group required assistance through the first section of the rubric, and sporadically, in different sections to different teams. However, the students' assessment regarding the researched group matched my own by almost one hundred percent. On the other hand, the control group assessment was very close to my own, although, with a lower performance (Figure 17).

4.6. Rubric 6

The objective of the rubric is to enhance the students' performance regarding the task and verify the reliability of the students' self-assessment by comparing it with the teacher assessment. Furthermore, the objective of the activity is to write different objects indicating the material they are made of, the properties and possible change of shape of each material.

Figure 18. Represents the different quality gradations achieved by the teams regarding the first evaluative criterion.

Source: Author.

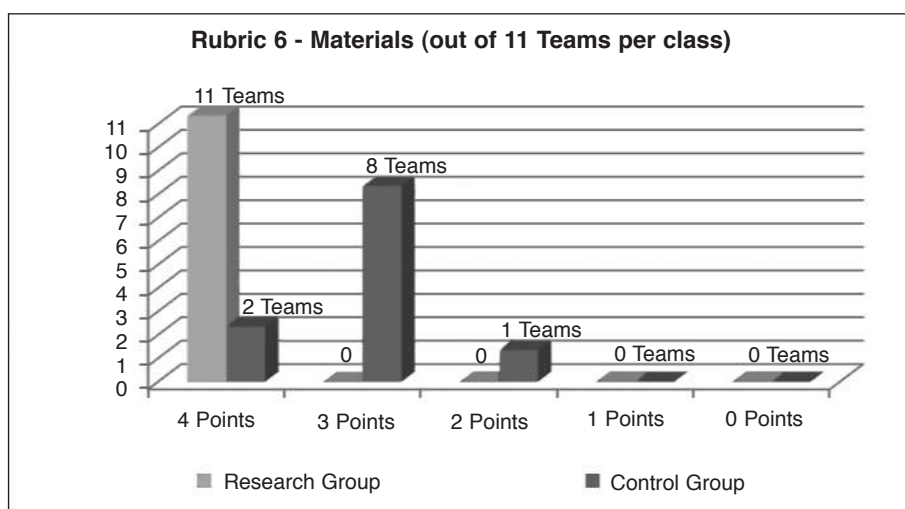
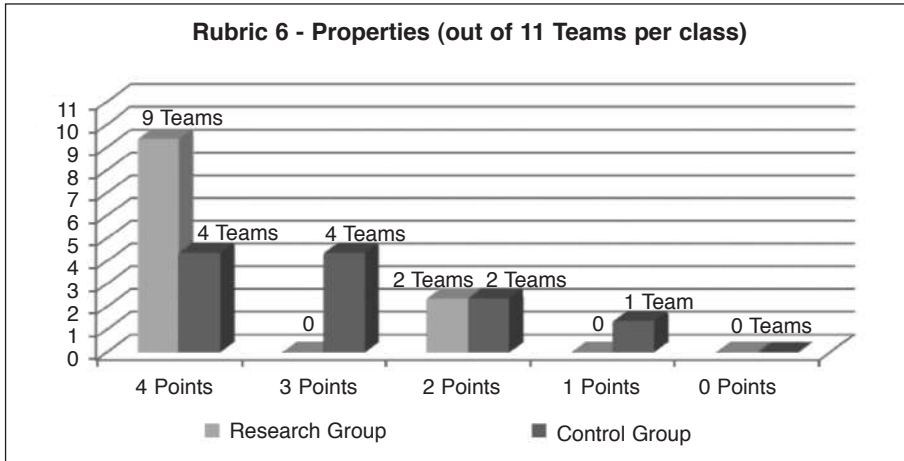


Figure 19. Represents the different quality gradations achieved by the teams regarding the second evaluative criterion.

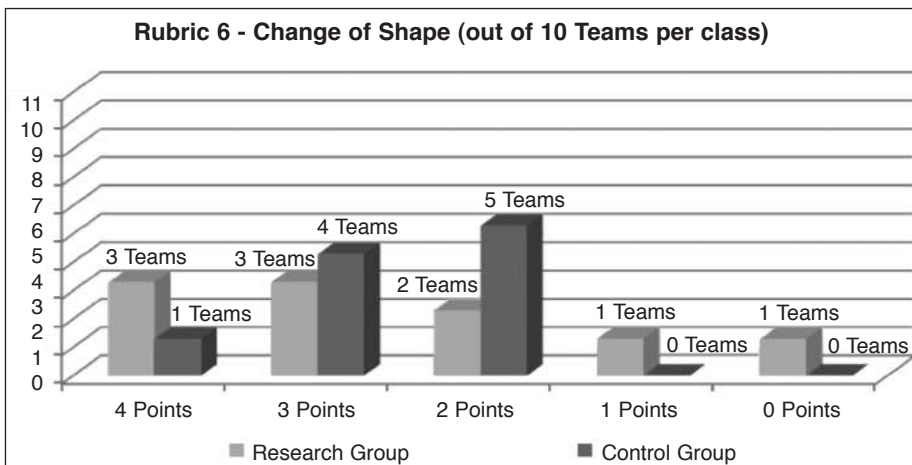
Source: Author.



In the last rubric, we can find six different evaluative criteria. The results of the first criteria regarding the materials (Figure 18) show that all the eleven teams that formed the research group achieved the maximum level of gradation with four points. At the same time, most of the control group teams (eight) scored the second best last level of gradation with three points, whilst only two teams managed to meet the requirements necessary to achieve the four points.

Figure 20. Represents the different quality gradations achieved by the teams regarding the first evaluative criterion.

Source: Author.



The second criterion (Figure 19) follows the same trend as the previous one with most the research team reaching the top gradation; nine teams scored four points, and two teams scoring two points comparing to the four teams scoring four points, four teams scoring three points, two teams scoring two points and one team scoring one point in the control group.

Figure 21. Represents the different quality gradations achieved by the teams regarding the fourth evaluative criterion.

Source: Author.

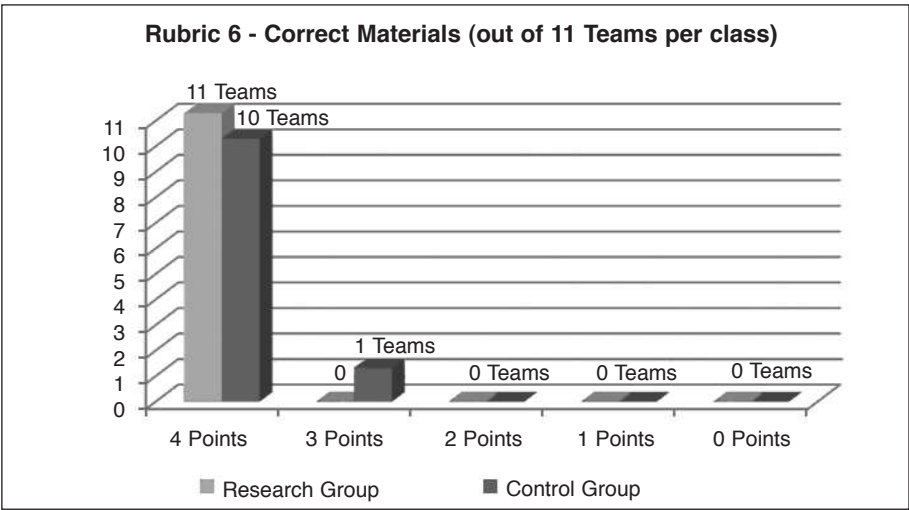


Figure 22. Represents the different quality gradations achieved by the teams regarding the fifth evaluative criterion criterion.

Source: Author.

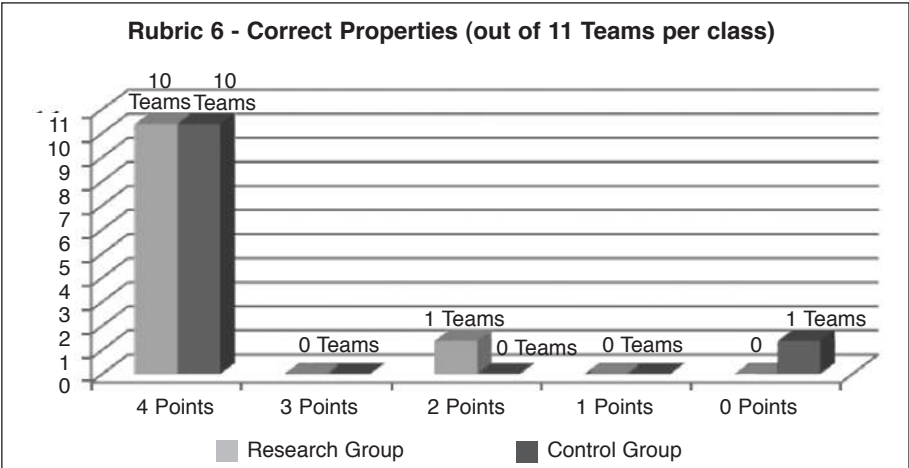
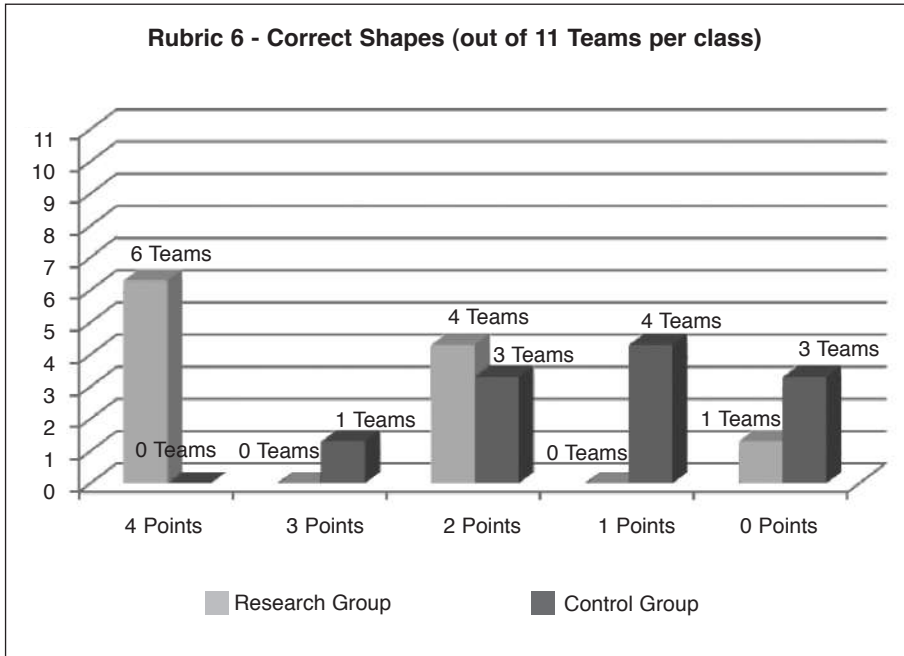


Figure 23. Represents the different quality gradations achieved by the teams regarding the first evaluative criterion.

Source: Author.

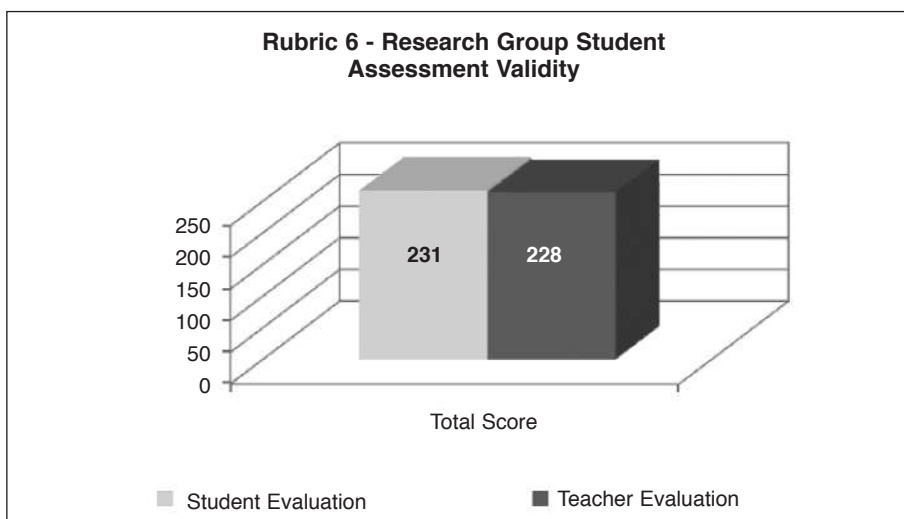


On the third criterion related to the change of shape, three teams in the research group scored four and three points, two teams scored two points, one team scored one point and another team did not scored any points whatsoever. As for the control group, only one team achieved the highest gradation, four teams the second best level of gradation and five teams the third level thus scoring two points (Figure 20). The fourth and fifth evaluative criteria displayed very similar results regarding the research and control group's performances (Figures 21 & 22); all the teams in the research group met the requirements to score four points whereas ten teams in the control group matched that performance, and one team scored one gradation below. However, on the fifth criterion, all the teams in both groups scored four points (Figure 22). Finally, on the last evaluative criteria regarding the correct shapes, six teams in the research group scored four points, four teams scored two points, and one team did not score at all; whereas one team scored three points, three teams scored two points, four teams scored one point and three teams did not score a single point in the control group (Figure 23). On

the matter of the students' assessment validity, the research group assessed an overall of two hundred thirty-one points versus the teacher's assessment of one hundred twenty-eight points (Figure 24).

Figure 24. Represents the number of matches between the tasks assessed by the teacher and the tasks assessed by the students.

Source: Author.



Analyzing the previous results we can observe how the research group outperformed the control group once again since the teams scored the highest level of quality gradation fifty-one times, in comparison with the twenty-seven times achieved by the control group. Such feat was accomplished as a result of having the rubric as a reference of the expected outcome. Withal, both groups featured similar results in the forth and fifth criteria due to the nature of those criteria; the criterion was strictly related to their actual knowledge on the subject. This same nature also ruled the sixth criterion yet the rubric helped to improve the quality encouraging the students in the research group to write all four of the changes of shape. Finally, bringing us back to the subject of assessment validity, the works assessed by the research group matched my own with an overall difference of three points; two hundred thirty-one points assessed, versus my assessment resulting in one hundred twenty-eight points.

5. CONCLUSIONS

After collecting, comparing and analyzing the data resulting from using rubrics in two different second grade groups, I have gathered enough evidence to answer the questions that I formulated in my hypothesis: first, can I improve my student's task performance by using rubrics during self and peer assessment? Second, does the use of a rubric ensure a reliable source of data to evaluate the students?

Analyzing the results, it is revealed that the students can improve their performance if they use rubrics whilst working on a task on account of the research group - outperforming their peers in the control group in seventeen out of nineteen graphs that compared the performances between the two groups.

When it comes to the second question related to the reliability of the assessment carried out by the students using the rubric, the data results show that the data collected can be indeed reliable since forty out of forty-eight assessed task gathered from the research group concur with my own assessment of the mention tasks. More over, the samples of the two tasks that were assessed using points, showed a minimal difference of four points between the students' assessment and my own.

Based on the research's outcome I can state that the use of rubrics is a very useful tool to be used in a classroom, even in lower grades. Even though rubrics required clear procedures, and a previous training in order to succeed in their implementation, rubrics provide certain benefits that can make a difference in the students' learning. Rubrics clearly specify what is expected from the students' performance therefore helping them to strive towards the highest standard of quality. In addition to this, the use of rubrics entrusts the students with the responsibility of assessing themselves or their peers, involving them deeper in the teaching learning process, and allowing the teacher to optimize the time in the class by reducing the time spent on assessing every student task since the assessment data resulted from them is reliable and trustworthy.

Providing the students with a total autonomy when it comes to task completion and its assessment is the desirable objective that I would like to achieve with my students in the future. The mastery and normalization of the use of rubrics in my classes can help me accomplish that goal. Moreover, rubrics could also be used to set standards regarding writing, notebook organization, science and art projects or even mathematics, thus helping the students to move forward on their learning in a wide variety of areas.

BIBLIOGRAPHICAL REFERENCES

- Andrade, H., & Du, Y. (2007). Student responses to criteria-referenced self-Assessment. *Assessment and Evaluation in Higher Education*, 32(2), 159- 181.
- Boud, D. (1995). *Enhancing learning through self assessment*. London: Kogan Page.
- Brandes, D., & Ginnis, P. (1986). *A Guide to Student-Centred Learning*, Basil Blackwell. Oxford.
- Gibbs, G. (1995). *Assessing Student Centred Courses*. Oxford Centre for Staff Learning and Development.
- Harris, L., & Brown, G. (2013). Opportunities and obstacles to consider when using peer-and self-assessment to improve student learning: case studies into teachers' implementation. *Teaching and Teacher Education*, 36, 101-111.
- Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/foreign language teaching and learning. *Theory and Practice in Language Studies*, 4(2), 435.
- O'Neill, G., & McMahon, T. (2005). Student-centred learning: What does it mean for students and lecturers? In G. O'Neill, S. Moore & B. McMulling (eds.), *Emerging Issues in the Practice of University Learning and Teaching* (pp. 27-36).
- Popham, J. (1997). What's Wrong and What's Right with Rubrics. *ASCD*, 55, 72-75.
- Popham, W. (2006). *Mastering assessment: A self-service system for educators*. New York: Routledge.
- Race, P. (1998). Practical Pointers. In S. Brown (ed.), *Peer Assessment in Practice* (pp. 113-122). Birmingham: SEDA.
- Spiller, D. (2012). *Assessment Matters: Self-Assessment and Peer Assessment*. Hamilton: Teaching Development Unit, Wāhanga Whakapakari Ako.
- Yurdabakan, I. (2011). The view of constructivist theory on assessment: Alternative assessment methods in education. *Ankara University Journal of Educational Sciences*, 44(1), 51-77.
- Zariski, A. (1996). Student peer assessment in tertiary education: Promise, perils and practice. In J. Abbott & L. Willcoxson (eds), *Teaching and Learning Within and Across Disciplines* (pp. 189-200). Perth: Murdoch University.

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Jiménez Ménguez, E. E. (2017). Rubrics: Empowering Students' Performance During Self and Peer-Assessment in Lower Grades. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 149-179.



MATERIALES

Colabora
grupo
edebé



edebé

la educación hoy
el valor de mañana

Primary Student Motivation and Achievement: Developing Classroom Management and Managing Positive Behaviour

Motivación y rendimiento en el estudiante de Educación Primaria: cómo desarrollar el manejo del aula y gestionar una conducta positiva

ANTONIO GARCÍA GÓMEZ

DOCTOR EN FILOLOGÍA INGLESA

PROFESOR TITULAR DE LA UNIVERSIDAD DE ALCALÁ

Abstract

Primary teachers all over the world seem to be having a difficult time when trying to motivate their students and engage them in learning. The present paper is divided into three main sections. Section 1 briefly discusses the importance of creating friendly learning atmosphere and highlights some key aspects, which are conducive to increasing students' motivation. Section 2 compiles a wide range of motivational techniques that work on prevention. Section 3 presents a number of activities that activate and strengthen students' Multiple Intelligences. Section 4 provides the reader with effective techniques to sort out problems of disruption.

Key words: Motivation, Primary Students, Emotional Intelligence, Affective Filter, Teacher Training.

Resumen

Parece un rasgo común entre el profesorado de primaria, la dificultad para motivar a los estudiantes y conseguir que se involucren en su aprendizaje. El siguiente trabajo está dividido en tres secciones principales. La sección 1 se centra en aquellos aspectos clave que llevan a la creación de un clima de trabajo apropiado y si señala algunos actos clave que hacen posible motivar a los estudiantes. La sección 2 presenta un número nutrido de técnicas de motivación. La sección 3 presenta un compendio de actividades que activan y refuerzan las Inteligencias Múltiples de los estudiantes. La sección 4 dota al lector de técnicas efectivas para resolver problemas de disrupción en el aula.

