

Màster en Ensenyament de la Llengua Anglesa en Contextos Multilingües
(MELACOM)



How to motivate young learners to use English in the physical education class

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1. INTRODUCTION

1.1. The Educational Context

1.1.1. José Soriano Ramos School

The José Soriano Ramos School is a new public school in Vila-real, built in 2008/2009. The number of units in this school increases each year, but nowadays this school has 14 units: 12 from the first year of Pre-primary level to the third grade of Primary since there are two lines for each one of these courses, 1 unit for the fifth grade and 1 unit for the sixth grade.

Owing to its recent opening, we can notice it is a new centre because of its complete infrastructure with all kinds of classrooms necessary for the right teaching and learning practice for both Early Childhood Education and Primary Education. Moreover, it contains technological material in each classroom and it also has a large dining room and a gym.

Regarding the context of the school, it is located in a quiet neighbourhood in the northwest part of the city. The school is also provided with a car park and there is a park in front of the centre. In relation to the students, they come from middle class families, the number of students in each classroom is about 26 on average. The number of students from abroad is reduced. We can find two, one or none foreign student or newcomer in each class and almost all of them are adapted to the centre and its performance.

The peculiarity of this centre is its language programme. They carry out a Multilingual Experimental Program where English is the common language. In addition, Valencian and Spanish languages are taught in their own subjects and they are also used in some other subjects that are also taught in English.

This is accomplished up to the second grade of Primary level. These students are the first who began Pre-primary stage with this linguistic programme. The third, fifth and sixth grade do not follow this language programme in which the common language is English, but some subjects such as Physical Education or Plastic Arts Education are taught in English as well.

1.1.2. The proposal

My teaching practice would take place in Physical Education (P.E.) subject. I realised the use of English in spontaneous situations on 1st and 2nd grade students at this school was decreasing, when I was there some previous months for analyzing it as a multilingual school. The students spoke English with teachers when were asked but rarely were able to ask something spontaneously or to interact between them in English. In 5 year kids class of Pre-primary level these situations were less common. Those children spoke almost every single word in class in English including among their classmates.

I would have the opportunity of teaching Physical Education lessons to 5 years old kids and 1st and 2nd grade kids, so my proposal would be to develop 1st and 2nd grade learners' motivation and like for the use of English and reduce those anxiety levels they might have and which make them feel embarrassed with classmates or even be afraid of making mistakes.

This proposal would be conducted through Corporal Expression using body consciousness and rhythm as driving contents to develop motivation and disinhibition on the use of English. Apart from increasing positive attitudes towards the use of English, I would try the kids learned parts of the body and movements as an English Language conceptual content.

I planned a proposal where learners would carry out different funny tasks related to rhythm and body where they would have to cooperate with the use of English on reading, writing, asking questions and singing at the same time they use English as a foreign language in a relaxed environment.

For 5 year old kids of Pre-primary Level the proposal would be the same but focusing more on learning English than on motivation and disinhibition because they do not need support on those aspects. Moreover they just have one P.E. lesson per week which makes difficult to design a lesson plan in the way we pretend.

Thus, my proposal would be directly related to motivation and anxiety as components of the Krashen's Affective Filter (Krashen, 1982) which everybody has as a speaker although this specific approach would be more focused on increasing motivation and developing disinhibition on their use of English through Physical Education. Furthermore, I would get the students to learn parts of the body and movements and so they would work with different skills of English language.

In this way I would like to put forward the following general goals of my teaching practice:

- To help them become motivated for the good use of English.
- To get disinhibition for their use of English to decrease anxiety levels.
- To practise and learn English contents through different language skills in Physical Education lessons.

2. THEORETICAL FRAMEWORK

2.1. Affective Variables in SLA

There are different ways to learn a second language and it depends on why and for what we are going to learn it. What is absolutely true is that affective factors influence directly in the procedures of this learning process independently of the model of learning we have chosen. In my opinion affective factors are the sensations of each fact of your life. The environment and your past experiences can affect your emotions and they play an important role with all that happens in our brain like for example acquire new knowledge.

First authors who thought in affection and emotions as a language learning theory were Dulay and Burt in 1977. They proposed the affective filter hypothesis to explain how affective variables affect the process of second-language learning. But this concept was shown more extensive in Dulay, Burt and Krashen's book in 1982 where the affective filter was defined as follows:

The filter is that part of the internal processing system that subconsciously screens incoming language based on what psychologists call 'affect': the learner's motives, needs, attitudes, and emotional states.
(p. 46)

These authors (1982) extended this idea saying that "the filter appears to be the first main hurdle that incoming language data must encounter before it is processed further. This filter is described as having four functions, it determined:

- which language models the learner will select.
- which part of the language will be attended to first.
- when the language acquisition efforts should cease.
- how fast a learner can acquire a language." (p. 46)

Dulay, Burt and Krashen discussed in their book *Language Two* (1982), where they defined extendedly the affective filter hypothesis by first time, how factors that form the affective filter affect in people's mind.

Language learners do not take in everything they hear. Their motives, needs, attitudes and emotional states filter what they hear and therefore affect the rate and quality of language learning. Learners will select certain types of phrases or vocabulary items to learn and use over others. These kinds of behaviour may be attributed to the affective filtering which significantly reduces the data that are accessible to other processors. (Dulay, Burt and Krashen, 1982)

Moreover, social circumstances affect filtering. The existence of a foreign language requirement in school, the characteristics of the community that speaks the target language, what functions has that language in the learner's life, etc. influence attitudes that a learner develops towards that language.

Some years later, Stephen Krashen gives his own view of the affective filter hypothesis in *The input hypothesis: issues and implications* in 1985 after he had started with the Monitor Model theory in the late of 1970s and he had written some articles and books defending the hypothesis which were madding up of his big theory about second-language acquisition.

Krashen (1985) presents The Affective Filter Theory and he shows a deep explanation about how the comprehensible input should be to be achievable by children, because there is a strong relation between the input knowledge and the filter that allows acquiring that input.

Comprehensible input is necessary for acquisition, but it is not sufficient. The acquirer needs to be 'open' to the input. The 'affective filter' is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition. When it is 'up', the acquirer may understand what he hears and reads, but the input will not reach the LAD. This occurs when the acquirer is unmotivated, lacking in self-confidence, or anxious [...]. The filter is down when the acquirer is not concerned with the possibility of failure in language acquisition. (Krashen, 1985:3)

In other words, if learners attitudes are not disposed to achieve a good learning, their filters are high and strong and they just can understand all information given, but not to gain an acquisition of this information because the filter does not allow it arrives to the LAD that makes the necessary connections to reach an acquisition of the knowledge in the brain forever. On the other hand, learners should be receptive to the comprehensible input sent to them. In this way, the affective filter is 'down' and allows that all seen, read and listened is acquired by the learners improving their knowledge about the target language.

There is not much more information to explain deeply how the affective filter works specifically and how the affective factors facilitate or complicate the work of the LAD to acquire or not the new knowledge. But, there is a large variety of research studies about affective variables that affect the acquisition of a second language, and there is a general agreement that these factors play a critical role in second-language learning.

Comprehensible input is the essential ingredient for second language acquisition. All other factors thought to encourage or cause second-language acquisition work only when they contribute to comprehensible input and/or a low affective filter. (Krashen, 1985:4)

According to Krashen's hypothesis there are many affective/emotional factors influencing the comprehension and assimilation of each information we obtain or each one of our facts allowing or restricting them. Most of the research studies according to the Affective Filter Hypothesis done after or before this theory was started, have shown that there are some affective factors influencing at an important level the learning of a second language. These most important ones we focus on are: motivation, anxiety and self-confidence.

2.2. Motivation

Many years ago a vast amount of theories and models of motivation were stated by a big number of authors. Firstly, we are going to point out and summarize some relevant information related to motivation.

Gardner & Lambert (1959) established the notions of instrumental and integrative motivation while they were conducting a study that lasted more than ten years (1959-1972), which they concluded that the learner's attitude toward the target language and the culture of the target-language-speaking community play a crucial role in language learning motivation. For these authors (Gardner and Lambert, 1972:132), integrative motivation is "the desire to achieve proficiency in a new language in order to participate in the life of the community that speaks the language". It reveals a deep interest in the people and culture represented with this language.

On the other hand, instrumental motivation is "the desire to achieve proficiency in a new language for utilitarian reasons, such as getting a job" (Gardner and Lambert, 1972:132).

Both types of motivation have a good value but initially, it was supposed that integrative motivation was more important than instrumental. Gardner (1972) pointed out that integrative motivation was especially important for the development of communication skills and was related to proficiency. He also suggested that integrative motivation "provides students with the necessary motivation to persist in second language studies" (Gardner *et al.* 1976:200).

However, regarding instrumental motivation different authors found in later investigations that the practical value of the second language was high in some situations, so it was an important part inside motivation field. The effect of integrative motivation appeared to be weaker in other situations and did not relate to proficiency.

To conclude this discussion “it seems clear that both types of motivation can positively influence the rate and equality of L₂ acquisition; each one is more effective under certain conditions. In terms of the filter, high motivation of either sort probably acts to let the learner absorb a maximal amount of the target language”. (Dulay, Burt and Krashen, 1982:48).

Schumann (1978-1986) introduced a new model of language acquisition on adult language learning based on acculturation. He examined the effects of personal variables like relative status, attitude, integration, amount of time in the culture, size of the learning group, and cohesion of the group.

Moreover three strategies taken by adult learners were suggested by Schumann (1986): assimilation (total adoption of the target culture), rejection of target culture (preservation of the home culture) and acculturation (learning to function in the new culture while maintaining one's own identity).

Schumann (1986) also suggested that the degree of acculturation determines the level of second language acquisition. When an individual chooses to acculturate and experiences success, the motivation to learn the L₂ increases. (Oxford & Shearin, 1994)

Gardner (1985:10) described motivation to learn a second language as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” Following his definition he looks for other motivational components: reason for learning, desire to attain the learning goal, attitude towards the learning situation and effort.

After Gardner had studied these variables he definitively claimed in the same year that second language motivation was based on three premises:

- the effort expended to achieve a goal (effort)
- the desire to learn the language (wish)
- the satisfaction with the task of learning the language (affection)

Later, on 1994, Oxford and Shearin added that many researchers considered motivation as one of the main elements that determine success in developing a second or foreign language.

These authors analyzed different theories and models of motivation, and at the end, they concluded that there are six motivational factors that influence on the language learning process as follows:

- attitudes
- self-beliefs
- goals
- involvement
- environmental support
- personal attributes

Other authors like Deci and Ryan (1985) established a new difference inside the motivation field. They differentiated between the intrinsic and the extrinsic motivation depending on whether the stimulus for the behaviour originated outside or inside the individual. Deci and Ryan stated the following:

- Intrinsic motivation: “the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures or rewards.” (Deci and Ryan, 2000:56)
- Extrinsic motivation: “is a construct that pertains whenever an activity is done in order to attain some separable outcome.” (Deci and Ryan, 2000:60) Those outcomes could be external rewards, the avoidance of sanctions as well as instrumental reasons.

There were some authors who agreed with this distinction and explained it in their own way as Van Lier (1996) stated:

extrinsic motivation is like borrowed money, an investment which may eventually pay off, whereas intrinsic motivation is like money you own. Being very highly motivated is like having a lot of money, and like money, motivation can be wasted or well-spent. In education, motivation is basically energy-capital to be spent in the learning market. (p.101)

More recently, Dörnyei (1990,1994,1998,2001) has extensively dealt with motivation. He is an important author in this field and he has new contributions to motivation theories and motivational factors.

Dörnyei in 1990 established a point arguing that instrumental motivation should be more important than integrative motivation for foreign language learners. Moreover, he proposed his initial theory about motivational concept composed by:

- an Instrumental Motivational Subsystem
- an Integrative Motivational Subsystem
- Need for Achievement
- Attribution about past failures

Four years later, after a deeper investigation on the same issue he introduced his taxonomy of motivation which was composed by three levels:

MOTIVATION AT DIFFERENT LEVELS

Figure 1 Dörnyei's (1994a) framework of L2 learning motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-confidence <ul style="list-style-type: none"> • Language Use Anxiety • Perceived L2 Competence • Causal Attributions • Self-Efficacy
LEARNING SITUATION LEVEL	
<ul style="list-style-type: none"> • Course-specific Motivational components 	Interest (in the course) Relevance (of the course to one's needs) Expectancy (of success) Satisfaction (one has in the outcome)
<ul style="list-style-type: none"> • Teacher-Specific Motivational Components 	Affiliative Drive (to please the teacher) Authority Type (controlling vs. autonomy-supporting) Direct Socialization of Motivation <ul style="list-style-type: none"> • Modelling • Task presentation • Feedback
<ul style="list-style-type: none"> • Group-Specific Motivational Components 	Goal-Orientedness Norm & Reward System Group Cohesiveness Classroom Goal Structure

The Language Level is that which affects more because it is focused on some important aspects of the L2. The motivation and orientations are these important aspects related with the L2 that allow the achievement of the goals of this learning in a large extent. Dörnyei (1994) included at this level the integrative motivational subsystem and the instrumental motivational subsystem.

The Learner Level is the next, which includes those individual aspects that make each learner different among the rest. Motivation is influenced at this level by the learner's need for achievement and the learner's self-confidence.

The Learning Situation Level is the third level where motivation is influenced by the course, the teacher and the specific aspects like interest, relevance, expectancy, satisfaction, autonomy supporting, task presentation, feedback, cooperation, competitiveness and so on.

In 1998 he established his last classification with the seven main motivational dimensions in learning and acquiring a second language.

Dörnyei (2001) pointed out factors affecting L2 proficiency through a William and Burden's classification.

FACTORS IN L2 ACQUISITION

INTERNAL FACTORS

- Intrinsic interest of activity
 - Arousal of curiosity
 - Optimal degree of challenge
- Perceived value of activity
 - Personal relevance
 - Anticipated value of outcomes
 - Intrinsic value attributed to the activity
- Sense of agency
 - Locus of causality
 - Locus of control re: process and outcome
 - Ability to set appropriate goals
- Mastery
 - Feelings of competence
 - Awareness of developing skills
 - Self-efficacy
- Self-concept
 - Realistic awareness of personal strengths and weaknesses in skills required
 - Personal definitions and judgements of success and failure
 - Self-worth concern
 - Learned helplessness
- Attitudes
 - To language learning in general
 - To the target language
 - To the target language community and culture
- Other affective states
 - Confidence
 - Anxiety, fear
- Developmental age and stage
- Gender

EXTERNAL FACTORS

- Significant others
 - Parents
 - Teachers
 - Peers
- The nature of interaction with significant others
 - Mediated learning experiences
 - The nature and amount of feedback
 - Rewards
 - The nature and amount of appropriate praise
 - Punishments, sanctions
- The learning environment
 - Comfort
 - Resources
 - Time of day, week, year
 - Size of class and school
 - Class and school ethos
- The broader context
 - Wider family networks
 - The local education system
 - Conflicting interests
 - Cultural norms
 - Societal expectations and attitudes

To conclude this section about the most important affective factor influencing the second-language acquisition, we have noticed that there is a big amount of

theories and models proposed by many different authors from many years ago, all of them in consequence of a large variety of empirical research done in this field.

2.3. Anxiety

Anxiety is an affective factor that influences the learning of a second language in an important way. Anxiety in second language learning can be seen “as similar to general feelings of tension that students experience in the classroom” (Corredera 2006:48). This author added that “almost everyone feels some anxiety when learning, and having to perform in a new language compounds anxious feelings” (Corredera 2006:49).

This affective factor has also been discussed in many research studies because it has always been thought that has affected the success in language acquisition and finally some authors like McIntyre and Gardner on 1991 confirmed that ‘language anxiety’ exists indeed and it has a considerable effect on second language learning although others like Phillips (1992) considered that “anxiety is a complex factor and difficult to appraise” (p. 2).

It has been underlined that there is some reciprocity between anxiety and proficiency, as Reid (1999:297) claimed “even in optimum conditions, students can experience destructive forms of anxiety”. Moreover research and the experience of teachers have always showed that language learning contexts are especially susceptible to anxiety arousal (MacIntyre and Gardner, 1989; MacIntyre, 1995).

Besides, Oxford (1999) studied the largest time anxiety can affect language, in order to check if it was for short or long-term, whether it was bad or beneficial, as well as other factors related with anxiety, and how it can be identified in the language lesson.

In the field of the second language learning which concerns us, we should understand anxiety such as the fear feeling experienced when a situation requires the use of a second language and the subject does not manage the language as well as he/she would expect (Spielberger, 1983).

In this way of anxiety William and Burden (1997) reckoned that anxiety is also affected by a number of other factors. According to this idea Liebert and Morris (1967) had underlined many years before ‘worry’ and ‘emotionality’ among other cognitive and affective components of anxiety.

Horwitz (1986:127) found correlations between anxiety and performance and she put forward three components of anxiety related to this correlation:

- *Communication apprehension.* An individual level of fear or anxiety associated with either real or anticipated communication with another person or other persons. When the ability and desire to participate in discussion are present, but the process of verbalizing is inhibited, shyness or reticence is occurring. Communication apprehensive people may not appear apprehensive unless they are engaging in a particular type of communication.
- *Test anxiety.* A psychological condition in which a person experiences distress before, during, or after an exam or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning. Test anxiety can develop from a number of reasons. Worrying about how anxiety will affect you, lack of preparation and lack of confidence can be factors that provide anxiety situations.
- *Fear of negative evaluation.* It is a strong source of language anxiety. It occurs when learner feels that he/she is not able to make the best social impression. It is an apprehension about others' evaluation.

Besides all these different definitions, classifications and conclusions about anxiety and how it can affect the learning of a second language, there is also a vast amount of studies to prove the relation between low anxiety learners and their successful results.

2.4. Self-confidence and self-esteem

A large part of a person's feelings are associated with all that that a person feels about himself/herself, and these feelings affect directly all that is around this person. For this reason, self-confidence and self-esteem are factors that we must consider essential in the aspects that affect second language acquisition.