Palabras clave: Motivación, estudiantes de primaria, Inteligencia Emocional, Filtro Afectivo, Formación de Profesorado.

1. INTRODUCTORY REMARKS

Without any doubt, discipline is an important issue in our classes. Literature on the topic suggests that both learners and teachers are responsible for the presence of disruption in the EFL Primary classroom (Prentis, Parrot & Smith, 2013; Gregory, 2016). More precisely, it is claimed that Primary students behavioural problems are generally caused by a skill deficit, a family problem or a specific personality disorder (Walker, 2010; Korb, 2011). On the part of the teacher, it is their lack of knowledge to teach a specific subject or, more importantly, their lack of training to handle behaviour problems that are said to be the main causes of disruption (Feber, 2011; Middleton & Perks, 2012).

On countless occasions discipline measures come down to punishment, losing the focus of the real cause of a problem. In a clumsy attempt to create a classroom environment that will be conducive to learning, many teachers stick to their course books and lose sight of what really enhances the management of classroom learning: motivation. Although educational punishment may be necessary at specific points in time during the teaching-learning process, my own experience tells me we have to be cautious. Preventive measure clearly established from day one are much more effective than the most constructive punishment you can think of. In other words, we must work harder on preventing inappropriate behaviour and creating a positive friendly learning environment rather than trying to handle the consequences.

From all that has been said, it is easy to see I strongly disagree with the common belief that disciplining students is just the business of punishing those who misbehave (Lee & Carter, 1993). Over the years, I have found it more effective to take into account the way learners feel about their accomplishments and the amount of satisfaction they experience after task completion. Teaching Primary students has taught me that the best and most effective recipe to promote appropriate behaviour and attitudes to learning consists of three basic ingredients: a spoonful of motivation, a pound of reward and a pinch of constructive punishment.

In general terms the need to misbehave, clown around or be off-task may be due to different social and family issues, a lack of social skills common at an early age, and/or a difficulty in planning and organising thought and action. Any of these reasons may lead to emotional problems which include impulsiveness, low frustration tolerance, and inappropriate social behaviour.

Unfortunately, there are no magic wands available on the market that work wonders and serve everybody's needs. Still, experience and the use of techniques that backfired have taught me three valuable lessons about how address misbehaviour and never give up on the child.

The first lesson I have learned is to see the world through my students' eyes. Misbehaviour is a habit, a bad habit, but a habit at the end of the day. We all know how difficult it is to overcome a habit – only smokers know how many times we have tried to quit smoking and relapsed two weeks later swearing to ourselves: «Just one cigarette will do me no harm!» It took me a while to understand that lasting changes take time. It was then when I started appreciating and celebrating my students' progress, while also being more understanding when misbehaviour appears. Initially, I could just see the student misbehaving that seemed to be operating that way to bug me and ruin my class. However, I was able to see what was going on, I just found a poor soul who was trying to be somebody in the class in the wrong way; that is to say, a poor soul who was a slave to his or her need for attention.

The second thing I have realised is that those who misbehave do not have a busy agenda, or at least not the agenda I would like them to have, pinching their mates, making faces at others when teacher is not looking, or even hitting themselves against the wall to be in the spotlight. This misbehaviour was just highlighting a failure in planning carefully my teaching; students readily take advantage of a perceived lack of structure in a class to misbehave.

The third lesson is that, as an important part of life, humour is a good thing in the classroom, but always at the right time and at the right place. After we all have enjoyed the humour briefly, silence is the most powerful technique to settle down students. I try to respond with silence, to signal to those who misbehave that «enough is enough»; rather than overreacting or ignoring any kind of misbehaviour, silence has proved to be more effective so as to prevent my class from having another misbehaviour problem.

2. EFFECTIVE MOTIVATIONAL TECHNIQUES

In the light of this, I here present some effective techniques that combine these elements and aim to prevent discipline problems in the Primary EFL classroom.

2.1. Praising Students and Influencing Behaviour

Over these twenty years, I have observed many teachers' classroom practices and I have noticed, to my surprise, that lots of them only address students to calm them down, correct their mistakes or tell them off, but they usually forget to tell students when they have done something right. Verbal reinforcement, therefore, becomes the key to encourage students for their good behaviour and accomplishments. As catchy compliments have the power to enhance the learning situations, by praising students you can easily increase their participation, motivation and positive behaviour. Kind words such as «Super duper!; You're doing fine; You're on the rick track now!; Now you have the hang of it!; Keep up the good work!; Awesome!; You're doing beautifully!; I'm proud of you!; Outstanding work!; so on and so forth».

In addition to verbal reinforcement, my favourite technique to tell students that are doing well is my puppet *Mr. Compliment*. At the beginning of the year, I introduce my youngsters to Mr. Compliment and tell them that he feels good only when he compliments children. Whenever Mr. Compliment sees them getting along with each other, being attentive and respectful and trying their best, he is happy; and, at the end of the lesson, he compliments those who have shone. Not only do youngsters love puppets, but they also feel proud of themselves when they are told how well they have done. *Mr. Compliment* always focuses on specific types of behaviour each week so that students can see what he is looking for. This technique is just perfect to model good and appropriate behaviour.

2.2. Modelling Appropriate Behaviour: Declaration of intentions

Nobody wants to live in chaos. We all need structure, we rely on many things in our lives to be consistent. I always wonder: what if those everyday things I take for granted changed randomly and frequently? How would I begin to act? Our declaration of intentions is a short number of authoritative principles laid down to guide behaviour in the classroom. They constitute the code of conduct that aims at immediately creating a work-oriented atmosphere and are stated positively as expectations of appropriate student and teacher behaviour.

Experience has taught me to understand the importance of creating a friendly organised atmosphere and avoid launching into skills and content instruc-

tion without teaching the 4Rs: Rights, Responsibilities, Rules, and Relationships. The 4Rs are based on the assumption that it is easier to maintain good behaviour than to change inappropriate behaviour that has become established. Unless I explicitly model the essential routines and rules for my classroom, most of them will not know how to behave, or behave as they did in the past.

We start the school year by writing up our declaration of intentions. It is essential to get everyone to have a significant role in its creation. This will avoid a lack of commitment from the learners to abide by the terms of the declaration. Needless to say, some amendments may be needed throughout the school year. Our declaration of intentions consists of three basic articles:

- **Article I. Beginning-of-day routines:**

- **Greeting the class.** Students enter the classroom, get their materials and put away personal belongings. Students greet the teacher and write the date. That week's classroom helper will remind others about the classroom assignment(s) for that day.
- **Getting started.** Students pick up an auction ticket – which are explained further below – and write their names on the back of the ticket. They open their course and wait for instructions.

- **Article II. Transition routines:**

- **Transition routines.** Effective transitions from one task to another prevent many misbehaviour problems. E.g. Change tasks quickly and quietly; quietly put away materials that are not needed; begin to work or wait quietly until the teacher signals it is time to start working.

- **Article III. End-of-day routines:**

- **Closing routines.** Students note down the next day's classroom assignment(s), put away all the materials, and say goodbye to the teacher by singing a previously learnt rhyme or song.

Never ending celebration! I try not to miss the chance to celebrate all their good intentions or accomplishments, no matter how little they are. We all need to be loved and feel appreciated. A positive environment is particu-

larly motivating for those who need attention. Verbal and non-verbal praise are effective tools to get these students to settle down. Whenever possible, I combine this with a wide range of certificates to reward students for good work and behaviour. As children are peer and teacher conscious, whenever I spot a student demonstrating good behaviour or trying their best at a task, I present him or her with an award to show that I appreciate their efforts.

2.3. Motivating students

The following techniques can work wonders and they have proved to be highly effective with my own students:

- **The King/Queen of the class!** This technique is the opposite of disciplining those who misbehave when sent on a timeout: it provides learners with the stage any actor dreams of. Learning from mistakes, I came up with this idea. If these students can even enjoy the attention when reprimanded, the opportunity to be King/Queen of the class will entice students to complete their best work. Therefore, I place a crown to wear in a classroom corner and reward students who complete satisfactory work with visits to the comfy, royal corner. This motivational technique has served me to manage the movement of students in a humane, yet effective way. At the end of the class, a round of applause will satisfy the students' need for attention.
- **Three, two, one... You're frozen!** I found the «please, stop what you are doing» card very effective to grab the attention of those students who are misbehaving without interrupting the lesson. I usually have a couple of cards in my pocket, always keep them handy, and with any misbehaviour problems starts I simply place the card on his or her desk. If a particular student needs more discipline, they know they will not have the reward for that day and will be responsible for doing other tasks. This simple technique develops self-discipline quite effectively.
- **Tic-tac, tic-tac... Mind your attitude!** As children are peer conscious, peer pressure can work wonders in listening to instruction, changing tasks quietly and quickly. While working in groups, I use a kitchen timer that may ring at some point when they are carrying out most important classroom tasks. If the kitchen timer rings and one

student is off-task, the whole group will not get their daily auction ticket for our monthly auction. This technique helps these students to overcome their hunger for status, develop social skills, and keep up relationships in a positive way.

- **Going once, going twice, sold!** A competitive game, a difficult task within a time limit or any other motivating tasks will give students the chance to earn an auction ticket every day in my class. If deserved, they store them in a personalised envelope we have at the display area. At the end of the month, we hold an auction during which student can spend their tickets on buying rewards – both intangible and tangible rewards, but not edible ones. Once they understand the importance of behaving well, they will do their best to store as many tickets as possible to have an active role they day the auction is held. The idea of being the one who gets the item is too appealing! Students do their best to eventually get the prize.

2.4. The use of symbolic rewards

The use of symbolic rewards is one of the most effective techniques to prevent discipline problems in the Primary EFL classroom. We only have to make sure we change the rewards once in a while; otherwise students will get bored and the technique will not work any longer. Here I suggest some symbolic rewards that can be used throughout the school year and some others that can be used from time to time.

- **Our walk of fame** is my way to show students I appreciate their best efforts. When one of my students makes a significant progress, I take a picture of that student holding his/her good work. Then I mount the picture along with a caption describing the achievement on a bulletin board titled «Our walk of fame». Here are some of the captions I have used these years: «You did a whale of job»; «Award winning behaviour»; «All star student»; «You're the apple of my eye»; «Way to go!»; «Your work is out of this world!», etc. At the end of every period, students can take their photos home to share with their parents.

There are other techniques that can be used for shorter periods of time to help create a positive learning atmosphere. We all know about golden stars,

stickers, certificates and coupons to celebrate all types of behaviour. Although these techniques aim to prevent students from turning in careless work and rewarding students for good behaviour, I find the following three techniques much more effective:

- **The leaky cauldron.** Taking advantage of Harry Potter's popularity, I have become a wizard myself. In my magic cauldron I prepare a perfect potion to build up my students' self-esteem, give them positive feedback, and block unfriendly inappropriate behaviour. I place an eye-catching cauldron on my desk. Every time I (or even Mr. Compliment) witness a student succeeding either academically or socially, I write it down on a piece of paper and place it in the cauldron. At the end of the week, I cast a spell on student by reading out loud all the good things they have done. After that, student can take their achievements home and share them with their families. The following day students will start imitating appropriate behaviour as they will be willing to hear their names next time I read what they have done that week. This technique is just perfect to model behaviour without asking students what they must do.
- **My cat rounds out.** As a facilitator of knowledge, I understand the teaching-learning process as a fishing metaphor; that is to say, students do not need me to give them a fish, but they need a rod and my training to use that rod efficiently. This belief helped me to come up with a technique that has proved to motivate my youngsters and keep them under control. Due to children's natural curiosity, at the beginning of the year, I always introduce myself and satisfy students' three main curiosities: my age, whether I have a wife or not and my pet's name. The first week students get to know my cat so that I can implement *My cat rounds out* technique.

I cut out several animal-shaped patterns (i.e. a fish, a mouse or any other animal cats like eating). I then attach a large paper clip to the tail of each animal and place them in a colourful bag. In order to make a fishing pole, I attach a magnet to a picture of my cat and another to one end of a piece of string; then I tie the other end to a ruler. When my students have done the best paper from homework assignment, improved test scores or an error-free grammar exercise, my cat gets

to round out for a reward. It is easy to keep motivation high; I just create a wide number of animals and rewards. E.g. 5 minutes of free time, 1 point to the student's lowest daily grade, etc.

- **Same script, different cast.** As a film director, who gives directions to the cast, every day before the class starts I draw some names (cast) from a pile of scraps containing all the students' names. I keep these names a secret, as the students know that the cast selected will be watched to determine whether they have behaved well and deserve a reward or not. Each and every student hopes that they have been selected and try their best to behave well. At the end of the 'filming' session, I reveal the names of the cast selected and give a prize if deserved. I will give away my secret, I never draw any name; therefore, I always choose those students who tried harder and those did really well in comparison with their typical behaviour. As Primary students need to know what you are looking for, I always make it explicit at the beginning of the session so they know what «behaving well» means that particular day. This is the best way to model appropriate behaviour and prevent misbehaviour.

3. MOTIVATIONAL ACTIVITIES THAT AWAKEN PRIMARY STUDENTS' MULTIPLE INTELLIGENCE

In addition to these prevention techniques, planning a wide range of activities that cater for diversity and awaken all of the children's multiple intelligences is also a very useful way to avoid misbehaviour problems. Here I explain some of the best activities I have used over the years that can be used almost in any teaching context:

- **My Personal Rocket.** This is a good way to welcome the new school year with a get-to-know-me project. First, I have each student colour and cut-out an enlarged copy of a rocket pattern. Second, I have students personalise the rocket by writing their names on the door. Then I ask students to cut pictures of objects that are significant to them (things they like eating, doing, etc.) from discarded magazines and glue them to the rocket. Finally, we display the completed projects on a bulletin board titled «Look who's going into space this

year!». Every day some students introduce themselves to their classmates by explaining what they like doing in their free time, what they like eating, their favourite animals, sport, etc.

- **The Apples of Antony's eye!** This is one of my most popular back-to-school activities that are sure to make a great start of the school year. First, I cut an apple shape from red, green, or yellow construction paper for each student. Then, I instruct students to decorate their apple patterns to express themselves. Construction paper of assorted colours, yarn, scissors, crayons, and glue are needed to personalise their apples. When students have their apples ready, I display the completed cut-outs on a bulletin board previously covered with construction-paper branches. During the first days, we go and pick up four apples. These four «apples» will introduce themselves to the rest of the class.
- **Maths Salad.** This is a good way to «digest» basic mathematical operations and learn some vegetable names and shapes in the bilingual classroom. Using vegetable-shaped cut-outs for this purpose such as tomatoes, carrots, lettuce and so on, I form one vegetable pile with the first half of a mathematical operation ($4 + 4$) and write the solution on another vegetable pile ($= 8$). To play the game, two or more students turn all the vegetables facedown on a table, each player takes a turn selecting one vegetable of each pile and turning them face-up. If both vegetables match, for instance ($3 + 3 = 6$), the student must say out loud « $3 + 3 = 6$. I like (name of the first vegetable) and (the name of the second one)», keep them and take another turn. If the pair does not match ($2 + 3 = 9$), the player says «I don't like (name of the first vegetable) and (the name of the second one)» and returns them to their facedown positions. The next player has a go. The play continues in this manner until all vegetables have been matched. Every now and then I shuffle the piles to allow more matches. The player with the most pairs wins and we display our maths salad on the display area to refresh youngsters' forgetful minds. This activity can be adapted to any other content area such as Science (e.g. students should match mammals, reptiles, etc.).
- **Musical Envelopes.** Although children love playing musical chairs, we usually do not have enough room to carry out this activity. My

musical envelopes not only get around common noisy problems and lack of space to move around, but also channels youngsters' enthusiasm into a version for content-area instruction (for instance, Science). To prepare for the game, I create a supply of simple questions of the desired skill level on separate half-sheets of coloured construction paper (e.g. Are spiders insects? Are cows mammals? Are bees reptiles? etc.). I write the question on one side of the paper and the answer on the other side. Next, I give each student an envelope and I instruct them to pass them round clockwise. Then, I play some music and have students pass the envelopes without moving around. When the music stops, each student opens the envelope in their hands, reads the question, and says the answer out loud. To check whether they were right or not, students look on the back of the card. We continue in this manner for a desired amount of time. Since there are as many envelopes as students, no one sits out or misses a turn as in the traditional musical chairs, and everyone gets plenty of practice! Any other content can be presented.

- **Window Shop Celebrities.** When working on clothes, I have each student cut out, personalise and decorate a construction paper T-shirt, skirt, pair of socks, trousers and other garments. Using discarded magazines, they have to find pictures where celebrities they admire are wearing such a piece of clothing of their liking and glue these pictures to their selected piece of clothing. We then display all their items using clothespins and lengths of heavy string as if they were on display on a shop. During this unit of work, I ask a few students to say something about their clothes. Celebrities are just a good excuse to catch students' eye and make sure they will go to the display area and see who is there and review clothing without realising!
- **Fish in the Ocean!** Students enjoy all the movement involved in this fun game. I pick six students to be fishermen. I assign each fisherman a different number from one to six and post that number on their «boat» or desk. Sometimes we play this game in the gym, and then I use hula-hoops instead of desks. I then have each remaining student (or «fish») roll a die to determine his/her number in the game. Write the number on a Post-it and attach it to the fish's shirt. When all fish have been assigned a number, give a signal for them to

«flip the fins» to the ocean of their choice: Atlantic Ocean (corner number 1), Pacific Ocean (corner number 2), Indian Ocean (corner number 3), Southern Ocean (corner number 4), and Arctic Ocean (in the middle of the class). Each fisherman then rolls the die twice. The first roll determines which ocean s/he will visit. The second roll determines which numbered fish can be taken from the ocean (a fisherman who rolls a one and a four will visit ocean one (Atlantic Ocean) and take all fish wearing fours. Fishermen ask fish which ocean they live in and who is wearing the number selected at random. After each fisherman has had a turn, s/he returns to their own boat with the fish taken. The fisherman counts the total number of fish and leaves for another ocean, where they roll the dice again to find out what their catch this time will be. We repeat the procedure until there are no more fish in the oceans. The fisherman with the highest number of fish is the winner.

4. FROM PREVENTION TO REMEDIATION

While an ounce of prevention is worth a pound of cure, this is often not possible. What can we do if we are faced with a difficult situation in the Primary classroom? What corrective actions help us to address problems when they occur? The above mentioned techniques were aimed at providing Primary teachers with a 'bag of tricks' to motivate their learners. Although motivation may be the mainstay of the teaching-learning process, they are not the only tools in teachers' arsenal. In other words, disruption usually finds its way into the Primary classroom, which sometimes makes it hard to remember that teaching is, above all, a loving caring profession. Optimally, teachers need to be able to orchestrate experiences that lead to student learning in an environment that fosters the development of the whole person. Thus, there is a need for teacher to cater for their students' different learning styles while creating a friendly, non-threatening, and work-oriented atmosphere. Such a difficult task calls for a skilled teacher who understands his/her commitment to the high ideals of the teaching profession. In what follows, I will focus my attention on how to handle the consequences of inappropriate behaviour constructively.

In my opinion, there are three basic steps to follow to manage challenging behaviour effectively. The first step is always to reflect on the antecedent. As

the teacher, I try to analyse who is involved and what the situation is. The second step is an analysis of the actual challenging behaviour; that is to say, what the pupil is doing or has done. The third and last step is an evaluation of the consequences of such behaviour for the pupil, for the other learners, and also for me.

It is essential that teachers express positive expectations towards all students. Unfortunately, I have met and observed many trainee and experienced teachers who have forgotten that they are in a personal developing profession that should help children enhance the quality of their lives. The key idea is ‘do not forget that whatever the learner does, we always have to address behaviour, not the student himself or herself’. It is worth saying that the solutions or techniques proposed here are not intended for everyone’s needs; they must be considered in the context of your teaching environment. In my teaching experience, students mainly show three stressing ways of behaving: a) those who need to be forever in the spotlight; b) those students who cannot hold their tongue and speak out of turn and all at once; and c) those students who swear and find amusement in fighting. Let us examine them in turn.

4.1. Attention-seeking students

These learners are constantly doing things to get your attention. It does not seem to matter that you provide lots of it, they prefer being punished, admonished or criticised to being ignored: their desire for attention is almost insatiable. Unfortunately, sitting down with these learners and explaining to them that you have a number of children to work each day is not very effective. Initially, I recommend promoting intrinsic motivation and providing these children with responsibilities and a leadership role from time to time. However, if motivation and responsibilities do not work, try and use plan B: getting students to feel the frustration their mates feel every time they do not follow the rules, speak out of turn, etc. Here you are two simple, but very effective techniques:

- **The singing wall.** The procedure is relatively simple. I divide the class into two teams, putting the attention-seekers on different sides, and I call out one of them from each team. As in an ordinary information gap activity, these two students are given certain information – always related to the topic we are working on, the grammar structure

we want to consolidate, so and so forth – that must be shared with their own teams. After having exchanged the piece of information they need, I swap them and put each other on the opposite team. At the same time, students in both teams are given precise instructions: they have to be as noisy as possible to prevent the leader of the other team from getting the message through. A word of caution to this tale: ALWAYS ask your students to sing in chorus a previously learnt song. On the one hand, they will be reviewing something English aspect and, on the other hand, you will not end up the class with a splitting headache. This activity is extremely effective to make these attention-seeking students feel the frustration and anxiety their mates may feel every time they break in when the rest of the class is doing something else.

- **Life swap.** There is not doubt that the effectiveness of this technique stems from the fact that Primary school children's reliance on what they experience, or perform directly. When children misbehave and you ask them whether they would like the others to do what he or she has just done, we always have the same answers: «Yes,!», «Of course!», «Why not?» or simply, 'I don't mind!' In order to try and put an end to this, I design different role-playing scenarios where students disrupt the class in different ways and make them all play all the roles at a time. In doing so, they learn by being in somebody else's shoes. My 'life swap' technique can help students learn right from wrong; that is to say, these role-plays are aimed at helping attention-seeking students reflect upon their behaviour and understand how their classmates feel. The procedure of the task may vary in terms of what we are doing at that time of the school year. Basically, I record students while they role-play a specific disruption. I then work with all the class to think about this type of behaviour. I make sure that the attention-seeking students are always the ones that are 'left outside alone'. This technique, hard as it may seem, is based on the behaviourist claim that behaviour is learnt and is the product of our experiences. If changes in students' behaviour are governed by the consequences of their actions, these role-plays can make students understand that what they are doing is wrong. Over the years, this technique has proved to enhance the management of classroom learning, develop students' aware of their own behaviour and create a friendly learning atmosphere.

4.2. Starting the class over the chattering of students

From the moment we put a step into the classroom, we must make sure that we have the attention of everyone in the classroom before the lesson starts. It is not advisable to teach over the chatter of students who are not paying attention. Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. Children, however, will think that the teacher is willing to compete with them, that he or she does not mind talking while they talk, or that he or she is willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that their lack of attention is accepted. I here present a focusing technique to demand their attention and show they are not allowed to talk when the teacher is giving a lesson. Here you are some attention-getting techniques:

- **The count down or the counting rhyme.** At the beginning of the class, I raise my hand in the air to call students' attention. First I show five fingers and lower one at a time until you have none up. By them, they have to be quiet. In addition, you can make up an easy rhyme to get students' attention. For instance, I quiet students down between activities or gain their attention by saying «One, two, three eyes on me». Then I encourage students to answer in chorus «One, two, eyes on you!».
- **Crossing time.** In my class, I have created my own pedestrian «crossing lights» consisting of three coloured words: STOP, INSTRUCTION TIME, and WORK. If students are very young, I use the symbols of a stop sign, an ear, and an upraised hand respectively. I instruct them what to do by pinning an arrow glued to a safety pin onto the relevant sign.

4.3. Swearing and violent behaviour

At present, violent behaviour and swearing in the school is clearly a sore subject. Both cause teacher most stress due to the fact that there is no universal intervention that can be used in any teaching context. In spite of this, I will propose some strategies which you could adapt to fit in the context of your teaching environment. Funnily enough, most students swear because they lack the social skills to know when swearing is inappropriate. Let me give you

an example: Is it not true that many people and encourage toddlers to say a swear word in their baby talk in a family context? When these children are in the classroom they may still think swearing is funny and expect the teacher and everyone else to laugh with them as their relatives do. This time a reminder of the school approach to positive language should be enough. Some other times learners swear because they are used to hearing their relatives doing it. In this case, a one-to-one chat may be necessary. You must be careful not to create another source of conflict, though. This could happen if you react angrily, demonstrate embarrassment or shock, if you make comments about the students' home or draw attention to the situation for all to hear. Rather, it is much better to defuse the situation.

If involved in one violent episode, our first responsibility is to stop the aggressive behaviour as soon as possible. As adults, we must stay calm, try to defuse the situation, and give clear instructions both to the aggressor and to the other pupils. If you have a student who is often violent, you are not a failure if you need to ask for help: the psychologist, some other teachers, and/or parents can help you get round the problem. However, when facing an isolated episode of violent behaviour, I find *The Assembly* very useful:

- **The Assembly.** This technique is really effective to create a special bonding among students. After the event, I gather students around and start a debate – younger students will be prompted to talk by means of simple questions they can understand – so as to reflect on the episode, what led to it and the consequences of the action. Then I ask students questions to make them say how they feel, how the victim feels, and the others as well. This assembly serves to basic purposes: to help students to understand why this behaviour is not acceptable and to teach the student how to handle his/her violent temper.
- **The funny pair.** It is often frustrating when students do not want to cooperate and simply cannot understand why violence is not the way to sort out problems. After a while, I came up with the idea that if cooperation is one building block of the teaching-learning process, cooperation could also be the medicine to cure this aggressive behaviour. This way I usually get those students who have beaten each other to literally stick to each other for a week. Students must be together as long as possible; that is to say, they must carry out tasks together in

class and, in the breaks, they are just allowed to play with each other. In the beginning, this measure seems to have the opposite effect, but in a couple of days they usually start getting along.

I would like to finish off by providing the reader with some food for thought. As far as I can see, disruptive behaviour is nothing but an illness. When we go to the doctor and we are diagnosed with fatal disease, we expect the doctor to help overcome that illness, whether or not our health habits may have something to do with it. In the same way, our professional responsibility when facing disruptive behaviour is to concentrate on that episode and try to sort out the problem so that these so called «problematic students» will not be denied their right to learn. Teaching and learning should bring joy. Become a teachers walks hand in hand with being determined to go the extra mile for our students.

BIBLIOGRAPHICAL REFERENCES

- Feber, J. (2011). *Student engagement is Fundamental: building a learning community with hands-on activities*. Gainesville, FL: Maupin House Pub.
- Gregory, G. H. (2016). *Teacher as Activator of Learning*. London: Corwin.
- Korb, R. (2011). *Motivating Defiant and Disruptive Students to Learn. Positive Classroom Management Strategies*. London: Corwin.
- Middleton, M., & Perks, K. (2012). *Motivation to learn. Transforming classroom culture to support student achievement*. London: Corwin.
- Prentis, P., Parrott, C., & Smith, A. (2013). *Reach before you teach: Ignite Passion and Purpose in your classroom*. London: Corwin.
- Walker, D. T. (2010). *What every teacher should know about student motivation*. London: Corwin.

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

García Gómez, A. (2017). Primary Student Motivation and Achievement: Developing Positive Classroom Management and Managing Positive Behaviour. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 183-199.

INEAE

Intervención en
Necesidades Específicas
de Apoyo Educativo

Lunes y Miércoles
18:00 a 21:00

METODOLOGÍA DIDÁCTICA PARA LA ENSEÑANZA DE LA MATEMÁTICA EN EDUCACIÓN PRIMARIA

Sábados: 9:30 a 14:00
y 16.00 a 20:30

Domingos: 9:30 a 14:00
1 fin de semana / mes

EXPERTO Y MÁSTER DIVERSIDAD SOCIOEDUCATIVA

Viernes 9:00 a 14:00
y 15:30 a 20:30

Sábados 9:00 a 14:00
1 fin de semana / mes

EXPERTO Y MÁSTER SISTEMA PREVENTIVO

Martes y Jueves
18:00 a 21:00





EXPERIENCIAS

Playing with Words: Motivating Young Learners to Construct Correct Sentences in English

Jugando con las palabras para motivar a los estudiantes en edades tempranas en la construcción de oraciones en inglés

SILVIA GARCÍA HERNÁNDEZ

DOCTORA EN LENGUAS MODERNAS, LITERATURA Y TRADUCCIÓN

PROFESORA ASOCIADA EN LA UNIVERSIDAD DE ALCALÁ

Abstract

This article shows how a group of students of English with difficulties with productive skills in terms of sentence order learnt how to produce correct sentences. In order to solve their problem with sentence structure (and other questions derived from it such as demotivation and disruption), a game with different cards with which students could literally manipulate the language was designed. With the help of a motivating activity with different variations –from guided activities to more creative ones–, students learnt different strategies to apply when producing a message. By making them the protagonists of their own learning when playing this game, students moved from a more traditional methodology to a more engaging and significant one, becoming active and motivated learners who were finally able to construct correct sentences in English.

Key words: motivation, significant learning, sentence structure, games, English in primary education.

Resumen

Este artículo muestra cómo un grupo de estudiantes con dificultades relacionadas con las estructuras sintácticas en las destrezas de producción aprendieron a construir oraciones correctas en inglés. Para resolver esta cuestión, y otras derivadas de esta, como la desmotivación y el mal comportamiento, se diseñó un juego con distintas tarjetas con las que los alumnos pudieran manipular literalmente la lengua. La creación de una actividad lúdica y motivadora con distintas variantes, de más guiadas a más creativas, hizo que los alumnos adquirieran distintas estrategias para producir un mensaje correctamente. La práctica de este juego convirtió a los alumnos en los protagonistas de su propio aprendizaje, y esto supuso un cambio, de una metodología más tradicional a otra más significativa e integradora, por lo que finalmente, los alumnos pasaron a estar más motivados al verse capaces de construir oraciones correctas en inglés.

Palabras clave: motivación, aprendizaje significativo, estructuras sintácticas, juegos, inglés en educación primaria.

1. INTRODUCTION

The group of students I have been working with for this project is made up of 8 year-olds. They are a small group in the third year of Primary education who need extra help with English. At this stage, they are able to identify vocabulary and pronounce it correctly, and most of them can understand the main ideas in a simple text, both in oral and written form. However, they need help with speaking and writing (Hedge, 2008). Producing a message, either orally or in written form, is more difficult for them, as encoding language is more challenging than decoding it (Boonkit, 2010).

Grammar is another important point here. Even though these students were good at vocabulary, they could not say or write a grammatically correct, complete sentence. They knew how to fill in the gaps in grammar exercises with simple structures, but could not produce a complete sentence with meaning following the correct word order on their own. After repeating the same structures once and again, students were able to learn some of them, but they only identified these structures when they saw them written or understood them when they listened to some information or conversation. When it came to their own production, they would not use them correctly. As the competition model of linguistic performance (Macwhinney and Bates, 1989) suggests, the influence of their mother tongue, Spanish, is one of the key elements for their failure at structuring sentences and producing written or oral texts in English. Students tend to make hypothesis about how language works and then apply them to the foreign language. Unfortunately, in terms of word order, as well as in many other aspects, Spanish and English are quite different, and therefore, most times, these hypotheses do not work.

Some teachers thought the fact that students made mistakes with word order in a sentence was not a major problem as long as they could make themselves somehow understood. However, in my experience this was not an issue that could be easily solved with time. One of the most common problems I find with higher-level students, in high school and even with my University students, is precisely that they make many mistakes with English sentence structure. For this reason, I believe that if we teach our students how to organise words correctly in a sentence from the lowest levels, then it will be easier for them to acquire the English language making no mistakes.

In order to achieve this aim, apart from helping students learn, there was an essential element to take into account: motivation. As stated above, these students are not very good at English, and most times they felt demotivated because they were not able to follow the lesson as quickly as the rest of their classmates. Moreover, when it came to practising grammar, they were found usually off task. When asked, students reported they did not like doing exercises from the book as they were «boring» or «made no sense». Teachers play a crucial role in this concern: motivated teachers are able to motivate their students by taking into account the group's needs and preferences, becoming interested in their learning styles and preparing activities that will help students reach their objectives in an easier and more enjoyable way (Dörnyei, 2001).

2. LOOKING FOR A SOLUTION

Once the main problem was identified, the next step was to look for a method to help students overcome it. To do it, two central issues were to be taken into account: firstly, how to explain word order in English to students this age, and, secondly, how to do it in a way that was motivating for them, given that traditional grammar exercises as such (filling in gaps, repeating structures, etc.) were, obviously, uninteresting and tedious for students who, as a consequence, went off task most of the times. This fact affected the classroom dynamics in a negative way: while some were just distracted, other students adopted an inappropriate and disruptive behaviour.

As far as the first question is concerned, the age of students brings in another difficulty: the use of metalanguage. When using language to talk about itself, some specialised words are normally used. For instance, explanations such as «in English the adverb is normally placed between subject and verb», or «in the first conditional we use the present simple in the subordinate clause and the future simple in the main clause» are quite normal among adults. However, they are impossible to use with this group of students because their knowledge of those grammatical or syntactical concepts is very limited or non-existent. For these eight-year-old students, tenses, direct objects, subordinations, adverbs, or conjunctions, are just strange words that, most of the time, mean nothing to them, not even in their first language. For this reason, another solution had to be thought about, as it

will be shown later. As for the idea of motivating students and keeping them on task and willing to learn, the activities to work on English sentence structures had to be attainable but challenging at the same time. A positive atmosphere and an interesting environment had to be created to practise this aspect of English; therefore, they had to be involved in a task that was encouraging and appealing to them.

Taking these aspects into account, the best possible way to help my group of students with English word order was through a motivating activity which kept their interest on the task while learning. There was no other option than presenting the task as their favourite type of activity: a game. Many research experts have shown the positive aspects of introducing games in the classroom. In their studies, they consider that games are not only beneficial for the acquisition of communicative competence in a foreign language (Gaudart, 1999; Crockall & Oxford, 1990), but also for children's social and moral development (Piaget, 1972; Mead, 2015; Vygotsky, 1978). Games are one of the most motivating activities for students at any age or level: introducing a game in the classroom keeps students' motivation high, as it takes them out of the ordinary lesson structure. Therefore, playing with the language itself could be a possible way to give my students a good opportunity to learn, that is why I decided to create a game and present it as a project that could be developed over time.

Since teaching English word order is not easy, I did not want a one-day game or activity: students were going to literally manipulate language; they were going to play with words and send messages that were meaningful to them. By doing this, we could keep the positive impact of teaching grammar to develop students' writing skills (Myhill, 2010; Myhill, Jones, Watson & Lines, 2013) and at the same time we could get rid of traditional grammar exercises and increase motivation, as students would not feel like they are neither studying boring grammar nor making repetitive exercises, but playing a game about correctly arranging sentences in English.

3. DESIGNING THE GAME

The idea of manipulating language and playing with words led me to consider some other aspects before I started designing the game. The first one is

that all students should be involved in the task and feel part of the process; therefore, as the objective was to keep their motivation high while learning, I had to prepare an activity to approach all the different learning styles in the class. If this was going to be something that students were going to use frequently, diversity had to be catered for. Whatever their most developed way of learning: visual, auditory or kinaesthetic, the task had to be inclusive and engage all the different learning strategies and multiple intelligences present in the classroom. Moreover, even though the main objective of this activity was for students to learn how to organise a sentence in English, it also had other specific objectives such as revising vocabulary and using it in context; revising spelling; practising pronunciation and intonation, and something we often take for granted: punctuation.

After having considered all these aspects, the activity I had in mind was the following: to create different cards in different colours, so that students could directly manipulate and play with language. I would assign one colour to each element of the sentence: yellow cards for subjects and green cards for verbs so that students could create sentences with them. We would start with only those two parts; this way, students could familiarise themselves with the game. Of course, I would not tell them the corresponding name of each part, for students did not need to know that a given part of a sentence was called «subject». The only aspect they should know about is that they needed one card of each colour to create a correct sentence, in this case, a yellow one followed by a green one.

First, I decided to start with the simplest structure: the verb to be. I created green cards with the present tense of the verb to be and yellow cards with subject personal pronouns. I expected this first step to be rather easy for students, but my objective was that they got used to the dynamics of the game. This first encounter with the activity was made as a whole class task in the interactive whiteboard. In order to explain the functioning of the game to the whole group, the possibilities that new technologies offer gave me an idea of how they could learn to play the game. Introducing new contents through the interactive whiteboard is something that helps to catch the students' attention and motivate them, since manipulating language in this way is easy and enjoyable for students (Beeland, 2002; Wall, Higgins & Smith, 2005). For this reason, I decided to make this first approach to the task by showing some words in green (verb to be) and some words in yellow (personal pronouns) on

the screen. Different students came to the whiteboard and moved and matched one yellow word with its corresponding green word. As I had expected, it worked well. They were perfectly able to match «I» with «am», «she» with «is» or «they» with «are».

However, my intention was that all of them could manipulate language at the same time, this is, that the activity could be used with different classroom arrangements: individual work, pairs or small groups, and that students could create their own sentences. This is the reason why from then on, we would have several sets of laminated cards to play. Depending on the classroom arrangement chosen, all students would have the same set of cards or different ones.

4. PLAYING THE GAME

Once they had learnt the basic dynamics, I decided to introduce other words instead of personal pronouns. As mentioned above, this activity would also involve revising vocabulary; therefore, as students had previous knowledge of semantic fields such as family, animals, food and drink, clothes, or the house, the game was made more challenging by using some of these words as subjects. Even though this vocabulary was familiar to them, this time the association between the subject and a form of the verb to be was not based on memory (as it had been with the verb to be and the pronouns); students had to apply some reasoning to link the subject to the correct form of the verb as they should now take into account if words in the yellow cards were singular or plural, if what the card named was a person or a thing, etc.

It was at this very first stage of the activity where I actually encountered the first hindrance. Some of my students had problems identifying, for instance, that «my mother» was equivalent to «she» and so they had to choose the green card with the verb form «is». Because of this, and before moving on, I had to practise with subjects and equivalents in pronouns and forget about the verbs for some time. Proper names were not a problem: students knew that «Mary» corresponded with «she» and «John» with «he». «My friends» were «they» and «Anna and Lucy» were «they» too. It was more problematic with subjects such as «My family and I». Whenever students got the word «I», they immediately chose the bit of the verb saying «am», so they had to

be careful with that and learn to identify those constructions that can be replaced by «we». Once this problem was solved and students could perfectly match any subject with the correct form of the verb to be, I decided to introduce some subject complements and locative complements.

For this last part of the sentence, I created some pink cards for complements using also previously learnt vocabulary, mainly adjectives and phrases with prepositions of time and place. The idea was therefore that students could see that in order to create a correct and complete sentence in the English language they needed to use three cards: first a yellow one naming someone or something; then a green one with the verb (to be in this case); and finally a pink card to qualify the yellow one.

At this point, and after a few examples as a whole class with the interactive board, students practised this activity in small groups. Each group of three had the same cards and they made sentences with them. At first, they had three words of each class: three yellow cards with subjects, three green cards with verbs and three pink cards with adjectives for subject complements. Their task was to organise them and create three different sentences. When time was up, each of the groups wrote one sentence on the blackboard and read it aloud to practise pronunciation. Then, as a whole class, we checked the sentences they had created and discussed whether they thought the sentence was right or wrong and why. For each correct sentence, each group received one point.