A self-confident person is a more successful language learner. This is the conclusion of many researches that have demonstrated the existence of this relationship. Self-confident people have the advantage of not to feel uncomfortable in learning process situations, and their participation in them does not worry them. Moreover, making mistakes does not cause stress or confusion to them. This probably enhances subconscious language learning because they are keener to take in and process what they hear in any single situation.

In our words, the filter of the self-confident person is less thick and allows better the acquisition of new knowledge about the L2. In addition, self-confident people are less influenced by the monitor and others' opinions because they are not so worried about how they appear and their consequences.

According to this affective factor, there is another similar one and related to it. Self-esteem is considered important in success procedures in learning situations. Schumann established three aspects of self-esteem:

- Global (overall assessment of one's worth)
- Specific (self-evaluation in various life situations, e.g. at work, and in individual characteristics, such as personality and intelligence)
- Task (self-evaluation in particular tasks)

Schumann considers that it is unclear that high self-esteem causes direct language success, but teachers should encourage students to feel proud of their success and abilities because they facilitate the language learning process.

2.5. More about external factors

Other external aspects like teaching style and teachers' attitudes towards learners affect the level of acquired language through language opportunities. These and other external issues influence the affective factors and emotions which keep the affective filter up or down to obtain success in language acquisition.

2.6. Pedagogical Implications

Regarding those affective factors I chose rhythm to work with as a disinhibitive method, including music and songs in English to motivate learners in the use of this particular language.

Dance and music is a good way to achieve some goals in children and teenagers education. Not only they enjoy moving, but they also enjoy being with others and they can get to know themselves, their abilities and difficulties.

Moreover, they learn to socialise with others in a positive atmosphere of fun and respect. For learners, it is important to amplify their knowledge to new fields, work on disinhibition, become familiar to the music and the rhythm, adapt their body movements to the music, etc.

The involvement of emotions is critical for a long term learning process. Songs are a way to express difficult feelings, since music has a great power to stimulate emotions, sensitivity and imagination without forgetting the derived consequences from the ability songs have to engage and remain in our memory.

Working with songs motivates and encourages students with verbal, musical, interpersonal and intrapersonal intelligence due to a song involves lyrics (verbal), music (musical), they share their learning process with others and even learn to sing (interpersonal) and reflection and introspection (intrapersonal).

Another solid theory in which the use of songs in the language classroom is based on is the Affective Filter Hypothesis of Krashen, S. (1983), as we said in previous sections of this text. According to him, the acquisition process of learning is achieved in an atmosphere of security and confidence for students. Thus, teachers have to provide their students a pleasant and positive atmosphere in which they feel comfortable and motivated.

In this ideal learning context, songs have a very important role for teachers and students. They create a positive environment in the classroom as we have pointed out before. Regarding vocabulary, songs are mainly suitable for its introduction because songs create a context. In relation to grammar, grammatical structures of lyrics' songs are used in a natural context which helps to know the use of a language. Concerning pronunciation, tones, stress rhythms and accents of music promote learning pronunciation.

Listen, learn and sing songs in class are invaluable educational practices. They are ideal oral texts to practice aspects like rhythm, speed and the correct pronunciation... besides as a teaching activity; songs are an alternative to other repetition exercises little motivators (...). (Cassany, 1994:409).

In addition, the song can also be used as a text, in the same way as a poem, a story, a novel, an article, etc. Finally, regarding the linguistic input, it seems to have a deep relationship between rhythm and speech. Being sensitive to the rhythm is a basic and necessary first step in getting knowledge of a language and it may be the best way to expose the pace to students through music.

As Varela (2003) claims, songs develop all language skills and activate the two brain hemispheres. She points out that songs can be used to:

- Teach vocabulary
- Practise pronunciation
- Repair common mistakes
- Stimulate class discussion
- Teach culture and civilization
- Study the linguistic varieties of language taught
- Encourage creativity
- Develop oral comprehension and reading
- Develop oral and written expression
- Review morphosyntactic aspects
- Motivate students to learn a foreign language
- Develop the rhythm and musical sense

Therefore, most authors agree that songs have a great educational value for its importance in cognitive and affective development of people's personalities, being a source of stimulation in any learning process.

3. PRACTICUM

3.1. Practicum Planning

3.1.1. The students' needs

Thanks to my previous experience in this school some months ago in which I had the opportunity to stay into some classes as an observer, I could notice that some students of 1st and 2nd grade of Primary Level showed little effects related to their speech which could be probably influenced by affective factors.

After analysing them, we established the following needs of those students:

- To feel comfortable with their use of English.
- To feel free to use English whenever they wanted.
- Not to feel embarrassed to make mistakes when they used English.
- Not to feel worried of having to ask a teacher in English.
- To appreciate English more as a valid language in school and for different purposes in order to communicate, learn, sing, play, enjoy...

3.1.2. Objectives to accomplish

This proposal was carried out through the Physical Education subject that forces us to teach English at the same time as learners work on Physical Education contents. In this way, we had to establish two parallel lines of teaching our learners. One of them contained goals, contents and criteria evaluation for English learning and the other one contained those same sections for Physical Education learning.

Once the direction of this proposal has been clarified, we propose the following goals and contents of our teaching practice for both areas. They are identified as conceptual, procedural or attitudinal:

Goals of English learning:

- To learn parts of the body (C) (APPENDIX A)
- To understand what rhythm is (C)
- To identify and write rightly parts of the body (P)
- To participate actively and correctly in speaking games (P)
- To use English in an unworried way and enjoy it (A)

Goals of Physical Education learning:

- To learn parts of the body (C)
- To understand what the rhythm is (C)
- To identify parts of the body (P)
- To identify different rhythms (P)
- To follow different rhythms of tambourine and music (P)
- To enjoy to respect the differences among classmates (A)

Contents related to English learning:

- Learning of parts of the body (C)
- Comprehension of what rhythm is (C)
- Comprehension of teacher's instructions and carry out what the teacher tells (P)
- Comprehension of classmates' oral information (P)
- Comprehension, learning and singing songs in English (P)
- Active and correct participation in speaking games (P)
- Identification and writing of parts of the body rightly (P)
- Making questions to classmates with the appropriate structure and intonation (P)
- Oral expression with right voice blows (P)
- Learning and singing lyrics of songs in English (P)
- Singing English songs with the appropriate pronunciation (P)
- Practising of reading through a song (P)
- Memorization and writing sentences of a song correctly (P)
- Disinhibition of the use of English in front of classmates (P), (A)
- Cooperation in tasks production in English (A)
- Presentation of positive attitudes towards the use of English (A)
- Use of English in an unworried way and the enjoyment of it (A)
- Appreciation of English language as a valid one and the possibilities it offers us (communicate, enjoy...) (A)
- Respect for classmates' oral expressions (A)
- Enjoyment of music and English as ways of entertainment (A)

Contents related to Physical Education learning:

- Learning of parts of the body (C)
- Comprehension of what rhythm is (C)
- Identification of parts of the body (P)
- Awareness of movements of parts of the body (P)
- Making and performing coherent rhythms with parts of the body (P)
- Identification of different rhythms (P)
- Following of different rhythms of tambourine (P)
- Identification of the rhythm of a rap song and singing of it following the rhythm (P)
- Learning and dancing of easy choreographies (P)
- Free expression to the beat (P)
- Respect for classmates' artistic expressions (A)
- Enjoyment and respect for differences between classmates (A)
- Competition in teams showing respect for opponents and fair play (A)

3.1.3. The Relation of the Lesson Plan with the LOE

Once established specific goals and contents for this particular lesson planning, we consider necessary to contextualize this proposal into the present law.

Therefore, according to the present law we show the general goals for the primary stage, the specific goals and contents for each area, the competences that this lesson planning favours and criteria in law directly related to this specific approach of teaching English during Physical Education lessons.

General goals for Primary stage – DECREE 111 of Valencian Community

- A) To know and appreciate the values and norms of coexistence and prepare for active citizenship respecting and defending human rights and pluralism in a democratic society.
- B) To develop individual and team work, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning, to achieve successfully a well done job.
- C) To develop a responsible attitude and respect for others favouring an ideal atmosphere for personal freedom, learning and living, and encourage attitudes that promote coexistence in school, family and social spheres.
- F) To acquire basic skills, in at least one foreign language, to enable the students to express and understand simple messages and act in everyday situations.
- K) To value the hygiene and health, know and respect the human body, and use physical education and sport to encourage both personal and social development.
- L) To communicate through verbal means, physical, visual, musical and mathematical expression, develop aesthetic sensibility, creativity and the ability to enjoy their work and artistic expression.
- O) To develop all aspects of personality and an attitude against violence and prejudices of any kind.