Despite the fact that this activity was working well, we still needed to add two essential components in any game. The first was chance and probability, and the second was an even more motivating element: creativity. As for the former, another version of the game we put into practice involved each student in the group taking a yellow card as the subject of their sentence, while the cards were facing down in different piles organised by colour. Then, they took one card from the green pile (verb). If the card with the verb was compatible with the yellow card, they kept it, if not, they discarded it. They would wait till it was their turn again to try their luck with another green card. Once they had an appropriate green card which was suitable for the yellow card, they took a card from the pink pile (complement), and the process was repeated. If the pink card could be added to the sentence they kept it; if not, they discarded it. The first player who had a complete, correct and meaningful sentence won the game. By doing this, apart from learning how to construct a

sentence, students could also realise that not only organisation was important, but that they also had to look out for meaning and vocabulary in context: grammatically, the sentence «the window is hungry» could be considered as well constructed, but it does not work in terms of meaning. Thus, both the importance of presenting vocabulary in a meaningful context and the link between the learning of grammar and vocabulary (Cameron, 2012; Pinter, 2017) are included in the task.

As for the creativity aspect, another version of the cards game was played. Now, the game was less guided. If students had to just organise a given set of words, we ran the risk of them becoming demotivated, because there was no room for expressing themselves and the game they were so interested in playing would turn into yet another repetitive and uninspiring «write-the-words-in-the-correct-order» activity. Because of that, the set of cards that students received this time had more words than they needed to construct three sentences. Consequently, different statements could be created with the same set of words. Having all the cards in front of them, each student in the group created one sentence by choosing the words he or she considered adequate. When each member of each group had created their own sentence, the rest of the group could say whether or not they thought the sentence was correct and why. In this way, students were not told directly if the sentence they had created was well ordered, but they had to reflect on how language works. As in the previous task, students had to be aware that in order to encode any spoken utterance or written message, they needed not only well-constructed structures but also words that were appropriate to the context.

After having practised sentence structure through the different tasks proposed, the students' initial reaction to playing the cards games was positive. They liked the activities, they could create sentences by moving cards, they could work in groups, and the element of competitiveness was something that they found motivating too. What is more important, they were improving. This could be appreciated when they had to say or write anything in English when practising other types of activities as, in general, they made less mistakes. Every day they asked to play the sentences game; they were fully engaged and showed enthusiasm when they were involved in this task. Since it enhanced students' motivation, it was time to make the game a bit more demanding to keep them improving learning effectively.

5. MAKING THE GAME MORE CHALLENGING

Once we had practised with the verb to be in the affirmative form, it was time to move to negative and interrogative structures. One of the advantages of this activity is that it can get as complex as we choose. Creating and introducing new cards to the game is easy and fun, so the game is valid to practice with more than one structure and modify the level of difficulty once students are able to handle its dynamics. Therefore we added the negative particle «not» to the affirmative structure, which was easily assumed by students.

Next, we introduced questions. This was the first actual challenge: inversion. In order to work with the interrogative form, I first of all chose the yes/no questions structure, as it was the easiest. When students wrote questions, the influence of their mother tongue, Spanish, was noticeable again. When they were told to ask questions, students normally constructed an affirmative sentence and wrote the question mark at the end, or in speaking, they uttered an affirmative sentence but giving it an interrogative intonation, as they did in their mother language in oral form.

Again, English works differently, and in order to practise yes/no questions, students were asked to create an affirmative sentence as they had previously been practising. Once this sentence was produced, it was easy to turn it into a question; all they had to do was modifying the order. In questions, the green card (verb) comes before the yellow card (subject), while the pink one (complement) remains in the same place. Cards for question marks were also created so as not to forget the importance of correct punctuation and to point out that in English we only use a question mark at the end of the sentence and not one at the beginning, as we do in Spanish.

There was another important point students worked with when making yes/no questions: the answers. Once the affirmative sentence was created and inversion had taken place for the question, students took a card from another pile, which might contain either the word «yes» or «no». With these, if the card said YES, they had to find the correct pronoun to refer to the subject and the correct form of the verb («Yes, it is»; «yes, I am»;). Conversely, if the card said NO, they had to construct the correct answer with a negative structure («No, we are not»; «No, she is not»).

Once students were able to ask and answer yes/no questions with ease after some practice, we moved on to the structure of questions with an

open answer, which included question words. To do this, new cards were introduced. The first step at this stage of the process was to present these new cards to students, as they were not very familiar with question words and their meaning. Once this was done, students were shown that when we want to know more information about something, we need another card to complete our sentence. They learnt how this card was placed first, and then they just had to make the inversion process as they had learnt before. The procedures were as follows: after creating an affirmative sentence, students had to choose the correct question word; i.e. «when» is used to express time or «where» is used for places. To do it, they were told to look at the pink card with the complement and think what kind of question word they needed. When they had chosen the card, they had to place it at the beginning of the sentence and remove the pink card. Then, they would move the green and the yellow cards and switch their place in the sentence and add a question mark. To present it, the first time we practised the game on the interactive whiteboard as a whole class so that everybody could learn the procedures. We did it slowly and step by step, making one change at a time for students to follow and correctly internalise all the necessary modifications.

Then, volunteer students came to the front and practised it on the whiteboard. The rest of the class needed to be attentive because if there was a mistake, they could also get points, provided they were able to explain what the mistake was. Then, we practised the activity in groups as we had been doing previously. Students worked together and the teacher monitored their work, corrected mistakes and explained procedures helping them when necessary. Despite the increasing number of changes needed this time, the fact that they were learning by moving words in a sentence led to an improved understanding of what was being done and to an increase of the students' interest in sentence structure. Since they were enjoying what they were doing, their motivation was kept high and the game was proving an effective way for learning.

Apart from these tasks, some other versions of the game were put into practice. The cards offered several possibilities and we explored some other ways to play with them by using different classroom arrangements. These two following instances exemplify how we tried to make the most of the cards. As a first example, students worked in pairs. Each pair received one set of cards

with different subjects, verbs and complements. The objective was to create as many correct sentences as they could in a set period of time. Then, we worked as a whole class: each group wrote their sentences on the blackboard and read them out loud so that the rest of students could assess if they were correct or incorrect. Each pair obtained one point per correct sentence. The pair with more correct sentences won the game. As a second example, and also working in pairs, students took a pink card from a box with the name of a place, time or description. Students had to create an interrogative sentence whose answer was what was written on the card.

As a final activity, a new version of the game was prepared. This time, the cards were going to be used for a sentence auction. Students had some cards in the form of sentences in front of them. Some of them were correct and some others were incorrect. They had to guess which sentences were incorrect and be able to explain why and provide the correct form by moving, adding or removing any card. If they got their answer right, they won one point. Working with the cards in a different way was helpful for students in terms of learning and motivation. The former was shown because students were in general able to identify mistakes. Consequently, if they could discriminate right from wrong sentences, it meant they had internalised the structures correctly. The latter was achieved because a change in the rules made them change roles, making the students responsible correcting the sentences. This new way of playing the game enhanced students' motivation and increased their interest in what was being studied.

6. CHECKING THE GAME'S EFFECTIVENESS

After having practised affirmative, negative and interrogative sentence structures with the present simple of the verb to be, the following step was checking the effectiveness of the games we had been carrying out. It was time to verify if making students create statements, questions and answers with the cards had helped them internalise the correct word order of the different types of sentences. Therefore, in order to check the game's result, students were going to work with no cards now. At this point, students were aware of how sentences were constructed. In addition, they had been revising the vocabulary and pronunciation of different lexical fields, so they were ready to create sentences on their own without the help of the cards. The only help

they had was the code of colours for each type of sentence, which was on one of the classroom walls as a reminder.

The objective was to make the activity less guided by taking out the scaffolding that the cards provided and making students create sentences on their own. In order to maintain the enthusiasm the game had triggered, we would add some more creativity to the task with the aim of making students the protagonists of their own learning process and, consequently, increasing motivation. The sentences they would create would be meaningful for them, as they would not have any specific word to work with.

The activity was carried out by working in pairs and creating dialogues. Student 1 would write an affirmative sentence similar to the ones they had been working on the previous days. Student 2 would read the sentence out loud, create the interrogative form and student 1 would answer the question. In order to make the activity more creative, student 2 was asked to construct another question from the answer provided by Student 1, who would, in turn, have to answer again. Here is an example of a dialogue that one pair of students created:

- Student 1's affirmative sentence: *My sister is in her bedroom.*
- Student 2 turns it into a question: *Where is your sister?*
- Student 1 answers with the information in the affirmative sentence: *«She is in her bedroom».*
- Student 2's new question: *Why is she in her bedroom?*
- Student 1 answers: *Because she is tired.*

The results were actually quite good. The answers students gave to these questions were in general well-constructed, both in terms of syntax and meaning, and pronunciation and spelling were correct too.

7. BEYOND THE VERB TO BE

Now that students were familiar with the structure of affirmative, negative and interrogative sentences (both yes/no questions and wh-questions) with the verb to be, it was time to move forward and include the rest of the verbs

in the present simple. I created new cards with verbs known to them such as *play, eat, drink, listen, write, dance, walk, read, live, see, speak, do* or *study*, and they were printed in blue cardboard.

The process was similar to the one we applied to the verb to be. The main difficulty this time was the third person singular (–S at the end of the verb). Surprisingly, the fact of having more cards now and an added obstacle with the –s and the auxiliary verbs, was not an element that brought their level of motivation down. On the contrary, students were even more persistent and engaged despite the mistakes they made at first. The fact that they were enjoying the activity they were working on kept them motivated and therefore this made them face the new challenges from a positive perspective.

This time, creating affirmative sentences was easy for them, so we moved on to the next step which took the students longer to internalise. This was the use of auxiliary verbs in the present: *do* and *does*, which were included in orange cards. As in the previous stage, the negative was not much of a problem. Students learnt quickly how third persons needed the –s as well as the auxiliary verb «does», whereas the rest of the persons did not need the –s and needed the auxiliary verb «do». It was harder for them when it came to change the verb in the third person negative. Apart from choosing the auxiliary «doesn't», they had to change the card with the verb in the third person (with –s at the end), since the auxiliary verb already indicated third person and there was no need of the –s in the main verb.

The interrogative was much more difficult for them to understand and apply. Inversion was quite different from the one they did with the verb to be. They tried to apply the same rule and change the verb and auxiliary verb. For example, in the sentence *My sister lives in England*, their first attempts were similar to **Lives my sister in England?* They were obviously following the pattern applied before correctly, but their attempt to extrapolate the previous rule did not work. When they were familiar with the use of the auxiliary verbs after some practice, the most common mistake was the mixture of both patterns, mainly with the following result: **Does live my sister in England?* However, after looking at some colour-arranged examples of how the interrogative form of the present simple works, it was easier for them. The colour arrangement was: ORANGE (auxiliary verb) + YELLOW (subject) + BLUE (verb) + PINK (complement) + QUESTION MARK for yes/no questions. After doing some activities similar to those employed for the verb to be, stu-

dents found it easier each time to complete the task and create their own questions. As for wh-questions, it was now less complex than before, once they had learnt the previous structure, since the only change they had to make was adding the wh-word at the beginning of the question.

8. CONCLUSIONS

To conclude, this group of students have learnt how to organise words in different sentence structures by practising what for them was an enjoyable game. From the first time they used the cards, students were asking to play this game every day, and they really improved their productive skills in terms of sentence order. After having played the game, it was easier for them to produce messages both orally and in written form. They had learnt how to do it in a relaxed atmosphere with a motivating task, moving cards and playing with language, which was significantly different from fill in the gaps exercises.

The fact that the games kept them interested, motivated and focused on the task avoided the problems of distraction and disruptive behaviour that had taken place before. It also helped students internalise various sentence orders. Overall the game made them improve their English, since they practised not only sentence structure, but also spelling, pronunciation, intonation, and vocabulary in context.

Therefore, creating these different scenarios to work with the cards gave students the opportunity to apply different strategies for sentence structuring in a co-operative and motivating way. Through these activities, students moved from a traditional didactic model to an instructive, engaging and inspiring methodology where they were the protagonists of their own learning. They had now become active learners with an increased interest in the subject. Thus the game proved successful as it improved learning and motivation.

BIBLIOGRAPHICAL REFERENCES

Beeland, W. D. (2002). *Student engagement, visual learning and technology: Can interactive whiteboards help?* Annual Conference of the Association of Information Technology for Teaching Education. Trinity College, Dublin.

- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences*, 2, 1305–1309. doi: 10.1016/j.sbspro.2010.03.191
- Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
- Crookall, D., & Oxford, R. (1990). *Simulation, Gaming and Language Learning*. New York: Newbury House.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
- Gaudart, H. (1999). Games as Teaching Tools for Teaching English to Speakers of Other Languages. *Simulation and Gaming*, 30(3) 283–291. doi: 10.1177/104687819903000304
- Hedge, T. (2008). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- MacWhinney, B., & Bates, E. (1989). *The cross linguistic study of sentence processing*. New York: Cambridge University Press.
- Mead, G. H. (2015). *Mind, Self and Society. The Definitive Edition*. University of Chicago Press.
- Myhill, D. (2010). Ways of knowing: Grammar as a tool for developing writing. In T. Locke (ed.), *Beyond the Grammar Wars: A Resource for Teachers and Students on Developing Language Knowledge in the English/Literacy Classroom* (pp. 129–148). New York: Routledge.
- Myhill, D., Jones, S., Watson, A., & Lines, H. (2013). Playful explicitness with grammar: a pedagogy for writing. *Literacy*, 47, 103–111. doi: 10.1111/j.1741-4369.2012.00674.x
- Piaget, J. (1972). *Play, dreams and imitation in childhood*. London: Routledge.
- Pinter, A. (2017). *Teaching Young Language Learners*. Oxford University Press.
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Massachusetts: Harvard University Press.
- Wall, K., Higgins, S., & Smith, H. (2005). The visual helps me understand the complicated things: pupil views of teaching and learning with interactive whiteboards. *British Journal of Educational Technology*, 36(5). doi: 10.1111/j.1467-8535.2005.00508.x

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

García Hernández, S. (2017). Playing with Words: Motivating Young Learners to Construct Correct Sentences in English. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 203–217.



ARTÍCULO

El plano lingüístico en la perspectiva didáctica del docente. Análisis y reflexión

The Linguistic Level of the Teacher's Teaching Perspective. Analysis and Reflexion

EMILIO CABEZAS HOLGADO

DOCTOR EN LINGÜÍSTICA HISPÁNICA

PROFESOR ASOCIADO DE DIDÁCTICA DE LA LENGUA Y LA LITERATURA.

UNIVERSIDAD COMPLUTENSE DE MADRID

Resumen

El presente trabajo recoge los contenidos curriculares de las materias lingüísticas que debe abordar el estudiante de los Grados de Maestro en E. Infantil y E. Primaria. En este sentido, presentan distinto nivel de dificultad los conceptos que el futuro docente de ciclo infantil integra desde la materia de formación obligatoria Adquisición y Desarrollo del Lenguaje y los análisis que debe afrontar el estudiante de E. Primaria a través de del programa de Lengua Española. Por otro lado, se establecerá la metodología que corresponde a uno u otro nivel en función de las particularidades de cada plano lingüístico: fónico, morfosintáctico, semántico y pragmático..

Palabras clave: Lingüística, Educación, docencia, gramática, didáctica.

Abstract

The present work includes the curricular contents of the linguistic subjects that must be addressed by the student of the Master Degrees in E. Infantil and E. Primaria. In this sense, the concepts that the future teacher of children's cycle integrates from the subject of compulsory training Language Acquisition and Development and the analyzes that the student of Primary School must face through the program of Spanish Language. On the other hand, the methodology that corresponds to one or another level will be established according to the particularities of each linguistic plane: phonic, morphosyntactic, semantic and pragmatic.

Keywords: Linguistics, Education, teaching, grammar, didactics.

1. INTRODUCCIÓN

Tanto la competencia en Comunicación Lingüística en Educación Infantil como el área de Lengua Castellana y Literatura en Educación Primaria suponen un auténtico desafío para el docente, que debe trabajar y manejar con eficacia conceptos de abstracción discursiva, estilística y gramatical. En este sentido, los diferentes planos de estudio de la Lengua Materna presentan progresiva dificultad durante la formación integral del maestro y, posteriormente, en el desempeño de una labor que requiere la aplicación didáctica de dichos planos.

Este trabajo tratará de ofrecer una imagen global de la figura docente de E. Infantil y Primaria respecto a la integración de las nociones gramaticales y discursivas en el currículo universitario, atendiendo a las técnicas y procedimientos de adquisición de tales nociones y discriminando la metodología requerida en el estudio del plano fónico, morfo-sintáctico, semántico y pragmático. Por otro lado, reflexionaremos sobre el empleo de las herramientas lingüísticas en el ejercicio docente, así como en el diseño de actividades que favorezcan la mejora de resultados en el ámbito lingüístico-comunicativo.

2. LA COMPETENCIA LINGÜÍSTICA EN EL DOCENTE

La naturaleza troncal de los contenidos que componen las materias y módulos de Lengua Española y Comunicación Lingüística fuerzan al maestro de Infantil y Primaria a enfrentarse a la *recuperación* de una serie de conceptos que se trabajan de un modo irregular a lo largo de las etapas previas. Por ello es por lo que el estudiante universitario del Grado de Maestro alcanza el nivel educativo superior con un bagaje en competencia lingüística variable: desde aquellos que acceden a través de las pruebas de acceso reguladas por las enseñanzas que corresponden al nivel secundario postobligatorio (E.S.O. y Bachillerato: «El bloque ‘Conocimiento de la lengua’ promueve el buen uso de la lengua. Los conocimientos gramaticales deben desarrollarse según criterios de dificultad progresiva: morfología en primer lugar, sintaxis de la oración en segundo lugar y comprensión por último de los elementos que componen el discurso»; Decreto 89/2014 de 24 de julio, 25 de julio, 2014, p. 34, BOCM) hasta los que proceden de ciclos superiores de Formación

Profesional. Por lo tanto, los alumnos de Bachillerato se encuentran familiarizados con cuestiones como la flexión morfológica, la estructura oracional o las categorías gramaticales, siendo casi inexistente el estudio propiamente fonológico y pragmático.

Por otro lado, el nivel lingüístico tras el acceso desde Ciclo Formativo Superior debe situarse en el último ciclo de la Educación Secundaria Obligatoria, donde las carencias del Sistema (véase Anexo 1) en lo concerniente a conocimiento gramatical son mucho más evidentes.

Con todo, los futuros maestros de Infantil y Primaria deben afrontar en los primeros años de formación universitaria dos materias fundamentales que incluyen el análisis y observación de la Lengua Materna:

1. *Adquisición y Desarrollo del Lenguaje* (Grado de Maestro en Educación Infantil/Curso 2º/10 ECTS).
2. *Lengua Española* (Grado de Maestro en Educación Primaria/Curso 3º/6 ECTS).

Respecto al estudio de los diferentes niveles de la Lengua en una y otra materia, es necesario señalar que el tratamiento de los mismos se adecua a las necesidades de uno y otro nivel educativo. Así, los contenidos de *Adquisición* enfocan los planos lingüísticos desde la naturaleza cognitiva del Lenguaje en fase incipiente (Chomsky, 1965, 1980), el aspecto cultural de su desarrollo (Escandell, Marrero, Casado, Rodríguez y Ruiz-Va Palacios, 2009) y su capacidad comunicativa (Hymes, 1995; Lyons, 1970), de modo que las particularidades fónicas se trabajan a partir de la capacidad articulatoria innata del individuo, los aspectos morfo-sintácticos toman en consideración la estructuración de los conceptos sobre una base sintagmática, las nociones semánticas parten de la agrupación de estos mismos conceptos y su referencia al mundo extralingüístico y, finalmente, la pragmática aplica cada uno de los planos a la situación de un entorno comunicativo. Por su parte, el programa de *Lengua* aborda la descripción gramatical y discursiva sobre la adquisición plena, centrando su atención en la observación y reflexión (Bosque y Demonthe, 1999; Gómez Torrego, 2011). De este modo, el objetivo docente pasa por la elaboración de paradigmas que reúnan posiciones y procedimientos articulatorios, conjuntos de clases de palabras, relaciones en el interior de secuencias oracionales, fenómenos semánticos y propiedades léxicas, así como funciones informativas y comunicativas.

En cualquier caso, la finalidad última del estudio didáctico de estas materias es la de ofrecer al docente una serie de herramientas que le permita conducir, en su futuro ejercicio profesional, los contenidos lingüísticos del aula de Infantil y/o Primaria destinados a alcanzar en la etapa 3-6/6-12 el dominio en comunicación oral, comunicación escrita y conocimiento de la lengua adecuados al niño de edades comprendidas en estos rangos.

Sin embargo, los problemas y dificultades con las que se enfrentan tanto los docentes universitarios como los alumnos de los grados en Educación nacen de la metodología y el enfoque didáctico. Hagamos, pues, un recorrido por los cuatro planos temáticos, para cada uno de los niveles educativos primarios, que retan la enseñanza de la Lingüística Didáctica.

2.1. Plano fónico

El nivel acústico-articulatorio adquiere gran importancia en el estudio de *Adquisición y Desarrollo del Lenguaje* para los futuros docentes de E. Infantil, a pesar de que recibe a lo largo de los currículos de E.S.O. y Bachillerato escasa atención en sus programas. En este sentido, es fundamental el trabajo en relación con las fases evolutivas de la producción fonológica, por lo que se hace necesario acercar al alumno a la realidad articuladora (Quilis, 1985; Gil, 1989). El cronograma de trabajo recomendable, por lo tanto, sería el siguiente:

o. Componente fónico del lenguaje

1. Presentación del sistema vocálico español/1-2 semanas

1.1 Apertura

1.2 Altura

1.3 Posición/Localización

2. Presentación del sistema consonántico/2-3 semanas

2.1 Mecanismos de articulación

2.1.1 Oclusión

2.1.2 Fricación

2.1.3 Africación

2.1.4 Nasalización

2.1.5 Liquidez

2.2 Posiciones/Localizaciones articulatorias

2.2.1 Labialización

2.2.2 Dentalización

2.2.3 Alveolización

2.2.4 Palatalización

2.2.5 Velarización

3. Diptongación/1-2 semanas

3.1 Crecimiento

3.2 Decrecimiento

3.3 Homogeneidad

Este primer bloque relativo a definición fonética y descripción fonológica permite al alumno iniciar un proceso de autoexploración y autoconocimiento respecto a su propio aparato articulatorio y a la producción de unidades fónicas. Al hilo de esta cuestión, resulta determinante y constituye auténtica dificultad para el docente de E. Infantil el reconocimiento y discriminación de los conceptos siguientes:

- A. Relación entre melodía y altura vocálica.
- B. Dimensión y conformación del aparato articulador humano.
- C. Diferencias y proximidad entre fonemas vocálicos y consonánticos.
- D. Semiconsonantización y semivocalización.

Un segundo bloque temático corresponde a la conceptualización de *sílaba*, así como estructura, división y componentes silábicos. Así, el cronograma se completa del modo que sigue:

4. Combinaciones silábicas (1 semana)

4.1 Consonante + Vocal (variantes)

4.2 Vocal + Consonante (variantes)

4.3 Vocal

5. Componentes silábicos (1 semana)

5.1 Cabeza

5.2 Núcleo

5.3 Coda

La práctica que supone la silabización de unidades aporta herramientas útiles en el diseño de técnicas de lectoescritura (Sánchez, 2004; Arnáiz, Castejón, Ruiz y Guirao, 2002), pues requiere estructurar y relacionar los sonidos que impulsan golpes de voz articulatorios. En este sentido, el alumno se enfrenta con la dificultad de distinguir grafemas dobles y fonemas consonánticos unidos en única sílaba por medio de líquida. Cfr: **Llave/Chopo/Blando/Trato/Arrinconado**.

Respecto al tratamiento del plano fónico en *Lengua Española*, la organización de los contenidos debe ser resultado de la metodología descriptiva propia de las obras gramaticales de referencia. Así, la siguiente temporalización:

1. Fonética y Fonología del Español (4 semanas)

1.1. Sistema vocálico

1.2 Sistema consonántico

1.2.1 Clase obstruyente/sonante

1.2.2 Modo de articulación

1.2.3 Punto de articulación

1.3 Diptongo, triptongo e hiato

1.3.1 *yod*

1.3.2 *wau*

1.4 La sílaba

1.4.1 Combinaciones

1.4.2 Componentes

El docente de E. Primaria debe trabajar, fundamentalmente, sobre la clasificación fonológica y su aplicación en el perfeccionamiento de la competencia en lengua oral y escrita (expresión y ortografía: «Distingue la sílaba tónica en las palabras/Clasifica las palabras por el número de sílabas (monosílaba, etcétera.) y por el lugar que ocupa la sílaba tónica (agudas, etcétera)/Coloca la tilde en aquellas palabras que la necesitan aplicando las reglas generales de la acentuación ortográfica/Utiliza el diccionario no solo para buscar el significado de cualquier palabra sino también para comprobar su ortografía»; Decreto 89/2014 de 24 de julio, 25 de julio, 2014, p. 175, BOCM).

2.2. Plano morfo-sintáctico

La morfología atiende (entre otros aspectos) a la estructura interna de las unidades léxicas, sin embargo, la orientación metodológica que corresponde a *Adquisición* pasa por determinar la relación de los componentes que participan en la creación de las distintas categorías léxicas (vinculadas a las tradicionales categorías gramaticales: Bosque, 1989; Bosque y Demonte 1999; RAE y ASALE, 2009). Por ello es por lo que la selección de contenidos sería:

o. Componente morfológico del lenguaje

1. Componentes morfológicos (1-2 semanas)

1.1 Morfema léxico

1.2 Morfema derivativo

1.2.1 Prefijo

1.2.2 Interfijo

1.2.3 Sufijo

1.3 Morfema flexivo

2. Categorías morfológicas (1 semana)

2.1 Sustantivo

2.2 Adjetivo

2.3 Verbo

2.4 Adverbio

Como se observa, tan solo consideramos relevante en la formación del docente de E. Infantil el proceso de creación léxica innata a partir de componentes básicos que dan lugar a categorías primarias. En este sentido, se incluyen únicamente aquellas que son susceptibles de formación mediante afijación (sustantivo, adjetivo, verbo y adverbio). Así, se hace imprescindible el trabajo práctico del estudiante en la discriminación de categoría asociada a la unión de determinados elementos morfológicos a una raíz léxica:

1. *pan/panadero/empanar/zampapanes*
2. *papel/papelera/empapelar/pisapapeles*
3. *amor/amoroso/enamorar/amante*

El análisis morfológico en *Lengua Española*, no obstante, aborda en profundidad los procedimientos de formación de palabras y las categorías gramaticales, estableciendo distinción entre categoría morfológica y semántica (consultense los volúmenes de la colección *Cuadernos de Lengua Española*). Considérese la temporalización y contenidos siguientes:

1. Morfología (6 semanas)
 - 1.1 Clases de palabras
 - 1.1.1 Variables
 - 1.1.2 Invariables
 - 1.2. Clases de palabras
 - 1.2.1 Léxicas
 - 1.2.1.1 Nombre
 - 1.2.1.2 Adjetivo
 - 1.2.1.3 Verbo
 - 1.2.1.4 Adverbio
 - 1.2.1.5 Preposición
 - 1.2.2 Relacionantes
 - 1.2.2.1 Conjunción

1.2.3 Discursivas

1.2.3.1 Interjección

1.3 Procedimientos de formación de palabras

1.3.1 Composición

1.3.2 Derivación

1.3.3 Prefijación (véase Bosque y Demonte 1999, Tomo 3 *Morfología*)

1.3.4 Parasíntesis

Nótese que entre las categorías léxicas no se incluyen los determinativos y los pronombres, que, como categorías «semánticas», se tratarían entre los adjetivos, por tratarse de modificadores del nombre (Fernández Leborans, 2003, 2005) y entre los nombres, por designar «entidades», respectivamente. Finalmente, se incluyen las preposiciones entre las categorías léxicas por presentar valor semántico intrínseco (Cabezas, 2015). Por otro lado, el currículo de Primaria obliga al docente a trabajar las categorías a partir de los procedimientos derivativos (que dan lugar a adjetivos, verbos y adverbios), compositivos (que producen nuevos nombres y adjetivos) y parasintéticos (que forman, en su mayoría, verbos).

El contraste más sobresaliente entre los enfoques didácticos en *Adquisición y Desarrollo del Lenguaje* y *Lengua Española* se da en el plano sintáctico, pues por ofrecer tradicional dificultad tanto para el docente como para el alumno la sintaxis debe plantearse de un modo intuitivo durante el estudio evolutivo del lenguaje en el Grado de E. Infantil y descriptivo-analítico para la materia troncal de E. Primaria. Por lo tanto, el bloque sintáctico, en uno y otro caso, se organiza sobre la siguiente planificación:

Adquisición y Desarrollo del Lenguaje

o. Componente sintáctico del lenguaje (2 semanas)

1. Constituyentes sintácticos

1.1 Predicados

1.2 Argumentos

1.3 Adjuntos

Lengua Española

1. Sintaxis (3 semanas)

1.1 La oración simple

1.1.1 El sintagma nominal

1.1.2 El sintagma adjetival

1.1.3 El sintagma verbal

1.1.4 El sintagma adverbial

1.1.5 El sintagma preposicional

1.2 Funciones sintácticas

1.2.1 Sujeto

1.2.2 Atributo/C. Predicativo

1.2.3 O. Directo/O. Indirecto

1.2.4 C. Regido

1.2.5 C. Circunstancial

1.2.6 C. Agente

1.3 La oración compuesta

1.3.1 Yuxtaposición

1.3.2 Coordinación

1.3.3 Subordinación

Hay que señalar que los análisis sintácticos tradicionales (consúltese Gómez Torrego, 2010) deben evitarse en actividad práctica de aula, pues, mientras el docente de E. Infantil trata de evaluar el proceso de estructuración oracional natural e intuitiva de la etapa 3-6 años, el maestro de Primaria busca reforzar la capacidad analítica de abstracción que requiere la construcción de secuencias de orden lógico en un nivel de desarrollo lingüístico entre 6 – 12 años. Obsérvese el esquema correspondiente a cada nivel:

Esa tarde entregaron sin ruedas el coche al concesionario

Adquisición y Desarrollo del lenguaje

[[Esa tarde]_{ADJ} entregaron [sin ruedas]_{PRED} [el coche]_{ARG} [al concesionario]_{ARG}]_{PRED}

Lengua Española

[[Esa tarde]_{SN/C.C} entregaron [sin ruedas]_{SP/C.PVO} [el coche]_{SN/OD} [al concesionario]_{SP/OI}]_{SV/PRED}

2.3. Plano semántico

El trabajo sobre nociones *significativas* supone un auténtico desafío para los docentes, pues resulta verdaderamente compleja la asimilación de conceptos que discriminen la referencia y el sentido expresado por las unidades léxicas partiendo de la denotación y desembocando en la traslación connotativa. Así, los estudiantes de *Adquisición* deben enfrentarse al siguiente cronograma de contenidos:

0. Componente semántico del lenguaje

1. Relaciones semánticas (1 semana)

1.1 Campo semántico

1.2 Campo léxico

1.3 Campo asociativo

2. Fenómenos semánticos (1 semana)

2.1 Sinonimia

2.2 Antonimia

2.3 Polisemia

2.4 Homonimia

3. Denotación y connotación (1 semana)

3.1 Sentido recto

3.2 Sentido figurado

El estudio de la semántica en E. Infantil supone desentrañar las relaciones de significado que se establecen en el ámbito de las agrupaciones de términos vinculados a través de rasgos conceptuales, raíces léxicas o áreas de conocimiento. Por otro lado, los fenómenos de similitud semántica u oposición, así como los que generan multiplicidad de sentidos o convergencia morfológica son básicos en la formación lingüística del maestro. Finalmente, el estudio contrastivo que determina la acepción objetiva y subjetiva de los significantes favorece la interpretación de los contextos y entornos comunicativos que corresponden al rango 3-6 años.

Por su parte, la materia *Lengua Española* ordena y establece contenidos relativos al campo de la semántica léxica, de modo que se aborda el estudio detallado de las particularidades semánticas de las categorías gramaticales. Así:

1. Semántica (6 semanas)

1.1 El nombre

1.1.1 Propio/Común

1.1.2 Individual/Colectivo

1.1.3 Concreto/Abstracto

1.1.4 Contable/Incontable

1.2 El adjetivo

1.2.1 Calificativo/Clasificativo

1.2.2 Especificativo/Explicativo

1.3 El verbo

1.3.1 Copulativo/Pseudocopulativo

1.3.2 Predicativo/Pseudopredicativo

1.4 El adverbio

1.4.1 Modo

1.4.2 Tiempo

1.4.3 Lugar

1.4.4 Cantidad

1.4.5 Duda

1.5 La preposición

1.5.1 Espacial

1.5.2 No espacial

El programa de E. Primaria incluye aspectos relativos a interpretación semántica de las «entidades» (nombres/pronombres), las «cualidades» (adjetivos), los «estados» (verbos) y las «circunstancias» (adverbios). Mención aparte merece la categoría *preposición* por tratarse de una categoría de semántica variable que gira en torno al valor espacial, temporal o coyuntural (véase Cabezas, 2015).

2.4. Plano pragmático

El último nivel lingüístico que constituye objeto de estudio en los programas universitarios en Educación es el pragmático-discursivo, lo que supone trabajar con el entorno comunicativo (Escandell, 2006, 2014) y sus componentes. Por otro lado, un segundo aspecto analítico, en este plano, corresponde a la tipología textual, la caracterización de los procedimientos de cohesión, coherencia y adecuación. Véase la temporalidad y contenidos correspondientes a E. Infantil y E. Primaria:

Adquisición y Desarrollo del Lenguaje

o. Componente pragmático del lenguaje

1. Elementos de la comunicación (1/2 semana)

1.1 Emisor

1.2 Receptor

- 1.3 Mensaje
- 1.4 Canal
- 1.5 Código
- 1.6 Referente
- 1.7 Contexto
- 2. Funciones del lenguaje (1/2 semana)
 - 2.1 Representativa
 - 2.2 Expresiva
 - 2.3 Apelativa
 - 2.4 Metalingüística
 - 2.5 Fática
 - 2.6 Poética
- 3. Actos de habla (1 semana)
 - 3.1 Realizativos
 - 3.2 Constatativos
- 4. Relevancia (1 semana)
 - 4.1 Máximas conversacionales
 - 4.2 Inferencia

Lengua Española

- 1. Pragmática y Discurso (4 semanas)
 - 1.1 Actos de habla
 - 1.2 Referencia e inferencia
 - 1.3 Texto
 - 1.3.1 Tipología
 - 1.3.2 Cohesión, coherencia y adecuación
 - 1.3.3 Funciones informativas
 - 1.3.3.1 Tema
 - 1.3.3.2 Foco

Nótese que la diferencia fundamental entre currículos en este plano se da en el enfoque puramente pragmalingüístico en entornos comunicativos naturales (E. Infantil) y la metodología descriptiva que detalla las particularidades de la estructura discursiva y las relaciones entre la oración y el enunciado (E. Primaria). En este sentido, es fundamental la revisión de Los actos de habla. Las oraciones imperativas/Los enunciados interrogativos. Aspectos semánticos y pragmáticos/Las construcciones exclamativas. La interjección y las expresiones vocativas/Los marcadores del discurso/Las funciones informativas: Tema y foco/Las funciones informativas: Las perífrasis de relativo y otras construcciones perifrásticas (Bosque y Demonte, 1999, Tomo 3, *Entre la oración y el discurso*)

3. CONCLUSIONES

Hemos tratado de ofrecer una visión panorámica de los enfoques y contenidos que se adecuan a la formación lingüística del estudiante de E. Infantil y Primaria, por lo que se ha discriminado el diseño curricular para *Adquisición y Desarrollo del Lenguaje y Lengua Española*. Los resultados metodológicos permiten inferir un predominio de los conceptos comunicativos primarios en el programa de Infantil y un mayor peso de los planteamientos analítico-descriptivos en el de Primaria. Finalmente, se pone de manifiesto la especial relevancia de los planos fónico y semántico-pragmático en el estudio evolutivo del lenguaje para la etapa 3-6 años y la profundización en los niveles gramaticales y discursivos orientados al rango 6-12 años.

Por otro lado, el alumno de E. Infantil observa cierta dificultad en la interpretación abstracta de las nociones fónicas y semánticas, constituyendo un auténtico desafío la distinción de referencias objetivas y sentidos trasladados en el interior de una misma unidad léxica. Por su parte, los futuros docentes de E. Primaria deben desterrar ideas tradicionalistas respecto a la integración de conceptos gramaticales que relacionan aspectos morfológicos, semánticos y sintácticos.

REFERENCIAS BIBLIOGRÁFICAS

- Arnáiz, P., Castejón J. L., Ruiz, M.^a S., y Guirao, J. M. (2002). Desarrollo de un programa de habilidades fonológicas y su implicación en el acceso inicial a la lectoescritura en alumnos de segundo ciclo de educación infantil. *Educación, Desarrollo y Diversidad*, 5, 29-51.

- Bosque, I. (1989). *Las categorías gramaticales*. Madrid: Síntesis.
- Bosque, I., y Demonte, V. (1999). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe.
- Cabezas, E. (2015). *La preposición I*. Madrid: Arco Libros.
- Cabezas, E. (2015). *La preposición II*. Madrid: Arco Libros.
- Decreto 48/2015 de 14 de mayo. (20 de mayo de 2015). [Decreto] del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el currículo de la Educación Secundaria Obligatoria. *Boletín Oficial de la Comunidad de Madrid* (BOCM), 118, 10-309. Recuperado de <https://goo.gl/zMuBqF> [Consulta: 04/08/2017].
- Decreto 89/2014 de 24 de julio. (25 de julio de 2014). [Decreto] del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria. *Boletín Oficial de la Comunidad de Madrid* (BOCM), 175, 10-89. Recuperado de <https://goo.gl/R5oLQn> [Consulta: 04/08/2017].
- Escandell, M.^a V. (1996). *Introducción a la pragmática*. Madrid: Ariel.
- Escandell, M.^a V. (2014). *La comunicación: lengua, cognición y sociedad*. Madrid: Akal.
- Fernández, M.^a J. (2003). *Los sintagmas del español I. El sintagma nominal*. Madrid: Arco Libros.
- Fernández, M.^a J. (2005). *Los sintagmas del español II. El sintagma verbal y otros*. Madrid: Arco Libros.
- Chomsky, N. (1980). *Rules and Representations*. New York: Columbia University Press.
- Chomsky, N. (1999¹). *Aspectos de la teoría de la Sintaxis* [C. Peregrín, Trad.]. Barcelona: Gedisa.
- Escandell, M.^a V., Marrero, V., Casado, C., Gutiérrez, E., y Ruiz-Va, P. (2009). *El lenguaje humano*. Madrid: Editorial Universitaria Ramón Areces, UNED.
- Gómez, L. (2002). *Gramática didáctica del español*. Madrid: SM.
- Gómez, L. (2007). *Análisis sintáctico. Teoría y práctica*. Madrid: SM.
- Gil, J. (1989). *Los sonidos del lenguaje*. Madrid: Síntesis.
- Hymes, D. H. (1995). Acerca de la competencia comunicativa². En M. Llobera (coord.), *Competencia comunicativa: documentos básicos en la enseñanza de lenguas extranjeras* (pp. 27-46). Madrid: Edelsa.