P.E. general goals for Primary stage

1. To understand and appreciate the body and physical activity as a means of exploration and enjoyment of their motor possibilities, relationships with others and as means to organize their free time.
3. To use the physical skills, motor skills and knowledge of the structure and functioning of the body to adapt movement to circumstances and conditions of each situation.
5. To perform individually physical activities that require a level of effort and ability, emphasizing the effort.
7. To use means of creativity in the body and movement, in an aesthetic and creative autonomous way, communicating feelings, emotions and ideas.
8. To develop individual initiative and the habit of teamwork accepting norms and rules established previously.
9. To participate in physical activities, sharing projects, establishing cooperative relationships to achieve common goals, solving conflicts through dialogue and avoiding discrimination on personal characteristics, gender, social and cultural reasons.

English Language general goals for Primary stage

1. To listen and understand messages, using the information provided for tasks related to their experience.
2. To express themselves orally in simple, everyday situations, using verbal and nonverbal procedures and adopting a respectful and cooperative attitude.
6. To use language progressively to affirm and extend content from no linguistic courses already learned and to learn new ones.
7. To value the foreign language and languages in general, as means of communication and understanding between people from different cultures and as a tool for learning different contents.
8. To show a receptive, motivating and confident attitude in their own ability to learn and use a foreign language.
11. To identify the phonetic aspects of rhythm, stress and intonation, and linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

P.E. contents for 1st & 2nd grade

Block 1. **Body, image and perception.** It corresponds to the contents that allow the development of perceptual-motor skills.

- Body structure. The use, perception, identification and performing of the body.
- Parts of the body and its involvement in the movement.
- Coordination and general dynamic segments.
- Sensorial possibilities (sight, hearing, touch).
- Acceptance and appreciation of their own body, increasing the confidence on their possibilities: autonomy and self-esteem.

Block 2. **Motor skills.**

- Forms and possibilities of movement. Experimentation of different forms of execution and control of basic motor skills.
- Development of walking, running, jumping and turning in a smooth and natural way.

Block 3. **Artistic-expressive physical activities.** They contain contents related to encouragement of expression through body and movement.

- Discovery, exploration and experimenting of possibilities of body expression and body movement.
- Improvement of spontaneity and creativity in expressive movements.
- Synchronization of movement with simple rhythmic structures.
- Externalization of emotions and feelings through body gestures and movement with disinhibition.

Block 4. **Physical activity and health**

- Adoption of hygiene and body posture habits.

Block 5. **Games and sports**

- The game as a common activity of all cultures. Playing free and organizing games in which basic skills are used.
- Understanding and compliance of the rules of the game.
- Confidence in one's own possibilities and personal effort in games.

English Language contents for 1st & 2nd

Block 1, **Listening, speaking and conversation** has a particular relevance in this stage. In addition, speeches used in the classroom are a vehicle and an object of learning at the same time.

1. Comprehension of simple oral messages and close to the pupils' reality.
3. Participation in oral exchanges related to real or simulated acts of ritualized speech, through verbal and non-verbal responses provided by communication routines for classroom activities in communicative contexts.
4. Oral reproduction to express basic needs in the classroom.
5. Listening carefully and understand short, simple texts related to meaningful classroom activities produced in different communicative situations.

6. Playing short oral texts previously taught through songs, rhymes, stories and drama with very simple gestures or visual support.
8. Assessment of language as a tool to communicate.

Block 2, **Reading and Writing**. The increased use of written language depends on the level of knowledge of oral forms and the progressive security in the graphic representation of sounds of that language.

1. Reading of words and very basic phrases (presented in a context previously taught), in different communicative or entertaining situations as a part of the completion of a task or reading for pleasure and interest.
3. Writing of basic vocabulary and simple sentences, previously acquired by the students, in different communicative situations.

Block 3. **Knowledge of the language**

3.1. Linguistic knowledge

3.1.1. Use of language

- Use of basic language functions in simple communicative exchanges.

3.1.2. Language reflection.

- Approach to patterns of rhythm, stress and intonation characteristics through routines, songs and *tirallongues*.
- Recognition and use of some common forms and typical structures of the language.
- Recognition of spelling, pronunciation and meaning of written forms and oral expressions known by students.

3.2. Learning reflection

1. Use of strategies, skills and procedures (repetition, memorization, relationship of words with images, organizing topic related vocabulary, observation of models...) for the acquisition of new vocabulary and basic structures of the language or for the consolidation of those previously acquired.
5. Positive attitude and confidence in one's ability to learn the language and the pleasure of collaborative work.
9. Assessment of the learning process reassuring the confidence and self-esteem.

Block 4, **Language as a tool of learning** with the aim that students acquire progressively content of non-language curricular materials.

1. Development of vocabulary and topics related to the immediate environment of the students, their interests and experiences, based on concepts already acquired in L1 or L2.
2. Activities contextualized in a foreign language with content of little demand for cognitive areas.

Block 5. **Socio-cultural aspects and intercultural awareness.**

1. Curiosity, respect and interest in other languages and cultures different from their own.
2. Recognition and use of basic formulas and expressions of social manners: greetings, goodbye, thank you, asking "please" in specific communication situations.
6. Appreciation of the importance of language as a communication tool.

Basic Competences developed by this lesson plan

On the one hand, Physical Education helps students to learn to live with respect to the development and acceptance of rules for the collaborative performance, from respect to personal autonomy, participation and evaluation of diversity. Activities aimed at the acquisition of motor skills require the ability to accept the differences as well as the own and others' possibilities and limitations.

Physical education helps achieve autonomy and personal initiative as far as inviting students to make decisions with progressive autonomy in situations where they must demonstrate self-improvement, perseverance and positive attitude.

This area contributes to a lesser extent to the competence from learning to learn through self-knowledge and the own possibilities and shortcomings as a starting point for motor learning.

P.E. also contributes, like the rest of learning, to the acquisition of competence in linguistic communication, because of the offering of wide range of communicative exchanges, the use of the rules that manage them and the specific vocabulary of the area.

On the other hand the study of a foreign language contributes to the development of linguistic competence in communication directly.

Thinking about a language favours learning to learn competence and the autonomy and personal initiative, since it prepares students to advance themselves in the knowledge and use of that language.

In addition, it contributes greatly to the development of social and civic competence to discover other cultures and interact with other people, speakers or learners of that language in a way that stimulate respect and integration.

P.E. assessment criteria for 1st & 2nd grade

1. To react physically in front of visual, tactile and hearing stimulus, giving motor responses adapted to the characteristics of those stimuli.
2. To move, rotate and jump in different ways, varying support points amplitudes and frequencies, with coordination and orientation in space.
6. To play a rhythmical structure with instruments or to act it physically.
7. To perform characters and situations through the body and movement with ease and uninhibited activity.

English Language assessment criteria for 1st & 2nd grade

1. To understand the main idea and identify specific information in different oral texts of different communicative situations.
2. To read silently and aloud, different texts with increasingly extensive vocabulary and more complex expressions, with the help of basic strategies to obtain explicit information.
5. To recognise and reproduce better sounds, rhythm, stress and intonation in different communicative contexts, and in the use of basic shapes and typical structures of the language.
6. To use strategies that favour the learning process : the use of visual resources and gestures , asking questions to obtain relevant information, request clarification, using bilingual and monolingual dictionaries, search, collect and organize information in different formats, using communication and information technologies to compare and verify information, and identify some ways that help you learn better.
7. To appreciate the language as an instrument to communicate with other people and as a tool for learning, and show curiosity towards those who speak a foreign language and interest to establish relationships helped by new technologies.

3.1.4. Tasks and materials for the Lesson Planning

According to the goals, contents and criteria presented previously, we designed lesson plans to teach English through Physical Education. There were a total of 9 sessions which combined contents of both areas and we took into account the use of English language and the development of most of the language skills.

We show below the general development of P.E. contents along 9 sessions. We considered this order of development of P.E. contents would provide learners with a logical progression of difficulty and disinhibition which would favour English skills work and English use.

LESSON PLAN: “BODY & RHYTHM”

SESSION 1: Body consciousness (initial evaluation of body parts)

SESSION 2: Body consciousness and rhythm (initial evaluation of rhythm)

SESSION 3: Body consciousness and rhythm

SESSION 4: Rhythm

SESSION 5: Body consciousness and rhythm (easy choreography)

SESSION 6: Body consciousness

SESSION 7: Rhythm (Rap)

SESSION 8: In class session. Parts of the body evaluation. (English evaluation)

SESSION 9: Body consciousness and rhythm. (English and P.E. final evaluation)

In order to a better understanding of those tasks and materials we are going to present them in section **3.2.3.Lesson Plans and Implementation** and at the same time we describe and explain the development of each session during the teaching practice.

3.2. Practicum Description: Implementation of Tasks

3.2.1. Students

This particular proposal was addressed basically at initial grades pupils from José Soriano Ramos School. They use English as a vehicular language in their educational daily lives since they were 3 or 4.

There were 2 classes per each grade which meant 2 classes of 1st grade containing 27 and 28 children and 2 more classes of 2nd grade containing 27 and 30 children.

Most of them were children with standard psychic and physical abilities and only a couple of them showed slight learning difficulties at doing the same activities as their classmates. However, sometimes they were helped by classmates or teachers. Those students had some reinforcement hours for some subjects.

They were mixed groups of boys and girls with a good relationship among themselves and there were not any new students in none of those 4 classrooms.