¹ Obra original publicada en 1965.

² Traducción de extractos de *On Communicative Competence* (1971, Philadelphia: University of Pennsylvania Press).

- Lyons, J. (ed.). (1970). *New Horizons in Linguistics*. Harmondsworth: Penguin.
- Quilis, A. (1985). *El comentario fonológico y fonético de textos. Teoría y Práctica*. Madrid: Arco Libros.
- RAE, y ASALE. (2009). *Nueva Gramática de la Lengua Española*. Madrid: Espasa.
- Ramos, J. L. (2004). Conocimiento fonológico y desarrollo lectoescritor en la Educación infantil. *Educación XX1*, 7, 169-183.

ANEXO 1

CRITERIOS DE EVALUACIÓN Y ESTÁNDARES DE APRENDIZAJE EVALUABLES. 4º ESO

1. Reconocer y explicar los valores expresivos que adquieren determinadas categorías gramaticales en relación con la intención comunicativa del texto donde aparecen, con especial atención a adjetivos, determinantes y pronombres.
 - 1.1. Explica los valores expresivos que adquieren algunos adjetivos, determinantes y pronombres en relación con la intención comunicativa del texto donde aparecen.
2. Reconocer y explicar los valores expresivos que adquieren las formas verbales en relación con la intención comunicativa del texto donde aparecen.
 - 2.1. Reconoce y explica los valores expresivos que adquieren las formas verbales en relación con la intención comunicativa del texto donde aparecen.
3. Reconocer y explicar el significado de los principales prefijos y sufijos y sus posibilidades de combinación para crear nuevas palabras, identificando aquellos que proceden del latín y griego.
 - 3.1. Reconoce los distintos procedimientos para la formación de palabras nuevas explicando el valor significativo de los prefijos y sufijos.
 - 3.2. Forma sustantivos, adjetivos, verbos y adverbios a partir de otras categorías gramaticales utilizando distintos procedimientos lingüísticos.
 - 3.3. Conoce el significado de los principales prefijos y sufijos de origen grecolatino utilizándolos para deducir el significado de palabras desconocidas.
4. Identificar los distintos niveles de significado de palabras o expresiones en función de la intención comunicativa del discurso oral o escrito donde aparecen.

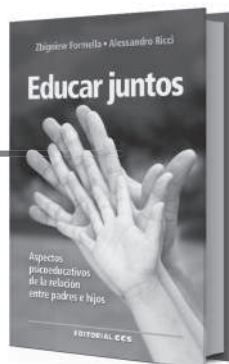
- 4.1. Explica todos los valores expresivos de las palabras que guardan relación con la intención comunicativa del texto donde aparecen.
- 4.2. Explica con precisión el significado de palabras usando la acepción adecuada en relación al contexto en el que aparecen.
5. Usar correcta y eficazmente los diccionarios y otras fuentes de consulta, tanto en papel como en formato digital para resolver dudas sobre el uso correcto de la lengua y para progresar en el aprendizaje autónomo.
 - 5.1. Utiliza los diccionarios y otras fuentes de consulta en papel y formato digital resolviendo eficazmente sus dudas sobre el uso correcto de la lengua y progresando en el aprendizaje autónomo.
6. Explicar y describir los rasgos que determinan los límites oracionales para reconocer la estructura de las oraciones compuestas.
 - 6.1. Transforma y amplía oraciones simples en oraciones compuestas usando conectores y otros procedimientos de sustitución para evitar repeticiones.
 - 6.2. Reconoce la palabra nuclear que organiza sintáctica y semánticamente un enunciado, así como los elementos que se agrupan en torno a ella.
 - 6.3. Reconoce la equivalencia semántica y funcional entre el adjetivo, el sustantivo y algunos adverbios con oraciones de relativo, sustantivas y adverbiales respectivamente, transformando y ampliando adjetivos, sustantivos y adverbios en oraciones subordinadas e insertándolas como constituyentes de otra oración.
 - 6.4. Utiliza de forma autónoma textos de la vida cotidiana para la observación, reflexión y explicación sintáctica.
7. Aplicar los conocimientos sobre la lengua para resolver problemas de comprensión y expresión de textos orales y escritos y para la revisión progresivamente autónoma de los textos propios y ajenos.
 - 7.1. Revisa sus discursos orales y escritos aplicando correctamente las normas ortográficas y gramaticales reconociendo su valor social para obtener una comunicación eficiente.
8. Identificar y explicar las estructuras de los diferentes géneros textuales con especial atención a las estructuras expositivas y argumentativas para utilizarlas en sus producciones orales y escritas.
 - 8.1. Identifica y explica las estructuras de los diferentes géneros textuales, con especial atención a las expositivas y argumentativas, utilizándolas en las propias producciones orales y escritas.

- 8.2. Conoce los elementos de la situación comunicativa que determinan los diversos usos lingüísticos tema, propósito, destinatario, género textual, etc.
- 8.3. Describe los rasgos lingüísticos más sobresalientes de textos expositivos y argumentativos relacionándolos con la intención comunicativa y el contexto en el que se producen.
- 8.4. Reconoce en un texto, y utiliza en las producciones propias, los distintos procedimientos lingüísticos para la expresión de la subjetividad.
9. Reconocer en textos de diversa índole y usar en las producciones propias orales y escritas los diferentes conectores textuales y los principales mecanismos de referencia interna, tanto gramaticales como léxicos.
 - 9.1. Reconoce y utiliza la sustitución léxica como un procedimiento de cohesión textual.
 - 9.2. Identifica, explica y usa distintos tipos de conectores de causa, consecuencia, condición e hipótesis, así como los mecanismos gramaticales y léxicos de referencia interna que proporcionan cohesión a un texto.
10. Reconocer y utilizar los diferentes registros lingüísticos en función de los ámbitos sociales valorando la importancia de utilizar el registro adecuado a cada momento.
 - 10.1. Reconoce los registros lingüísticos en textos orales o escritos en función de la intención comunicativa y de su uso social.
 - 10.2. Valora la importancia de utilizar el registro adecuado a cada situación comunicativa y lo aplica en sus discursos orales y escritos.

Decreto 48/2015 de 14 de mayo,
20 de mayo, 2015, pp. 92-94, BOCM.

CITA DE ESTE ARTÍCULO (APA, 6ª ED.):

Cabezas Holgado, E. (2017). El plano lingüístico en la perspectiva didáctica del docente. Análisis y reflexión. *Educación y Futuro: Revista de investigación aplicada y experiencias educativas*, 37, 221-239.



Educar juntos

Aspectos psicoeducativos de la relación entre padres e hijos

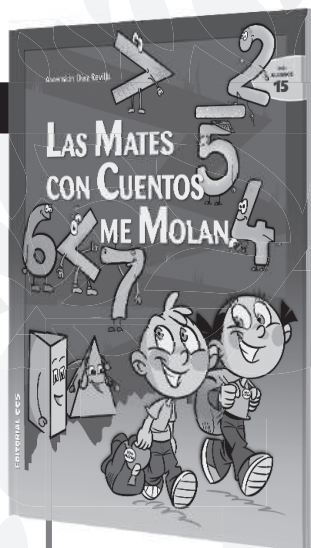
Z. Formella y A. Ricci. P.V.P. 17,68 €



El Análisis Transaccional ante los nuevos retos sociales

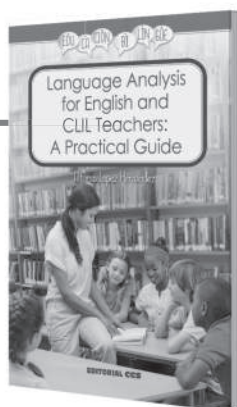
Adaptación a un mundo en cambio

Lluís Casado. P.V.P. 12,90 €



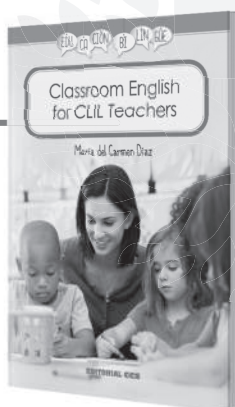
Las mates con cuentos me molan

Ascensión Díaz. P.V.P. 9 €



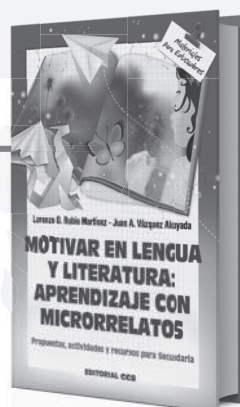
Language Analysis for English and CLIL Teachers: A Practical Guide

Alfonso López. P.V.P. 11,70 €



Classroom English for CLIL Teachers

Mª del Carmen Díaz. P.V.P. 10,80 €



Motivar en lengua y literatura: aprendizaje con microrrelatos

Propuestas, actividades y recursos para Secundaria

L.D. Rubio y J.A. Vázquez. P.V.P. 14,90 €



RESEÑAS

LIBROS

Originalidad e identidad personal. Claves antropológicas frente a la masificación

BARRACA MAIRAL, J. (2017).

MADRID: SAN PABLO. 149 PÁGS.



La obra pretende ser una ayuda de tipo educativo, psicológico y pastoral para afrontar en estos tiempos la pérdida de identidad que sufren muchos de nuestros conciudadanos, merced a la masificación a la que somete la sociedad actual a la persona. «Se trata, en palabras del autor, de la elucidación de la identidad personal emprendida desde lo antropológico o la filosofía de lo humano, junto con la realizada a partir de la esfera de lo ético o moral» (p. 25).

Desde una visión personalista y comunitaria, en diálogo con Buber, Rosenzweig, Mounier, Marcel, Ebner, Lévinas, Ricoeur, Marion, Wojtyla, etc. por un lado y, de otro lado, con autores españoles como López Quintás, Leonardo Polo, Eudald Forment, Carlos Díaz, Graciano González, Rafael Gómez Pérez, Urbano Ferrer, Juan Manuel Burgos, J. F. Sellés, etc. (cf. p. 34), Javier Barraca define la identidad en estos términos: «Ahora bien, cuando empleo esta expresión concreta, cuando me refiero explícitamente a mi identidad (en lugar de limitarme a decir ‘mi ser’), lo que señalo es mi ser en tanto uno y mío o propio. En pocas palabras, refiero respecto a él que supone una unidad y que resulta además algo privativo, característico, distinto de otros. Manifiesto, en fin, que de alguna manera, en efecto, mi ser es diverso del ser de los demás seres» (p. 52).

Javier Barraca Mairal trabaja como profesor titular de Filosofía en la Universidad Rey Juan Carlos de Madrid y es director del equipo internacional de investigación en Estética y Bioética y miembro fundador de la Asociación Española de Personalismo. Desarrolla labores de

asesoría y consultoría organizativa en instituciones muy diversas, en los campos de la formación, el liderazgo, la cultura y la ética organizativas, y la comunicación. Es miembro de «Ética, Economía y Dirección» (EBEN-España) y secretario del Capítulo de Estadística de AEDOS. Ha colaborado en cerca de veinte libros de reconocido prestigio y es autor de numerosas monografías y artículos especializados. También ha participado en múltiples obras colectivas de relieve. Entre sus publicaciones destaco: *La clave de los valores, Vocación y persona, Pensar el derecho, Una antropología educativa fundada en el amor y Vivir la humildad*.

La obra consta de cuatro capítulos: la belleza de la identidad personal, en busca de mí mismo y hacia el tú (identidad y relación), valor de la originalidad personal (la vida humana como arte y vocación), y una originalidad que se desarrolla desde la justicia. Desde una perspectiva fundamentalmente filosófica va desgranando el significado y sentido de la identidad personal y nos da cuenta de los tres objetivos que su autor se ha fijado al inicio del libro: se estudia la identidad y la originalidad porque el hecho de ser quienes somos. En segundo lugar, conviene siempre ahondar en nuestra identidad y originalidad. Y ter-

cera, porque valorar nuestra identidad tiene un efecto expansivo sobre nuestra personalidad (cf. pp. 10-11).

Para el autor, la identidad personal, nuestra originalidad, se convierte en fuente de nuestra vocación y felicidad: «Por ello, la preocupación sincera de una comunidad –o de otro– por el que desarrollemos nuestra originalidad-vocación (no nuestras rarezas), desde la libertad, supone un signo cierto de un auténtico aprecio personal. Cuando a alguien le importa el que seamos auténticamente originales y desarrollemos nuestra vocación, que tracemos y recorramos nuestra existencia de una forma personal y singular, esto indica sensibilidad hacia nuestro ser único y distinto, hacia nuestra irrepetibilidad» (pp. 103-104).

Una característica importante de la consideración sobre la identidad en la época contemporánea es que se forja en la relación. Por eso es relevante el papel que da a Buber, Lévinas, etc. en la conformación de su concepto de la identidad personal. Al final del capítulo segundo, en un epígrafe titulado «Madurez de la identidad a través del amor personal», Baraca sostiene –apoyándose en K. Wojtyla y R. Guardini– que el amor es un significativo elemento constitutivo de la

identidad y originalidad personales. Y concluye: «Cabe decir que nuestra identidad personal se ve fraguada en el seno del amor. De manera que, ya desde su mismo origen, se convierte toda ella en una ‘vocación de amor’. Entraña y encarna, en efecto, esa personal e intrasferible vocación o llamada a amar y a ser amados que advertimos en el rostro definido y concreto de todas aquellas personas a las que encontramos, a lo largo de nuestro itinerario vital. Identidad, amor y vocación aparecen, por lo tanto, en nuestro caso, en el caso del ser humano, como realidades íntima e inseparablemente vinculadas» (p. 68).

Hay un elemento original en esta obra y es la vinculación de la justicia con la identidad. ¿En qué sentido? Para Javier Barraca el valor de la justicia subyace al esfuerzo educativo y es una especie de clave de bóveda que facilita tanto la identidad personal como el equilibrio y armonía entre las identidades: «la justicia rige el orden que subyace en el encuentro mutuo de las diferentes originalidades e identidades aliadas en las diversas relaciones humanas y, también, en las educativas, las orientadas al desarrollo integral de los sujetos» (p. 109).

Una visión filosófica sobre la identidad personal que es susceptible de

lecturas pedagógicas y pastorales que, aunque en bosquejo, no están desarrolladas suficientemente en el conjunto de esta breve obra. La acogemos con interés. **J.L. Guzón.**

Arte en la escuela infantil

DÍEZ NAVARRO, M. C. (2017).

BARCELONA: GRAÓ. 106 PÁGS.



¿Cómo es posible trabajar el arte en la educación infantil? La veterana maestra y psicopedagoga Mari Carmen Díez Navarro nos demuestra que los niños son capaces de apreciar y valorar el arte en todas sus vertientes y desde las edades más tempranas. Ya lo evidenció hace 20 años en *La oreja verde de la escuela*, con su propuesta de trabajo por proyectos; en su nostálgico *Mi escuela sabe a naranja* (reseña en Educación y Futuro nº 19) de hace 10 años, o en los más recientes

El oficio del arte. Soñar con el lápiz en la mano y Los pendientes de la maestra; incluso en sus libros de poesía *Caperucita roja y los 40 ladrones* y *La Hormiguita colorá y otros versos*. (Un detalle significativo: obsérvese la capacidad de la autora para poner títulos sugerentes a todos sus libros).

Ahora nos enseña cómo sus alumnos se adentran en el mundo del arte mediante la pintura, la escultura, las estampaciones y autores tan importantes como Diego Velázquez y su cuadro *Las Meninas*. Manifiesta la posibilidad de los niños de apreciar el arte, de su capacidad para observar y valorar lo bello de las obras de otras personas.

El libro está estructurado en cinco capítulos; el primero, «La plasticidad de un agujero», nos introduce en el problema que se aborda actualmente en las aulas de infantil, la poca valoración que hacemos de la innovación y la propia expresión del alumno, el dejarles expresar lo que son y lo que quieren expresar a través del arte.

En el segundo, «Pintor que pintas con amor», hace hincapié en la respuesta del alumnado hacia el arte de la pintura, una propuesta de programación que les aproxima al mundo de los artistas tanto clásicos como

actuales, los museos, las técnicas de pintura, la variedad de materiales y soportes en los que hacer arte.

El tercer capítulo, «La escultura es cultura», observando el éxito del acercamiento de la pintura con los más pequeños, se encamina hacia un proyecto de escultura, tanto de su conocimiento como de su puesta en práctica.

A continuación, en el cuarto capítulo, «La estampación; un arte que deja huella», hace referencia claro a la estampación, otro tipo de técnica, no tan conocido como los anteriores, pero que ayuda a los alumnos a realizar nuevas creaciones mezclando soportes y materiales inimaginables, comenzando por las clásicas huellas pero dando libertad para que cada niño use lo que tenga a mano.

El último capítulo, «Meninas y meninos», se centra en Velázquez y *Las Meninas*, un proyecto que le permite la creación de meninas con la mezcla de diferentes tipos y materiales que daban lugar a exposiciones magníficas que después serían admiradas por el resto de alumnos y comunidad educativa.

Las obras artísticas que crea un niño nos ayudan a saber de él mismo, de sus emociones y pensamientos. Nuestra postura en estas circunstancias debe ser de escucha, de

propuesta de diferentes materiales, espacios, soportes, etc. pero siempre dejando libertad para hacer nuevas creaciones, lo cual no parece complicado, ya que cada persona es singular y nos aportará arte diferente.

Con todo esto, se llega a la conclusión de que precisamos ser más abiertos a la hora de proponer arte en la educación infantil, hay mucha vida más allá del currículo de la etapa que no debemos frenar sino propiciar una escuela con nuevos pensamientos, creaciones, iniciativas, es decir, una escuela abierta a descubrir. **Helena Díaz Martín.**

***Teologia e
postcristianesimo.
Un percorso
interdisciplinare***

DOTOLO, C. (2017).

BRESCIA: QUERINIANA. 366 PÁGS.



La de Carmelo Dotolo es ya una obra extensa y muy reconocida no solo en Italia, sino también en otras naciones europeas y algunas de sus obras ya han sido traducidas por el interés que suscitan. Estamos delante de una obra de diálogo teológico en la que se esboza un tipo de teología que pueda ser escuchada –en la intención de su autor– en la plaza pública, que sea capaz de mantener un rico diálogo con otras disciplinas.

Carmelo Dotolo (1959) es profesor ordinario de teología de las religiones en la Universidad Pontificia Urbaniana de Roma y es decano de la Facultad de Misionología. Fue presidente de la Società Italiana per la Ricerca Teologica (2004-2014) y es profesor invitado en las universidades Gregoriana de Roma y la de los Estudios de Urbino. Además de numerosos artículos en diccionarios y revistas científicas, algunas de sus obras, como decíamos anteriormente, han sido traducidas al inglés, español, portugués y croata. De sus obras citaremos algunas de las últimas: *L'annuncio del Vangelo. Dal Nuovo Testamento alla Evangelii Gaudium* (2015), *Muovere verso. Sull'universo di P. Teilhard de Chardin* (2015), *Percorsi di spiritualità. La missione nel mondo di oggi* (2015), *Being Shaken: Ontology and the*

Event. Palgrave Studies in Post-metaphysical Thought (2014), *Credo la risurrezione della carne e la vita eterna* (2013), *Evan-gelizzare la vita cristiana. Teolo-gia e pratiche di nuova evangeli-zzazione* (2012), *La fede, incontro di libertà. A chi crede di non poter credere* (2012), *Una religione «disincantata». Il cristianesimo oltre la modernità* (2012), *Amore e verità. Sintesi prospettica di Teologia Fondamentale* (2011), *Cristianesimo e interculturalità. Dialogo, ospitalità, ethos* (2011), *Dio: la possibilità buona. Un colloquio sulla soglia tra filosofia e teologia: Gianni Vattimo - Carmelo Dotolo* (2009), *Abitare i confini. Per una grammatica dell'esistenza* (2008).