3.2.2. Methodology

This approach was carried out in the Physical Education area whose methodology to monitor the lessons in order to achieve the goals in benefit of learners is a bit different from those areas with a less dynamic treatment of their contents. In that way, the methodology used in this lesson plan was:

Comprehensive, understanding the human as a global one. In that way no activity was addressed at a single area of the person, but all the activities tried to promote the development of all capacities of the child, ranging from this comprehensive approach not only physical, but also intellectual, emotional and social aspects.

Active and participative, in that way children were not just receivers, children **took** part of the educational process. Moreover, some activities allowed children to be builders of their own learning through experimentation, observation, and search for solutions.

Affective, attending to the individual needs. Providing security and balance in children by improving their self-esteem and personal autonomy, always in an atmosphere of trust and respect, where they were assessed as they are.

Socializing, communicating and collaborating, like activities were done in groups, interacting, socializing and communicating with others. From this perspective we considered important to establish a pleasant atmosphere, encouraging communication and positive relationships among children and between children and teacher. This was carried out from a collaborative approach in which all kinds of rivalries were avoided.

Ludic, because most of the activities were *played-tasks*, using the game as an educational resource of motivation and disinhibition.

THEACHING STYLES USED

INCLUSION STYLE

This approach consists of a teaching-learning process which does not leave out any student so it does not include eliminatory activities.

In the lesson plan carried out, all activities are participative and they do not consider the elimination of anyone at any time, trying to give the possibility for each student to do tasks according to their possibilities and limits.

TASKS ASSIGNMENT

The teacher explains the task that students must do to reach a final result. They are defined tasks that favour the control and the organization in class. They allow an increase of the useful time for practice because of working in big groups.

PROBLEM SOLVING

The teacher introduces open activities or problems that students must solve. In that way, the teacher does not know what will happen because he/she does not know the answers.

For example, in front of an individual and collective performance of an element (an animal, a flower, a profession, etc.) to which pupils can give different solutions that were not predetermined. Depending on the possibilities and needs of each student, more or less help will be provided in relation to the information to solve problems.

PERFORMANCE OF THE TEACHER'S MODEL

The student tries to imitate a model of motor activity, with gestures or closed and specific exercises. It is occasionally used in some specific exercises throughout the lesson planning such as dancing choreographies of songs with gestures.

3.2.3. Lesson Plans and Implementation

The teaching proposal performed was composed by 9 lessons which were designed taking into account needs of the students and goals we pretended to achieve. Following, the lesson design and the development and appraisal of each one of those lessons are exposed in order to facilitate the understanding of the real performing of each one of them during those days.

3.2.3.1. SESSION 1: LESSON DESIGN

<p>LESSON PLAN: "BODY & RHYTHM"</p> <p>Num. Session: 1 Grade: 1st/2nd</p> <p>MATERIAL:</p> <ul style="list-style-type: none"> - <i>Head Shoulders Knees and Toes</i> song - Sticky cards with body parts names - Body pictures - Different material to make circuits 	<p>GOALS:</p> <ul style="list-style-type: none"> - To review and learn parts of the body (APPENDIX A) (C) - To identify their parts of the body (P) - To participate actively and correctly in oral production games (P) - To enjoy respecting differences among classmates (A) - To compete in teams showing respect to opponents and fair play (A)
WARM UP	TIME
<p>The learners review parts of the body all together singing the Head Shoulders Knees and Toes (APPENDIX L, song 15) song standing up in circle. Firstly this song will be sung without music to make easy its learning and then following different rhythms and speeds to make it funny. Learners review other parts of the body they already know saying them from head to feet.</p>	5 min
INSTRUCTION/PARTICIPATION	
<p>Shifting. The students move all over the gym walking individually and say hello to their classmates joining each others' parts of the body the teacher asks them to use.</p> <p style="padding-left: 40px;">Teacher: <i>"Say hello with your knees"</i></p> <p>Students must say aloud the name of this part while they join those parts of the body with a classmate.</p> <p style="padding-left: 40px;">Different movements: <i>Walking, running slowly, hopping, jumping with feet together</i></p> <ul style="list-style-type: none"> - The students continue doing these actions and when the teacher blows the whistle they must make pairs and join the part of the body the teacher asks them: Teacher: <i>"Join your (backs, bottoms, feet, thumbs, elbows, chests...)"</i> 	10 min
<p>Relays. The learners have to place sticky cards with parts of the body to the right place on a body picture at the end of a physical circuit which they have to go across individually. Each team has to complete its body picture. The fastest team completing all parts of the body on their right place will be the winner. (APPENDICES A & B)</p>	15 min
COOL DOWN	
<p>Funny greetings. The learners stand up in circle clapping all the time while some of them go to the centre one by one and say: <i>"I'm (Jaume) and I say hello with my (tongue)"</i>. Then everyone repeat the sentence and the greeting of his/her classmate. This classmate goes back to the circle and the next one goes to the centre.</p>	10 min

3.2.3.2. SESSION 1: LESSON DEVELOPMENT & APPRAISAL

In this first session learners reviewed parts of the body they knew through *Head Shoulders Knees and Toes* song and all together named other parts of the body in the **warm up**. They also followed different movements related to parts of the body that teacher asked them in **shifting activity** in order to become familiar with the parts of the body and be conscious of their movements.

Then, they became very motivated when they knew about the **relays** activity where they had to stamp sticky cards of parts of the body on body pictures after they would have gone across a circuit. This funny contact with parts of their body allowed us to know a bit more about the body parts knowledge of our students. The four classes had a similar background of those particular contents. They knew basic parts of the body like common face parts and some others like *shoulder, arm, leg and foot*. Maybe first grade students knew a bit more about parts of the body than second grade students but it was only an overall observation.

Learners had fun in this first session doing body parts activities in a different way. There were some learners who did not remember many parts of the body and others that felt embarrassed in the **last activity of the session**. This was absolutely normal because it was the first class on parts of the body and we had not started with the disinhibition work.

We did not take part in those cases because on the one hand, our intention the learners had just a first contact with parts of the body to review them and to learn some more for the next class. On the other hand we just wanted to see how they managed possible situations of anxiety and embarrassment like in the last activity where they were forced to speak in a funny way. What we did in those moments was to help them naturally giving them a clue in order they could guess the right place for the particular sticker with a part of the body. We also helped the embarrassed learner doing the greeting both together.

To conclude, there were not big differences among the four classes implemented to different grades. This was the first session implemented in each class and we did not know what to expect from students. We did not have a lot of feedback from students yet but we could have an idea about them to take into account for next classes.

In addition, learners were immersed in a continuous oral comprehension context where they also had to speak, read and identify written words and the work of all those skills was the most important in a session taught in English language.

3.2.3.3. SESSION 2: LESSON DESIGN

<p>LESSON PLAN: "BODY & RHYTHM"</p> <p>Num. Session: 2 Grade: 1st/2nd</p> <p>MATERIAL:</p> <ul style="list-style-type: none"> - <i>Head Shoulders Knees and Toes</i> song - Worksheets to complete body parts - Pencils and rubbers - Different material to make circuits - A drum / A tambourine - Relaxing music 	<p>GOALS:</p> <ul style="list-style-type: none"> - To review parts of the body (C) - To understand and carry out instructions that the teacher tells (P) - To participate actively and correctly in oral production games (P) - To identify and write parts of the body rightly (P) (APPENDIX C) - To follow different rhythms of tambourine (P) - To compete in teams showing respect to opponents and fair play (A) - To show positive attitudes towards the use of English (A)
WARM UP	TIME
<p>The teacher asks learners which parts of the body they remember to review those used in the last session. All together standing up in circle sing and dance one more time the <i>Head Shoulders Knees and Toes song</i> with music to learn it definitively.</p> <p>What can you see? The learners move all over the gym. When the teacher says <i>I can see, I can see...!</i> everyone replies <i>What can you see?!</i> and the teacher mention an action like <i>I can see some children jumping like kangaroos!</i> that students have to perform</p>	10 min
INSTRUCTION/PARTICIPATION	
<p>Peter says. The students stand up in a circle. Learners do what the teacher asks them to do:</p> <p style="padding-left: 40px;"><i>Peter says you have to touch your elbow</i> <i>Peter says you have to touch your waist</i> <i>Peter says you have to touch your right ear</i> <i>Peter says you have to touch shoulders of your mate on your right...</i></p> <ul style="list-style-type: none"> - Then some learners will continue in the same way. <p>Relays. The learners have to write the parts of the body on the right place on the body worksheet (APPENDICES C & D) at the end of a physical circuit which they have to go across individually. Each team has to complete its body worksheet. The fastest team completing all body parts on their right place of the worksheet is the winner.</p>	10 min 15 min
COOL DOWN	
<p>Follow the rhythm. The teacher plays the tambourine. Learners move all over the gym following the rhythm of the tambourine in different ways: jumping, hoping, crawling, walking...</p>	5 min

3.2.3.4. SESSION 2: LESSON DEVELOPMENT & APPRAISAL

This second session dealt with body consciousness and rhythm. The structure of the session combined active tasks with more relaxing tasks in favour of the use of English. The **first warm up activity** was to sing the *Head Shoulders Knees and Toes* song again to acquire definitively those parts students should know from last year.

The second warm up activity to perform was an active task where learners had to represent the action teacher told them after a short exchange of sentences. In this way, learners linked body parts with different movements they could do using those parts of the body.

Concerning parts of the body, learners had to make an effort to learn new parts of the body. All parts of the body were introduced orally and they had to understand and identify which part was referred in **Peter says activity**. In this more relaxing activity some students chosen by the teacher randomly produced orally saying parts of the body that classmates had to touch. All those parts of the body were also introduced with worksheets in the **relays activity** to develop reading and writing skills. Most of five groups of each class completed the whole worksheet with just few mistakes (APPENDIX E)

On the other hand, rhythm work was introduced by first time in **the cool down** of the class to check rhythm consciousness level on learners as an initial assessment. First results about their rhythm consciousness were better than we expected for most of the students.

This session was fantastic and we noticed learners paid attention and motivated mainly in competition games. However there was something that needed to be improved in following lessons: a little number of learners on each group. I considered in some classes this large number made them stay in the queue waiting for their turn too long. We could not do anything because we had to stay in the gym for two reasons: firstly, the need of the gym wall bars to hang the big body pictures for the relays game and secondly, the strong wind outside during those days.

Provided that we had been able to use the playground, we would have made up one more group in order to have teams with a fewer number of students favoring participation and we could have left pictures on the floor at the end of the circuit.

We must confess a modification from the initial lesson plan. First grade students of both classes repeated the relays game exactly as the previous day and did not write the words in order to become more familiar with parts of the body reading and recognizing them. The reason was that they were not able to think and write so quick as learners of second grade and, as a result, this would have slowed down the races.

3.2.3.5. SESSION 3: LESSON DESIGN

LESSON PLAN: “BODY & RHYTHM”		GOALS:
Num. Session: 3	Grade: 1st/2nd	- To understand what rhythm is and different instructions related to rhythm (C) & (P)
MATERIAL:		- To identify different rhythms (P)
- A drum/ A tambourine		- To express themselves freely to the beat (P)
- Songs with different rhythms		- To ask questions to classmates with the appropriate structure and intonation (P)
- Cones (to demarcate areas)		- To respect the artistic expressions of classmates (A)
- Relaxing music		- To cooperate producing tasks in English (A)
WARM UP		TIME
The teacher asks the learners what the rhythm is. Then the teacher explains learners briefly what rhythm is.		10 min
Follow the rhythm. The teacher plays the tambourine. Learners move all over the gym following the rhythm of the tambourine in different ways: jumping, hoping, crawling, walking...		
INSTRUCTION/PARTICIPATION		
Rhythm and groups. The learners move all over the gym trying to follow the rhythm of the tambourine. Students make up groups of a specific number of classmates joining a part of the body when the teacher asks them.		10 min
Then learners move following the rhythm of different songs. Firstly they do it individually. After that they do it in pairs.		
To finish this rhythm activity students dance in pairs trying to follow the rhythm of the music (APPENDIX L). Then they will swap couples.		15 min
Can you move your...? The learners are located at the centre of the court in pairs in two parallel lines face to face separated by one metre and a half distance. Each student from one line asks to the classmate in front of them if they can move a part of the body, Can you move your...? Then each classmate in front of them answers. If the answer is Yes, I can the classmate who has asked the question has to run and catch this student in front of him/her. If the answer is No, I can't the classmate who has answered has to run and catch this student in front of him/her.		
They must run up to the line at the end of the court.		
COOL DOWN		
Relaxing music (APPENDIX L relaxing songs) to represent they fall asleep.		5 min

3.2.3.6. SESSION 3: LESSON DEVELOPMENT & APPRAISAL

This third session played an important role because we started the disinhibition work dealing with rhythm from different sources and treated in different ways. It was mixed up with body content activities to follow with the rhythm progression in the next session and to give most shy students time to develop disinhibition and not to increase anxiety levels in them.

Besides, this combination of contents in this session allowed us to introduce a task to develop the oral skills and to force the students to ask and answer questions with correct patterns.

We introduced this session with **the explanation of rhythm** to learners which was a bit difficult for them to understand exactly what the rhythm means. We asked the students to tell us things they knew that make the same sound repeatedly. Some classes were not able to say anything, although some students from other classes said *the drum sound* and others said that *when we run we make sounds with feet*. So we used common things in real life that keep regular rhythms like the horse walk, the sound of a clock, the rain, etc. as an approach to the rhythm as a regular repetition of a sound. Then we explained that all music has a rhythm.

To continue we repeated the last activity of previous session ***Follow the rhythm*** to refresh students the rhythm consciousness and to introduce the progression of rhythm knowledge through which we were going to work on.

After that they had to react physically to the teacher demands related to rhythm in the ***Rhythm and groups activity***. Then they started with the disinhibition work moving freely following the rhythm and dancing in pairs. Some of them reacted separating them from their partners and feeling embarrassed which was something expected. We told them that they had to keep together and respect their partners. Different type of music was used to make this moment funnier and relaxing.

The third activity was conducted to force kids to ask others with the correct structure and intonation and to review parts of body they were learning. In addition they practised short answers for *yes* or *no* questions. We spent much time explaining this activity and reorganizing it during the game. We had some difficulties and we consider these happened because of the complexity of the game but not because of the language used. Finally, we corrected the situation choosing all together a part of the body and asking the question to each classmate all together. In this way they learned parts of the body better because they had their classmates' oral support.

Maybe some learners of second grade showed more difficulties in their sessions to produce orally without mistakes than first grade learners in their sessions.

3.2.3.7. SESSION 4: LESSON DESIGN

<p>LESSON PLAN: "BODY & RHYTHM"</p> <p>Num Session: 4 Grade: 1st/2nd</p> <p>MATERIAL: - 5/6 Tennis balls - Percussion instruments - 5/6 Ropes - Relaxing music (APPENDIX L relaxing songs)</p>	<p>GOALS:</p> <ul style="list-style-type: none"> - To invent and perform coherent rhythms with parts of the body (P) - To express orally with right voice blows (P) - To understand oral information from classmates and teacher instructions (P) - To respect artistic and oral expressions of classmates (A) - To use English in an unworried way and enjoy it(A)
WARM UP	TIME
<p>The talkative giants. Learners stand up in circle. Students go to the centre one by one and say "My - name - is - (Car - los)" at the same time they stamp their feet on the floor alternately like giants. The rest of the class repeat the sentence and the action like talkative giants respecting the rhythm of the sentence according to the syllables number of the sentence.</p>	5 min
INSTRUCTION/PARTICIPATION	
<p>Voice blows. Students stand up and form circles in groups. One by one in each group they say a sentence breaking it up into syllables while bouncing a tennis ball following the rhythm of that sentence.</p> <p>-My - name - is - (Jo - an) Bouncing the ball 5 times, one per each syllable, at the same time they say the sentence.</p> <p>- My - name - is - Pau - la - Mar - tí - Llop - I - don't - like - sau - sa - ges</p> <p>Free rhythms. In the same groups one of the learners stays at the centre of the circle made with a rope on the floor with a percussion instrument. This student plays an easy rhythm and the rest turn around him/her walking and following the rhythm. Then they will swap roles.</p> <p>Repeat my rhythm. All learners stand up and form a circle. One of them make a rhythm using palms and different parts of the body (<i>fingers, chest, thighs...</i>) and the rest of the class repeats the rhythm. Everyone tries a new rhythm.</p>	10 min 10 min 10 min
COOL DOWN	
<p>The students pretend to dream while they listen to relaxing music (APPENDIX L, relaxing songs). Then they tell to the rest of the class about their dream.</p>	5 min

3.2.3.8. SESSION 4: LESSON DEVELOPMENT & APPRAISAL

The first game of this session *Talkative giants* was thought to start the class in a disinhibitive way following the progressive work of disinhibition through rhythm in order to decrease anxiety levels and feeling of embarrassment at the same time motivation for the use of English is favoured by rhythm work.

In this first activity, students had to act in front of their classmates performing as giants stamping their feet on the floor and talking in an exaggerated way which made the activity attractive and very funny. Sometimes, when a student did not say the sentence with the right blows of voice, we stopped the game and made them repeat to ask the rest of learners how they could improve the sentence rhythm talking like giants to make them conscious of syllables in words and rhythm at the same time. It was successful in all classes and they really seemed to enjoy it.

The *Voice blows* and *Free rhythms* activities were carried out in little groups with same classmates to save time since this session contained more time consuming activities. *Voice blows* task did not show any difficulty because students understood the task and they performed it very good. Initially some student did not respect their turn and some others were not very good at bouncing the ball at the same time of syllables but we helped them bouncing the ball slower and catching the ball each time. Improvement could be easily seen during the activity.

Regarding the *Free rhythms* activity we used ropes to mark circles on the floor in order that classmates could respect their place during the game. Each group had a percussion instrument. We provide them with a kettledrum, a drum, a pair of little plates, a metal triangle and a Chinese box that they had to play in different ways to see how the rest of the classmates of each group followed the rhythm.