El cristianismo de Dotolo se nutrió del espíritu postconciliar y de los misioneros en África que conoció de joven, cuando no había oenegés: «Me dieron una idea del cristianismo como entrega al otro». A punto estuvo de ser misionero comboniano, pero se convirtió en filósofo de las religiones y teólogo: «Mis padres nacieron cristianos, yo elegí ser cristiano», se explica, de un cristianismo más pegado al suelo que al altar.

Teologia e postcristianesimo. Un percorso disciplinare es una obra

densa, maciza, un buen paradigma de diálogo filosofía-teología. Consta de una introducción, seis capítulos que pasará a continuación a elencar, un epílogo, la conclusión, una bibliografía muy extensa (casi cuarenta páginas), pero muy actualizada e iluminadora, que está toda ella a la base de la rica reflexión que se nos plantea en el libro, y un índice onomástico.

Los capítulos son los siguientes. Primero: *¿Hacia un cambio de paradigma? El camino interdisciplinar de la teología después del Vaticano II*. Se trata de una actualizadísima visión del Concilio y de las nuevas perspectivas teológicas que han emanado de él. Segundo: *Teología de la tradición. De la novedad del Evangelio a los recorridos de la transmisión*. Se plantea en este capítulo cómo hemos de interpretar la tradición teológica y cómo actualizar el viejo principio de *Ecclesia semper reformanda* (*Theologia semper reformanda*). Tercero: *Naturaleza humana, experiencia religiosa y fe cristiana. Entre neurociencias y teología*. Me parece una buena introducción a la Neuroteología, que habré de tener en cuenta más adelante. Cuarto: *El cristianismo entre las religiones. Perspectivas para una teología del pluralismo religioso*. Me parece este un capítulo central del libro.

Carmelo Dotolo es profesor de esta disciplina y se nota. Nos habla de la revelación como un concepto crítico a la hora de comparar las religiones y pone de manifiesta la universalidad dialógica del cristianismo como distintivo a la hora del contacto con otras manifestaciones religiosas. Quinto: *Espiritualidad y Liturgia. Una hermenéutica de la condición humana*. Muestra de un modo muy didáctico y claro los aspectos antropológicos y filosóficos que están detrás de estas dos grandes disciplinas teológicas, y ámbitos de la teología: la Espiritualidad y la Liturgia. Sexto: *La cuestión de una filosofía «cristiana». Consideraciones in-actuales y una propuesta*. Me parece muy oportuna esta re-visitación del tema de la filosofía cristiana, que lleva años aparcado y al cual se le tiene un poco de miedo. Él lo hace con valentía y nos propone el modelo de Gianni Vattimo: «Está aquí el sentido, por encontrar filosóficamente, de la heredad de la tradición cristiana: en el principio de la encarnación entendida como desacralización y como manifestación *kenótica* que dice el ser de Dios, está respondida la posibilidad para la filosofía hermenéutica de recoger el significado y el valor evangélico del amor y de la *dinámica amical* de la interpretación» (p. 280).

El desafío de la teología para Dotolo, como para muchos teólogos, es el de educar la respuesta de fe, acompasándola con el movimiento fascinante y frágil de la vida y de los procesos culturales (Cf. R. Cheaib, en *www.theologia.com*, marzo 2017). Es claro que la experiencia creyente no se realiza sino a través de una elaboración que interactúa con los propios esquemas mentales, las propias necesidades del sujeto, llamado a reelaborar cada paso su identidad. La reflexión teológica está llamada a servir y facilitar este proceso de «aculturación» de la identidad cristiana, lo que requiere un ingenio creativo y participativo consciente de la necesidad de habitar la frontera entre la cultura y el Evangelio.

Es posible, según Carmelo Dotolo, una lectura teológica de la realidad que vaya más allá de los extremos de una razón emancipada y de una fe autosuficiente. El diálogo entre ciencia y teología podría ayudar a ambos interlocutores a una percepción crítica no totalitaria del propio saber. En este sentido, *Teologia e postcristianesimo*, es un modelo de diálogo y una obra compleja, llena de matices, que no nos cabe duda que tendrá una amplia acogida y podrá ayudar a muchos a realizar este diálogo que la propia obra postula. **J. L. Guzón.**

Escuela de padres 3.0

GÁMEZ-GUADIX, M. (2017).

MADRID: PIRÁMIDE. 138 PÁGS.



Cada día es más frecuente encontrar a nuestros hijos adolescentes, a veces incluso preadolescentes, enganchados a Internet a través de los *smartphones* o tabletas digitales. En esos momentos nos entran las dudas y nos preguntamos ¿qué estará haciendo?, ¿qué información está recibiendo? Si somos un poco más conscientes de la situación nos preguntaremos acerca de ¿qué información estará compar-tiendo? Aquellos padres o madres que desean tener la información necesaria, para que sus hijos realicen un uso adecuado de Internet y los *smartphones*, encontrarán un buen aliado en el libro de Manuel Gámez-Guadix, licenciado y doctor en Psicología, en su *Escuela de padres 3.0*, con un subtítulo más que significa-

tivo: «Guía para educar a los niños en el uso positivo de Internet y los *smartphones*».

Los padres de adolescentes, a pesar de haber nacido en una época donde las nuevas tecnologías no formaban parte de la vida cotidiana, son conocedores de la gran utilidad de las mismas. A la vez sienten una gran preocupación de que existen peligros reales por el uso incorrecto de las mismas. En más de una ocasión, seguro, han escuchado los términos como: *ciberbullying*, *sexting*, *grooming* o adicción a Internet. Es en ese momento cuando son conscientes del desconocimiento que tienen, en muchas ocasiones, sobre los riesgos de Internet. Se dan cuenta de lo complicado que es ser padre tecnológico, y de que necesitan aprender muchos conceptos para estar al nivel de los jóvenes. Además, necesitarán estrategias que les ayuden a resolver los problemas que aparezcan.

De eso trata este libro, de formar a los padres en las posibles soluciones a los peligros más habituales a los que están expuestos los jóvenes por el mal uso de los *smartphones*. Trata de formar a padres y a hijos para tener una reputación *online* correcta. Que sean conscientes de que los contenidos que comparten pueden parecer irrelevantes en un

momento dado, pero, podrían dañar la reputación de una persona en el futuro. La propuesta de este libro, más que vigilar para controlar lo que hacen los hijos, recomienda reflexionar sobre lo que vamos a publicar y el ser conscientes de que una vez publicado ya se habrá perdido el control de ese contenido.

En la misma línea positiva, propone una comunicación abierta entre padres e hijos para prevenir y detectar posibles problemas. La escucha activa y la expresión adecuada de pensamientos y emociones son los componentes fundamentales de la comunicación, imprescindible para tratar los puntos de esta guía.

Comienza el texto con unas informaciones mínimas sobre Internet, dirigidas, se supone, para esos padres menos *enterados*; luego explica lo que significa ser un «padre tecnológico» y la necesidad, si se quiere tener éxito en la tarea, de «educar en positivo»; luego pasa revista a las características de las adicciones tecnológicas para concluir con el análisis bastante esclarecedor del ciberacoso en general y la variante, más común de lo que pudiera pensarse, que se da durante el periodo de noviazgo de los jóvenes, sea a través del móvil o de Internet; y por último explica el *sexting* y el *grooming*, con los corres-

pondientes consejos para prevenirlos y detectarlos.

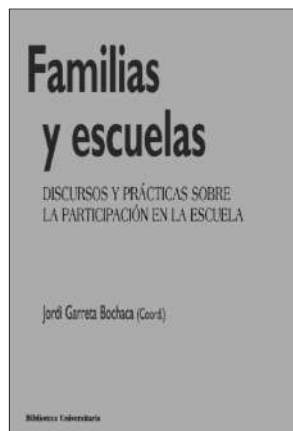
Aunque el libro va dirigido a padres, resulta adecuado para maestros y profesionales que trabajen en el ámbito de la educación, no solo porque informa, también porque ofrece numerosas estrategias para enfrentarse ante la realidad tecnológica de nuestra sociedad.

Bernabé Martín.

***Familias y escuelas.
Discursos y prácticas
sobre la participación
en la escuela***

GARRETA BOCHACA, J. (COORD.)
(2017).

MADRID: EDICIONES PIRÁMIDE. 216
PÁGS.



Algunas claves para dar respuesta a los retos que se han de enfrentar

desde el sistema educativo pasan por la relación/interacción de las familias con la escuela. Las reflexiones ofrecidas en la obra, coordinada por Garreta Bochaca, nos ofrecen referentes para construir los modelos de participación de las familias en el ámbito escolar. Aunque el éxito educativo del alumnado es un buen motivo para impulsar dicha relación, como indica J. M. Palaudarias, autor del primer capítulo, los cambios que se dan en la familia y la producción y el acceso al conocimiento reclaman una alternativa que acerque a ambos actores desde una perspectiva comunitaria que permita tejer redes y relaciones para poder construir la escuela de la sociedad posindustrial.

A lo largo de ocho capítulos, el libro aborda el tema desde distintas ópticas de análisis, fundamentación y orientación para la acción. En el primero de los capítulos, tras la conceptualización de la participación y cómo ésta se ve desde las escuelas, se explicitan los ejes que pueden confluir en un proyecto de participación en la escuela para fomentarla.

El capítulo segundo revisa los cauces de participación de las familias al amparo de la documentación oficial del centro y, sin duda, sugieren mejoras desde el ámbito legislativo.

La comunicación familia-escuela es el tema del tercer capítulo, en el que se revisa el estado de la cuestión y se avanza desde los canales de comunicación tradicionales hasta las nuevas posibilidades ofrecidas por el desarrollo tecnológico.

El cuarto capítulo sitúa la reflexión y la propuesta desde dos ámbitos fundamentales de participación: los consejos escolares y la AMPA.

En el quinto capítulo se incide en un elemento fundamental: el profesorado. En él aparecen palabras clave como liderazgo, gestión, cultura escolar y actitudes del profesorado: «Si los centros y los equipos directivos tienen la llave de la participación, en el sentido de fomentarla y apoyarla, promoverla y generar los cauces y los canales de comunicación pertinentes, no cabe duda que los docentes son los que tienen que abrir la puerta para dejar entrar a madres y padres». (p. 142).

A partir de la revisión de la literatura y el análisis de los discursos de los participantes en los estudios llevados a cabo, el capítulo sexto establece, entre otras, la siguiente conclusión: las prácticas de participación de las familias en la escuela contribuyen al desarrollo de los alumnos.

La revisión del origen de la división de los roles familiares y su evolución, es el motivo del séptimo capítulo. Todavía hay un recorrido importante que hacer en este ámbito.

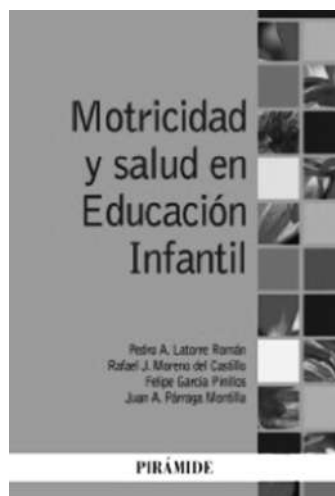
Cierra el libro un capítulo que analiza la participación de los profesionales sociales en los centros educativos: *«Estos profesionales son concebidos, cada vez más, como piezas importantes, y hasta imprescindibles, del sistema educativo, tanto por las familias como, sobre todo, por el equipo directivo y el profesorado»*. (p. 205).

La publicación trata de poner luz en un tema del máximo interés, por lo que puede suponer de mejora de la intervención educativa en corresponsabilidad, tratando de incidir en positivo sobre el desarrollo de los hijos/alumnos. Como indica Fernández Enguita en el prólogo: *«El fracaso escolar y el abandono generan un debate sobre quién es el responsable, por lo que se precisa de un conocimiento profundo y detallado de las relaciones cotidianas entre escuela y familia, profesores y padres»*, (p. 15). La lectura de este libro podrá orientar múltiples intervenciones dirigidas a los grandes fines de la educación. **Miguel Ángel Blanco.**

Motricidad y salud en Educación Infantil

LATORRE, P., MORENO, R.,
GARCÍA, F. Y PÁRRAGA, J. (2017).

MADRID: PIRÁMIDE. 160 PÁGS.



Los coautores de este libro, profesores del Departamento de Didáctica de la Expresión Musical, Plástica y Corporal de la Universidad de Jaén, ofrecen una propuesta práctica centrada en aspectos relacionados con la motricidad y la salud para la etapa de Educación Infantil. Lo hacen desde un enfoque claramente cercano a la Educación Física y a la educación corporal y bastante alejado, por tanto, de concepciones educativas más propias de la Psicomotricidad vivencial o relacional. Del mismo modo, resulta un planteamiento un tanto contra-

puesto a la educación psicomotriz basada en la actividad espontánea y libre del niño/a y en las actividades de la vida cotidiana, tal y como defienden gran parte de las corrientes educativas actuales.

Encontramos cuatro capítulos. El primero está dedicado a aspectos teóricos acerca de la motricidad como base de la educación corporal, así como eje de la salud y de la calidad de vida.

En el segundo, se presentan algunas consideraciones curriculares dentro del marco legislativo referidas a la Educación Física en Educación Infantil. Se detienen en la explicación de algunos contenidos relativos al desarrollo motor en esta etapa educativa, como el esquema corporal, las habilidades motrices básicas o las capacidades físicas (fuerza, flexibilidad, resistencia y velocidad), así como se recogen algunos recursos para su evaluación.

El tercer capítulo y sin duda, en mi opinión, el más interesante, está dedicado a los denominados *ambientes* de aprendizaje motor. Además de un acercamiento conceptual muy acertado, se profundiza en algunos aspectos clave para su puesta en práctica, como los principios metodológicos, su diseño y organización.

El último capítulo se centra en la actividad física como promotora de la salud y de la calidad de vida, así como en su implicación en los aspectos cognitivos del individuo. Por otro lado, trata algunos trastornos y patologías que pueden afectar a la condición físico-motriz, como el Síndrome de Down, la parálisis cerebral, trastornos del espectro autista o la obesidad infantil.

Me gustaría detenerme en el contenido del tercer capítulo por dos motivos fundamentales: uno de ellos es que, a diferencia de los otros tres, un tanto alejados de la realidad y naturaleza de la etapa educativa del 0-6, el tema de los ambientes o escenarios de aprendizaje sí nos ofrece una propuesta metodológica más acorde a la misma, incluido el primer ciclo. El segundo motivo es su interés como enfoque de trabajo innovador enmarcado en la concepción del espacio como agente educativo, es decir, entendido, como plantea Riera, no sólo como continente, sino como contenido, como red de significados y de relaciones que se construyen y reconstruyen.

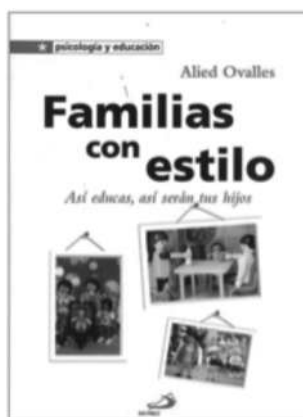
En los últimos años se están desarrollando, afortunadamente, experiencias en Educación Infantil que parten de esta visión sobre la necesidad de conseguir verdaderos escenarios de aprendizaje que generen

una riqueza de experiencias para el desarrollo global e integral de los niños y niñas. Y, sin duda, el cuerpo y el movimiento deben ser protagonistas en este proceso, puesto que en estas edades son sus principales vías para interactuar con el contexto que les rodea y poder desarrollar todas sus capacidades. Por ello, tal como defiende Pilar Arnáiz, esta etapa en la que la globalidad es la forma peculiar de ser y estar del niño y la niña en el mundo debe ser respetada y potenciada por planteamientos metodológicos coherentes con esta visión. **Mar Martínez García.**

Familias con estilo. Así educas, así serán tus hijos

OVALLES RINCÓN, A. (2017).

MADRID: EDITORIAL SAN PABLO. 135 PÁGS.



La autora toma como punto de partida su tesis sobre la incidencia de la disfunción familiar asociada a la delincuencia juvenil, y realiza una investigación a través de grupos de discusión con padres de adolescentes. Con lo que pretende evaluar de forma objetiva los estilos de educar de los padres (capítulos 2 y 6) y su forma de actuar, y alentar a la comunidad docente de las instituciones educativas para que en sus planes preventivos consideren las formas que utilizan los padres (capítulos 8 y 9).

Tras un estudio de diversos autores que han profundizado en el tema (M. Armas, D. Baumrind, S. Golombok, L. Mirón y J. Otero, G. Nardote – E. Fiannotti – R. Rocchi, B. Tierno, L. Vilchez, E. Arranz, E. Martínez – E. Pérez – N. Álvarez, R. Moreno, J. Urra, M. Olarte, J. Olivares – A. Alcázar – P. Olivares, O. Oliveros, A. Ovalles), la autora plantea la existencia de padres democráticos, padres autoritarios, padres sobreprotectores, padres negligentes y padres permisivos; clasificación que se basa en elementos de afectividad, control disciplinarios y reciprocidad o disposición de los padres para aceptar y responder a sus hijos. Y, como consecuencia, cómo suelen ser los hijos para cada tipología de padres en el desarrollo de su personalidad, las

relaciones sociales y los valores morales en el ámbito familiar y en el ámbito escolar; así como las conductas criminológicas o aquellas favorables para la conducta delictiva (capítulo 3).

El estudio avanza en la detección de los factores de riesgo y su derivación en los comportamientos que expresan los hijos (capítulo 4). Definiendo los factores de riesgo como las condiciones personales, familiares, sociales y culturales cuya presencia aumenta la probabilidad de que se produzcan determinados comportamientos negativos, y planteando la identificación de estos factores como camino para detectar dichos comportamientos; estudio de especial interés para prevenir desde la familia y la escuela comportamientos negativos.

El capítulo 6 recoge el resultado de los grupos de discusión con padres de adolescentes españoles, cuyas preguntas están pautadas para conocer el estilo educativo al que pertenecen cada uno de ellos y observan la forma de educar que presentan los padres.

La obra nos encamina a la reflexión y evaluación objetiva de los padres sobre sus formas de educar y controlar a los hijos. Toda vez que lograr la convivencia familiar y escolar requiere de padres y madres conscientes del efecto que sus conductas puedan causar al ser imitadas por sus hijos. El capítulo 11 recoge algunas sugerencias que ayuden a educar bien y con buen criterio.

Es pues una obra de referencia para padres y madres, para los educadores que tratan de educar a niños, niñas y adolescentes, y que se relacionan continuamente con los padres de estos, y es muy interesante para Escuelas de Padres en los centros educativos. Reflexión que la autora enriquece con la aportación del cuestionario sobre el estilo educativo parental, que se encuentra al final del libro.

Reflexión de carácter preventivo por las consecuencias que tiene la forma de educar de padres y madres sobre las actitudes y comportamientos de los hijos, ciudadanos del mañana de una sociedad que pretendemos que sea mejor. **M^a José Arenal Jorquera.**

Juegos y actividades para la escritura creativa

SÁNCHEZ, M.^a J. (2017).

BARCELONA: GRAÓ. 156 PÁGS.



El maestro y el profesor de Lengua saben lo difícil que es que sus alumnos compongan textos significativos, adecuados a distintas situaciones comunicativas, que al tiempo se diviertan, sean creativos y, como no es suficiente, que también sirvan como ejemplos y posibles modelos para dar «la teoría», para ver los contenidos curriculares que le piden los programas en vigor. María Julieta Sánchez, junto a la editorial Graó en colaboración con la argentina Noveduc, les echa una mano en esa ardua tarea. Le da una vuelta y media a los ejercicios tradicionales y se busca las habichuelas para que en un «clima pla-

centero» los alumnos, tanto de primaria como de secundaria, emborronen con sentido la dicha página en blanco. Es decir, que jueguen, que dejen volar la imaginación, que incluso copien, que busquen en el diccionario, también en los diccionarios de rimas, que tachen, rompan y vuelvan a empezar, que imiten a los franceses OULIPO (talleres de literatura potencial) con Raymond Queneau a la cabeza, que hagan sus pinitos con la poesía visual, los trabalenguas y los acrósticos, en fin que se lo pasen bien «juntando letras y palabras». Luego, siendo un avisado maestro, llegará la lección de gramática, de sintaxis, de ortografía, de tipología textual. La clave que propone Sánchez es que el estudiante no esté «al tanto» para así no coartar su creatividad, que no se acometa la teoría inmediatamente después de realizar la actividad, sino que se ponga en común y de ahí surjan las reflexiones lingüísticas y literarias.