Those two activities helped students to feel relaxed because of the use of the material which motivated learners and made them enjoy tasks. Both tasks were valid for our proposal in spite of the second that did not provide any language skill work.

There were some little difficulties because they are early stage learners to be absolutely conscious of the rhythm and to produce their own rhythms as happened in *Repeat my rhythm*, were most students invented the same rhythm. We knew that previously but we wanted them to explore through the rhythm in order to lose their apprehensions, develop disinhibition and focus on the use of language. The rhythm was the tool for motivation on their use of English.

We have to say that we noticed that just a reduced number of learners already felt a bit embarrassed in those games which forced students to talk in English to their classmates.

3.2.3.9. SESSION 5: LESSON DESIGN

<p>LESSON PLAN: "BODY & RHYTHM"</p> <p>Num. Session: 5 Grade: 1st/2nd</p> <p>MATERIAL:</p> <ul style="list-style-type: none"> - Pictures of parts of the body - <i>Chu Chu Wa</i> song (APPENDIX L song 17) - Lyrics of <i>Chu Chu Wa</i> song and pictures of gestures (APPENDICES F & G) - Relaxing music (APPENDIX L song 20) 	<p>GOALS:</p> <ul style="list-style-type: none"> - To review and learn parts of the body (C) - To identify their parts of the body and be aware of their movements (P) - To act on the beat expressing themselves physically (P) - To understand instructions and songs in English (P) - To learn and sing lyrics of songs in English (P) - To appreciate English language as a valid one and the possibilities it offers us (to communicate, enjoy ...) (A)
WARM UP	TIME
<p>Everybody looks for. The learners run all over the gym. When the teacher blows the whistle everybody pays attention to him. He says: "Everybody looks for (the cheeks)" and learners have to run very fast to this part of the gym where the picture of this part of the body is hanged to point it and say aloud the name of this part of the body.</p> <p style="text-align: center;">-Pictures: <i>Back / Cheeks / Waist / Thumb / Ankle / Chest</i></p>	10 min
INSTRUCTION/PARTICIPATION	
<p>Learning Chu Chu Wa. The learners stay sat on the floor in front of the teacher and the lyrics of the song (APPENDIX F) hanging from the wall bars of the gym. All together we read the main sentences of the song noticing the correct pronunciation and understanding them. We add a gesture for each sentence (APPENDIX G). After that all together we read the song making the body gestures at the same time.</p>	10 min
<p>Verse and gesture. The learners will make groups of 4 or 5. One learner of each group is in front of their classmates with the back to the lyrics song picture hanging. This learner chooses one of the gestures of the song and performs it without talking. The learners of their group try to identify which sentence of the song belongs to this gesture. Students can see the lyrics in front of them. The learner who guesses the sentence from the gesture made by a classmate gets a point. Each student will make a gesture.</p>	10 min
<p>Dancing Chu Chu Wa: All the class in circle sings the song and dances the choreography with music to learn definitively the song and gestures for each sentence.</p>	5 min
COOL DOWN	
<p>The students have to imagine they are leaves falling from trees by the wind while they listen to relaxing music.</p>	5 min

3.2.3.10. SESSION 5: LESSON DEVELOPMENT & APPRAISAL

Session 5 started with *Everybody looks for* a warm up activity to review some of the new parts of the body where students had to associate those parts of the body with the pictures hanging on the walls of the gym at the same time students ran freely all over the gym. They had to point and repeat the name of the part of the body when they found the right picture. There was not any problem during this first activity.

The instruction/participation part consisted of three activities that made a progression to learn a song and its choreography working through oral expression and reading skill. It started with the **learning of this new song** which students had to read sentence by sentence to understand it. We insisted on the correct pronunciation and intonation of every sentence.

After that, a gesture was assigned for each sentence while students repeated the sentence and the gesture at the same time watching the lyrics and gestures pictures (APPENDICES F & G).

Next they did *Verse & gesture* activity in groups to learn the song and choreography definitively. Some of first grade learners did not respect rules, roles or place in this game what caused that they wasted time and did not learn the song as well as second grade learners who behaved really well in their sessions.

Partly, it was because we modified the floor mark and location for each group in order to improve the activity once we had seen some wrong things happened in this session with other classes. We used benches instead of cones to demarcate different areas and we established a fix order of participation into each group.

Once they learned the lyrics of the song and choreography better, **we danced the Chu Chu Wa song**. Firstly, a few girls of second grade students felt embarrassed of dancing that funny choreography but this changed when the music started to sound. We danced it twice and we asked them to sing aloud. 1st A and 2nd A classes did it very well singing all the class aloud and were able to remember almost the whole song.

To finish the session they relaxed in the **cool down** representing a free leaf moving from one side to the other slowly while relaxing music was played.

This was a different proposal to conduct reading and speaking skills from P.E. classes which help the class to be more relaxed for a few minutes in benefit of other competences.

3.2.3.12. SESSION 6: LESSON DEVELOPMENT & APPRAISAL

Once they had learnt the song in last session we revised the lyrics and gestures with individual participation and repeating all together. The teacher pointed at different students for each sentence of the song and they had to move to the centre of the circle to say the appropriate sentence and its gesture corresponding to each specific moment of the song. Then all students danced the *Chu Chu Wa* song again with music and we pushed some of them to the centre of the circle for each sentence of the song as the disinhibitive part of the **warm up**. The four classes sang aloud and danced in a funny way leaving out worries.

Both next games were conducted to work on actions and movements of parts of the body and identify their parts of the body. ***Finding hoops*** was an active activity where they were moving all over the gym doing physical actions according to teacher's instructions. In that way students had to understand those teacher's demands. Moreover they had to react quickly to find a hoop with a classmate and join each other's body parts named by the teacher. There was not any problem in this activity.

Face to face was not such active as the last one because it was focused on oral comprehension, concentration and reaction. It was a bit difficult to understand because of the complexity of the game but when they learned it they were forced to pay attention to the teacher absolutely to differentiate parts of the body and react quickly for his demands. It was one of the funniest games of all sessions.

Finally, the ***motor story game*** was a proposal to calm down in order to finish the class. Students had to listen carefully what the story told them and imagine they were that eagle doing all those different things. We spread ropes on the floor to help them to imagine the land, the sky and the trees of the jungle. We expected it would be a useful activity to practise listening and comprehension.

Some students became less motivated than others and they were so much expectant waiting for the things we were telling them instead of performing what the story was. It was the first time they did this kind of activity so it could explain some students' reactions. When they did not understand anything, they stood still watching us and we helped them doing the model performing this particular action.

Despite that, learners did it well in general. Just some learners of first grade were able to make sounds like an eagle all the time, what made the game a bit complicated but we did not want to stop the activity to tell them of in order to favour the rest of classmates.

There were almost no differences between four classes and we realised most students knew most of the new parts of the body learned during previous classes.

3.2.3.13. SESSION 7: LESSON DESIGN

LESSON PLAN: "BODY & RHYTHM"		GOALS: <ul style="list-style-type: none"> - To practise reading through a song (P) - To memorize and write correctly sentences of a song (P) - To achieve the learning of an English song and sing it with the appropriate pronunciation (P) - To identify the rhythm of a rap song and sing it following the rhythm (P) - To enjoy music and English as ways of entertainment (A) - To disinhibite on the use of English in front of their classmates (P) , (A)
Num. Session: 7	Grade: 1st/2nd	
MATERIAL: <ul style="list-style-type: none"> - <i>Chu Chu Wa</i> song - Musical base of rap (APPENDIX L song 3) - Lyrics of the rap song - Worksheet to complete the song - Relaxing music (APPENDIX L) 		
WARM UP		TIME
Learners stand up making a line in front of the teacher. Learners say and touch parts of their own body that they have used in previous classes in order to review them.		5 min
INSTRUCTION/PARTICIPATION		
<p>Learning a rap. The teacher introduces a rap song to their students at the same time they read and understand the lyrics of the rap about their school (APPENDIX I). Then we sing the song without music some times and we add gestures for each sentence to make the choreography.</p>		10 min
<p>Complete the song. In groups learners try to learn the song completing the lyrics on the worksheet (APPENDIX J) they have at the end of the physical circuit they have to go across individually. Each learner has to write just one word of the lyrics and go back to the group in order to the next one can start to do the circuit. The fastest group completing the lyrics of the rap song correctly is the winner (APPENDIX K).</p>		10 min
<p>We are rappers. Learners have to identify the rhythm of the musical base of rap. Then they have to review the rap singing and dancing the choreography.</p>		
<p>After that they practice in groups to act in front of the rest of the class like professional rappers.</p>		10 min
<p>Rap: 1 <i>We are children</i> <i>from José Soriano,</i> <i>we speak English</i> <i>we speak Castellano!</i></p>		
<p> 2 <i>We are children</i> <i>from José Soriano,</i> <i>we like English</i> <i>we like Valenciano!!!!</i></p>		
COOL DOWN		
<p>Assembly. Students talk about what they are learning and what is the most difficult for them.</p>		5 min

3.2.3.14. SESSION 7: LESSON DEVELOPMENT & APPRAISAL

This was the last practise session and it was special because of different reasons. There were different activities for different purposes and we tried to work on different skills such as listening and comprehension, writing and oral production. Moreover students had to act in front of classmates singing a rap in English and dancing at the same time. It was expected to be a beautiful session that would show us good results after the disinhibition work carried out during the teaching practise.