Es en la segunda parte del libro donde Sánchez señala cómo trabajar la comunicación, la cohesión y coherencia, o la normativa básica para la confección de textos, a partir de cuatro decenas de actividades, que se explican y concretan en la tercera parte. La autora hace creer y convence, además, de que

es posible trabajar la escritura creativa desde las primeras etapas de la educación, prueba que escribir puede ser divertido, también para los niños.

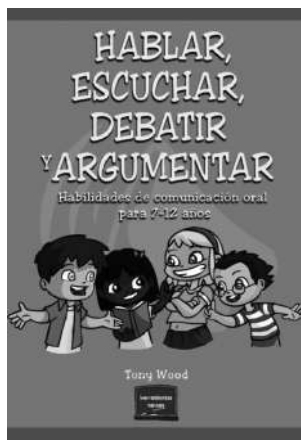
Un pero: en algún momento la segunda parte resulta confusa porque se habla de lo que se desarrolla en la tercera parte, por lo que el lector, si quiere comprender en su extensión lo que allí se dice, debe de estar dispuesto para un constante ir y venir. También hubiera sido de utilidad para el profesorado, que cada actividad dejara claro el curso (nivel) para el que se recomienda, si bien es verdad que ayuda ese cuadro de contenidos curriculares por actividad de las páginas 64 y 65, aunque se necesite una lupa para poder leerlo.

En cualquier caso, «43 juegos y desafíos» cargados de posibilidades, donde la imaginación y el humor aseguran la alegría de escribir y con los que el maestro y el profesor puede acercar a sus alumnos de forma lúdica los contenidos conceptuales de Lengua y Literatura. **Á. Martín.**

Hablar, escuchar, debatir y argumentar

WOOD, T. (2017).

MADRID: NARCEA. 120 PÁGS.



Decía el tópico que a la escuela se iba a aprender a leer y escribir y durante demasiado tiempo esa fue la meta. Más tarde, aunque en el currículo mencionaba cuatro habilidades básicas: «escuchar, hablar, leer y escribir», las dos primeras eran meras comparsas en la enseñanza del lenguaje. Pero los tiempos han cambiado, la desgana y la despreocupación han dado paso al interés y la preocupación, enseñar a hablar y escuchar ya no es solo cosa

de la etapa infantil, en primaria, en todos los niveles, desarrollar la comunicación oral de los niños y las niñas es tarea fundamental, y si no pregunten a los profesores de Secundaria incluso de la universidad, tanto padres como profesores son conscientes de que esas habilidades son imprescindibles en el mundo de hoy. Es en esa nueva dimensión donde hay que darle la bienvenida a las propuestas de Tony Wood, de la universidad británica de Bedfordshire, concretadas en *Hablar, escuchar, debatir y argumentar*, con el subtítulo de «Habilidades de comunicación oral para 7-12 años», y más cuando como señala el autor esa negligencia de la escuela precisamente la sufren más aquellos alumnos «que viven en un entorno de un lenguaje empobrecido o con menos posibilidades de desarrollo».

Con un evidente fin práctico, el libro está estructurado en cuatro niveles, en cada uno de ellos ofrece una docena de sesiones con actividades y propuestas atractivas, originales muchas, otras más tradicionales pero que siempre es bueno recordar, herramientas que parece ya han funcionado con éxito en numerosas escuelas. Los títulos de esas sesiones ya son significativos: «Generar autoconfianza», «Hablar sin palabras», «Conversaciones

divertidas», «Enviando a los corresponsales de la televisión», «La Reina viene a tomar el té», «Si yo gobernara el mundo», entre otros.

Su manejo está facilitado por cuatro apartados que siempre tiene en cuenta y que agradece tanto el maestro: Objetivos de aprendizaje; Proceso de preparación y organización; Guía detallada sobre cómo llevar a cabo la actividad y Sugerencias de ampliación y seguimiento. Los diez anexos, donde la poesía tiene mucho peso, sirven para completar y ampliar las propuestas generales.

Entre esas actividades diseñadas bajo el «enfoque de *aprendizaje activo y centrado en el alumno*» destacan algunas por su singularidad, no se olvidan del humor, del juego y de la tan manida, pero casi siempre no lograda, interdisciplinariedad.

La división en esos cuatro niveles arriba mencionados ayuda en la elección de las actividades, hay bastante adecuación entre ellas y la etapa educativa para la que se proponen, aunque es obvio que el criterio del maestro permite ajustarlas, sea para «pedir más» a sus alumnos o para «rebajar» sus exigencias con pequeños detalles. **A.M.P.**



ELENCO DE AUTORES

ELENCO DE AUTORES

EDUCACIÓN Y FUTURO Nº 37

MARÍA DE LA CRUZ ALIAÑO LAGUNA

Estudió Magisterio en la Especialidad de Lengua Extranjera en la UAH (Guadalajara) siendo el número 1 de su promoción. Aprobó las oposiciones al cuerpo de maestros en 2009 y desde entonces, ha combinado la enseñanza en el aula con el perfeccionamiento tanto del inglés (con los títulos de la Escuela de Idiomas y el CAE) como de los recursos metodológicos para su enseñanza con el Máster de Enseñanza del Inglés como Lengua Extranjera en Contextos Bilingües donde obtuvo un 10 en el ARP. Desde 2013 desempeña el cargo de Jefa de Estudios del CEIP Alicia de Larrocha (Madrid).

EVA AMPUERO LÓPEZ

Profesora de *Foundations of Bilingual Education* en el Máster de Educación Bilingüe de la UNIR (2016/2017). Máster en la Enseñanza del Inglés como Lengua Extranjera con la especialidad *Teaching Through English in Bilingual Schools* por la UAH (2016). Funcionaria del Cuerpo de Maestros de Inglés de la Comunidad de Madrid (desde 2006). Cursos de capacitación docente en CLIL en las universidades de Alberta (Canadá), Endicott College (E.E.U.U), Chichester (U.K), Edinburgh College (U.K).

SANTIAGO BAUTISTA MARTÍN (COORDINADOR REVISTA Nº 37)

Licenciado en Filología Inglesa por la Universidad de Salamanca. Se ha especializado en la enseñanza de lenguas extranjeras mediante un Máster Oficial en Enseñanza del Español como Lengua Extranjera (Universidad Internacional Menéndez Pelayo - Instituto Cervantes) ya completado y un Máster oficial en enseñanza del Inglés como lengua extranjera (Universidad de Alcalá - British Council) que se encuentra cursando actualmente. Profesor titular del CES Don Bosco desde 2013, también ha trabajado en Brown University, en la Universidad de Salamanca (USAL) y en la Universidad Pontificia de Salamanca (UPSA) impartiendo cursos a nivel de Grado y de Postgrado, así como para la formación del profesorado. Sus áreas de investigación se centran en la enseñanza y aprendizaje de lenguas extranjeras, tanto inglés como español, la motivación y el análisis del discurso.

EMILIO CABEZAS HOLGADO

Doctor en Lingüística Hispánica por la Universidad Complutense de Madrid (UCM), Máster en Investigación en Lengua Española por la UCM y Licenciado en Filología Hispánica por la misma Universidad. Actualmente es

Profesor Asociado de Didáctica de la Lengua y la Literatura en el Dpto. de Didáctica de la Lengua y la Literatura (Español, Inglés, Francés) de la UCM y ha trabajado como profesor en el Área de Didáctica de la Lengua y la Literatura del CES Don Bosco de Madrid y en el Dpto. de Filología Hispánica y Clásica de la Universidad de Castilla La Mancha. En la actualidad, forma parte del grupo de investigación *Relaciones entre el léxico y la sintaxis en español* del Dpto. de Lengua Española, Teoría de la Literatura y Literatura Comparada (UCM) y ha participado en diferentes seminarios y conferencias. Ha publicado algunos libros, entre los que se encuentra *Los predicados locativo-colectivos. Aplicaciones al español* (2016), y diversos artículos.

DANIEL DELGADO ARÉVALO

Funcionario del Cuerpo de Maestros de la Comunidad de Madrid desde el año 2003. Diplomado en Magisterio por la UCM. Máster en Enseñanza del Inglés como Lengua Extranjera por la UAH. Grado Superior en Lengua Inglesa en la Escuela Oficial de Idiomas. Equipo Directivo durante cinco años en un colegio bilingüe de la Comunidad de Madrid. Profesor Visitante durante dos años en un programa de enseñanza bilingüe en Miami, Estados Unidos.

ANTONIO GARCÍA GÓMEZ (COORDINADOR REVISTA Nº 37)

Es Profesor Titular de Universidad en el área de Lingüística Inglesa en la Universidad de Alcalá desde el año 2002. Su docencia se centra principalmente en las áreas de motivación, manejo de aula y el desarrollo de la inteligencia emocional en el proceso de enseñanza-aprendizaje. Doctor en Filología Inglesa con premio extraordinario por la Universidad Complutense de Madrid ha publicado tres libros y numerosos artículos tanto en el campo del análisis del discurso como de la metodología de la enseñanza del inglés.

SILVIA GARCÍA HERNÁNDEZ

Doctora en Lenguas Modernas, Literatura y Traducción por la Universidad de Alcalá y Máster en Enseñanza del inglés como lengua extranjera por la misma Universidad. Actualmente, compagina la enseñanza del inglés en la etapa obligatoria con la docencia en la Universidad de Alcalá en los grados de Lenguas Modernas y Traducción y Magisterio de Educación Primaria. Una de sus principales líneas de investigación es la innovación en la enseñanza de lenguas extranjeras.

CHRISTOPHER HARTNETT

Licenciado en Literatura Inglesa con Matrícula de Honor por la Universidad de Albany (Nueva York). Máster en enseñanza de inglés como lengua extranjera en colegios bilingües (Universidad de Alcalá-British Council). Ha desarrollado su labor docente durante cuatro años en el Colegio Irabia de Pamplona como profesor

de inglés y ciencias en los primeros cursos de Educación Primaria. Actualmente trabaja como profesor de inglés en West End Idiomas, donde es además director de la etapa de Primaria.

EDÉN ERNESTO JIMÉNEZ MÉNGUEZ

Maestro de Educación Primaria, especialidad Lengua Extranjera Inglés, por la Universidad Complutense de Madrid. Máster en Enseñanza del Inglés como Lengua Extranjera por la Universidad de Alcalá. En la actualidad ejerce como maestro bilingüe en el C.E.I.P. «El Olivar», San Fernando de Henares. Con anterioridad, trabajó como maestro bilingüe en la escuela Dr. Barbara Jordan, perteneciente al Dallas ISD, (Texas). Recientemente ha participado como ponente en cursos de formación de la Comunidad de Madrid (CLIL y Rubrics) y de la FERE (Centros de Matemáticas).

LOUISA MORTIMORE

Es profesora de la Universidad Internacional de la Rioja, y colabora en proyectos CLIL con colegios de Primaria. Licenciada en Filología, con Máster en Enseñanza del Inglés como Lengua Extranjera, y Experta en CLIL. Con más de 15 años de experiencia en la enseñanza de inglés, ha sido profesora adjunta en la Universidad Europea de Madrid, Jefe de Estudios, Evaluadora Experta del Tribunal Permanente de las Fuerzas Armadas Españolas, y Examinadora de Cambridge English. Ha realizado el programa de Reducción de Estrés basado en Mindfulness (MBSR) para su enriquecimiento personal.

REVISTA EDUCACIÓN Y FUTURO

SOLICITUD DE INTERCAMBIO

Las instituciones interesadas en realizar intercambios científicos con la *Revista Educación y Futuro* deberán remitir la presente solicitud cumplimentada a:

BIBLIOTECA – Servicio de Intercambio

Centro de Enseñanza Superior Don Bosco
C/ María Auxiliadora, 9
28040 Madrid

PUBLICACIÓN QUE SOLICITA INTERCAMBIO

Nombre

Centro y Departamento

.....

Domicilio

Población **Provincia**

País **Código Postal**

Dirección Web

RESPONSABLE DEL INTERCAMBIO:

Nombre y Apellidos

Cargo

E-mail

Teléfono **Fax**

En **a** **de** **de**.....

Firma:

REVISTA *EDUCACIÓN Y FUTURO*

EXCHANGE REQUEST

To request an exchange of publications and receive the *Educación y Futuro* journal, please fill the form below and send it to:

BIBLIOTECA – Servicio de Intercambio

Centro de Enseñanza Superior Don Bosco
C/ María Auxiliadora, 9
28040 Madrid

YOUR PUBLICATION DETAILS

Publication Name

Center and Department

.....

Street (Number, Bldg, Unit)

City **State/Province**

Country **Zip Code**

Web Address

POSTAL ADDRESS (if differs from physical address):

.....

.....

EXCHANGE RESPONSIBLE (point of contact):

Name

Position

E-mail

Phone # **Fax #**

SIGNATURE:

Date (dd/mm/yyyy)

Please sign here

REVISTA EDUCACIÓN Y FUTURO

País/Estado:

☐ 4.- Domiciliación bancaria (Rellenar el formulario):

<<http://www.cesdonbosco.com/revista>>

NORMAS PARA LA PRESENTACIÓN Y PUBLICACIÓN DE ORIGINALES

Educación y Futuro es una publicación del CES Don Bosco al servicio de los profesionales de la educación. Las secciones de la revista son: a) Tema central; b) Artículos y Ensayos; c) Recensiones. Acepta trabajos originales de investigación, ensayos, experiencias educativas innovadoras y recensiones de publicaciones recientes y relevantes en español y en otros idiomas. Los trabajos que no se atengan a las normas recogidas a continuación serán desestimados.

NORMAS GENERALES Y ENVÍO DE LOS ARTÍCULOS

1. Los trabajos deberán ser **originales e inéditos** y no estar aprobados para su publicación en otra entidad.
2. **Extensión:** las *investigaciones* o estudios y los *materiales* tendrán una extensión entre 5000 y 8000 palabras; los *artículos, ensayos y experiencias* entre 5000 y 7000; las *Recensiones* entre 300 y 500.
3. El **título** deberá redactarse en español e inglés, reflejando con claridad y concisión la naturaleza del artículo.
4. El **resumen** se hará en español y en inglés (60-100 palabras), expresando de manera clara la intencionalidad y el desarrollo del artículo. Debajo se incluirán 4-6 **palabras clave** en español y en inglés.
5. Se recomienda que los artículos procedentes de **investigaciones** contemplen estos apartados numerados: introducción, planteamiento del problema, fundamentación teórica, metodología, resultados, conclusiones y prospectiva. Los demás **artículos** deben iniciarse con una introducción y cerrarse con unas conclusiones.
6. Los manuscritos se **enviarán a:** efuturo@cesdonbosco.com, adjuntando, en un único archivo, un breve **CV** de los autores, su dirección postal, e-mail y teléfono.

FORMATO DEL TEXTO

7. La **redacción** se guiará por el *Manual de Estilo de la American Psychological Association (APA)*, 6ª ed., 2010 (www.apastyle.org).
8. El **texto** se presentará en letra Garamond, tamaño 11, con un interlineado de 1,5 líneas.
9. Los **gráficos y tablas** se incluirán dentro del texto. Se presentarán con el título en la parte superior, numerado, y detallando la fuente original. Si hubieran sido elaborados por el propio autor, se referenciará así: Fuente: elaboración propia. Además, los gráficos se enviarán en archivos adjuntos, a ser posible en formato modificable.
10. La **bibliografía** se presentará en orden alfabético, al final del texto. Ejemplos:
 - **Libros:** García, J., Pérez, S. y López, A. (1999). *Los días felices* (3ª ed.). Madrid: Narcea.
 - **Capítulos de libros:** Martínez, M. (2000). La educación tecnológica. En J. García, *La educación del siglo XXI*, (pp. 21-35). Madrid: Pirámide.
 - **Artículos de publicaciones periódicas:** Baca, V. (2011). Educación y mediación social. *Educación y Futuro*, 24, 236-251.
 - **Biblioweb:** Pallarés, M. (2013). *La publicidad como instrumento de aprendizaje escolar*. Recuperado de <http://www.rieoei.org/deloslectores/5311Pallares.pdf> [Consulta: 17.01.2013].
 - **Cita interna:** (García, 1999) y **Cita Textual:** (González, 2000, p. 40).

ACEPTACIÓN Y PUBLICACIÓN

11. Los artículos serán **evaluados** por expertos del Consejo Evaluador Externo, mediante un proceso de revisión por pares ciegos. En el caso de juicios dispares, el trabajo será remitido a un tercer evaluador. Si fuese necesario hacer alguna modificación, el artículo se remitirá a los autores para que lo devuelvan en el plazo indicado.
12. Se acusará recibo y se notificará a los autores el resultado de la evaluación.
13. El Consejo de Redacción se reserva el derecho a publicar los artículos en la edición y fecha que estime más oportunos.

RESPONSABILIDADES Y COMPROMISOS

14. Los autores recibirán un ejemplar impreso y otro en formato digital.
15. La revista se reserva la facultad de introducir las modificaciones que estime pertinentes en la aplicación de estas normas.
16. Los autores ceden los derechos (copyright) a la Revista *Educación y Futuro*.

MÁS ALLÁ DEL DINERO

EVOLUCIÓN

NUEVA

Cuenta 1|2|3 Smart

LIBERTAD

ACCESO

MASALLADELDINERO.COM

Descárgate la App Santander



en



Cuenta 1|2|3 Smart para clientes mayores de 18 años y hasta 31 años incluidos.
Cuenta no remunerada. Conoce sus características en tu oficina Santander o en bancosantander.es

 **Santander**



Nº 37

PRESENTACIÓN

TEMA CENTRAL

Mindfulness and Foreign Language Anxiety in the Bilingual Primary Classroom

Mindfulness y la ansiedad provocada por la lengua extranjera en el aula bilingüe de Primaria

The Contribution of Imagery to the Learning of English Spelling

La contribución de las imágenes en el aprendizaje de la ortografía en inglés

The Development of Functional Language Through Games in First Grade of Primary Education

El desarrollo del lenguaje funcional a través de juegos en primer curso de Educación Primaria

The Impact of the NLP Spelling Strategy in the Early Years of Bilingual Education

La influencia de la estrategia de ortografía de la PNL en los primeros años de la enseñanza bilingüe

The Contribution of Educational Video Games to Learning Graphemes

La contribución de los videojuegos educativos al aprendizaje de grafemas

Rubrics: Empowering Students' Performance During Self and Peer-Assessment in Lower Grades

Rúbricas: Potenciando el rendimiento de los alumnos en edades tempranas durante la autoevaluación y la coevaluación

MATERIALES

Primary Student Motivation and Achievement: Developing Positive Classroom Management and Managing Positive Behaviour

Motivación y rendimiento en el estudiante de Educación Primaria: cómo desarrollar un manejo del aula positivo y gestionar una conducta positiva

EXPERIENCIAS

Playing with Words: Motivating Young Learners to Construct Correct Sentences in English

Jugando con las palabras para motivar a los estudiantes en edades tempranas en la construcción de oraciones en inglés

ARTÍCULO

El plano lingüístico en la perspectiva didáctica del docente. Análisis y reflexión

The Linguistic Level of the Teacher's Teaching Perspective. Analysis and Reflexion

RESEÑAS