Students were motivated by the idea of being professional rappers. First of all, I asked them what they knew about rap music and rappers. Students let me know about the kind of music a rapper makes. After that they read and started **learning the José Soriano School Rap** singing it several times. Learners stood up making a line in front of the teacher. They could read the lyrics of the song on the poster that the teacher had hanging from his neck in front of them. In this way, it was easier to learn the song at the same time they watched teacher movements. Then, we added gestures for each sentence.

Next game was a kind of circuit similar to the one that they had done in sessions 1 and 2. In groups students had to **complete the song** filling the gaps with the corresponding word of the song. Students had got the lyrics of the song hanging on the top of the wall bars of the gym in order students could see it in case they could not remember the song. The activity was performed without problems by learners as it was expected.

Then, once they knew better the rap lyrics thanks to the previous game, we tried to find the rhythm of a rap base which was a bit difficult firstly, because it was a slow rhythm and a slow rhythm is more difficult to find than a fast rhythm. We made the model for them and with few instructions they could follow the rap base better. Next, we sang aloud the whole song following the rhythm, dancing the choreography and acting **like professional rappers**.

Finally, a first half of the class acted like rappers in a concert in front of the rest of the class. Then, it was the turn of the other half of the class. They did it very good and it was the most beautiful moment of the lesson plan carried out.

Most of the first grade learners did not achieve the learning of the whole song, which was absolutely normal because it was practised just in this session. However, it was very rewarding to see them so involved in this session and enjoying singing this new song that told things about them and their school. It was not necessary to make any modification from that planned. Through this session students practised reading focusing on the right pronunciation and intonation and they had to write correctly. Moreover, they learned and sang a whole song in English, which they enjoyed a lot.

3.2.3.15. SESSION 8: LESSON DESIGN

<p>LESSON PLAN: "BODY & RHYTHM"</p> <p>Num. Session: 8 Grade: 1st/2nd</p> <p>MATERIAL: -Worksheet with a body picture and parts of the body to fill</p>	<p>EVAL. CRITERIA:</p> <p>- Do they identify written parts of the body?</p> <p>- Do they write parts of the body correctly?</p>	
<p>IN CLASS SESSION – 1st part of ENGLISH EVALUATION</p>		<p>TIME</p>
<p>1st PART</p> <p>The students review the parts of the body from head to feet that they must have learned after previous classes working on them.</p> <p>2nd PART</p> <p>The learners have a worksheet with a body picture and the name of parts of the body under the picture (APPENDIX C). They have to read each part of the body, identify this part in the picture and complete the boxes with the right part of the body writing it correctly. They do it individually.</p> <p>3rd PART</p> <p>When they finish they have to check they have identified correctly the parts of the body and they have written them properly. Then they can colour the picture.</p>		<p>10 min.</p> <p>30-40 min</p>

3.2.3.16. SESSION 8: LESSON DEVELOPMENT & APPRAISAL

We insisted that they should not confuse some parts of the body similar on their writing or which have a similar phonetic sound like *elbow/eyebrow, wrist/waist* and on new parts of the body like *chest, ankle, nail* as we had been previously doing during all our sessions.

After that, they did the worksheet individually. Some of them asked me how the reading of some words was but when I said to them they identified which part of the body we were referring to.

Some of them made mistakes identifying parts of the body and others writing them correctly but the marks in this assessment part were good (APPENDIX N).

3.2.3.17. SESSION 9: LESSON DESIGN

<p>LESSON PLAN: "BODY & RHYTHM"</p> <p>Num Session: 9 Grade: 1st/2nd</p> <p>MATERIAL:</p> <ul style="list-style-type: none"> - A drum / A tambourine - Music - Cones 	<p>EVAL. CRITERIA:</p> <ul style="list-style-type: none"> - Do they follow different rhythms of tambourine? - Do they follow a steady and regular music rhythm? - Do they identify parts of the body orally? - Do they speak with the right structure and pronunciation?
INITIAL PART	TIME
<p>The teacher explain learners what we are going to do and why.</p>	<p>5 min</p>
ASSESSMENT PART	
<p>1st PART - RHYTHM EVALUATION</p> <p>The teacher divides the learners in 2 groups. While the 1st group does the activity the 2nd group waits for its turn and pays attention. The 1st group has to listen to different rhythms of tambourine played by the teacher and move all over the gym following the rhythm. Then they have to follow the rhythm of music in the same way.</p> <p>Once teacher has checked if students follow the rhythm properly students in groups will change their roles.</p> <p>2nd PART – EVALUATION OF ENGLISH ORAL PRODUCTION AND PARTS OF THE BODY IDENTIFICATION</p> <p>The learners in trios. Each learner of each trio is identified by a number (1, 2 or 3). Then the learner number 1 asks to number 2 to touch a part of the body of number 3. Number 2 has to understand the sentence and identify the body part to touch it. They will change roles.</p> <p>In this way the teacher will check they produce oral English with the right structure and pronunciation and they identify parts of the body orally.</p>	<p>10 min</p> <p>20 min</p>
COOL DOWN	
<p>Assembly. The learners sat on the floor. All together we talk about previous classes and what they have learnt.</p>	<p>5 min</p>

3.2.3.18. SESSION 9: LESSON DEVELOPMENT & APPRAISAL

This last session assessed rhythm acquisition regarding P.E. contents and parts of the body identification regarding English oral skill and body consciousness as P.E. content.

The first part was easier to assess because half of the class was doing the task and the other half was waiting sitting on benches. Nevertheless, behaviour of the first grade learners was not the best, so we spent time on that, allowing us to conclude all sessions talking about what they had learnt all together.

The second part was a bit more difficult because they were in trios and we had to assess quickly their competences on producing orally and identifying parts of the body of three learners of each group what meant that they should stay in trios practising while we went around them watching and assessing them. That was difficult because they are too young and they lost the attention when we were not near them.

In conclusion, although the students were not able to practise their oral skills much, the results (APPENDIX O, 2nd and 4th sheets) were good in general.

3.2.4. Evaluation

During sessions 1 and 2 we accomplished an initial assessment on parts of the body and rhythm knowledge of learners. They were carried out through the direct observation of all tasks done during those two classes and taking notes about special learners in case it was necessary.

Furthermore a continuous assessment was conducted during all sessions taking into account the results of the tasks performed by learners (like relays with parts of the body, worksheets, etc.), direct observation and the learners' answers for the teacher's questions in order to find improvement on their knowledge. There was nothing special to stand out about the continuous assessment due to tasks were performed closely as they were expected. Just the attitude and behave of few children from 2nd grade B were not their best.

Finally, final assessment took place in sessions 8 and 9. We considered interesting to assess also English contents and English skills besides P.E. abilities.

In session 8 learners had to complete parts of the body of a body picture in a worksheet reading first parts of the body down the picture, identifying each one of them and writing correctly in the right box. What we assessed in this session was the knowledge learned about identifying the parts of the body as P.E. contents and their writing as English content. So those worksheets were graded in two different ways (APPENDIX N).

In session 9 learners had to pay attention to different rhythms of the tambourine played by the teacher and move themselves all over the gym following the rhythm. Then, they had to follow the rhythm of music in the same way. The results for this part of the assessment to check rhythm acquisition were collected in the assessment sheet for P.E. evaluation (APPENDIX O, 1st and 3rd sheets).

For the second part of this session, learners were in trios. Each learner of each trio was identified with a number (1, 2 or 3). Then, the learner number 1 had to ask the learner number 2 to touch a part of the body of the learner number 3. Learner number 2 had to understand the sentence and identify the body part to touch it. After that, they swapped roles. In this way, we could check English oral production with the right structure and pronunciation. Concerning to P.E. contents, we checked that learners could identify the parts of the body orally.

What we could advance was that results for English skills in final assessment tasks would not be 100% fair for learners since learners practiced them in just a few

activities. However, we carried out final assessment for both areas from a Physical Education approach to introduce a new proposal where learners could learn a language being taught other contents through English language.

The results of the final assessment for both areas were collected in two evaluation worksheets (APPENDIX O) using direct observation and results of different skills adapting those results to a categorization with three criteria (*yes, sometimes or no*).

Regarding the evaluation of the teaching practice we can point out daily experiences in class, feedback of the P.E. teacher and students' results during and at the end of all sessions as means of evaluation of the teaching practice.

3.3. Practicum Assessment

3.3.1. Evaluation of the Teaching Practise

Focusing now on the teaching practice we must point out that Physical Education classes are dynamic because of the nature of its contents. Contents chosen, activities, organization in class, etc. had to be adapted for this particular teaching proposal in order to achieve goals established. In this way, some classes were less dynamic in order to develop other contents and skills less common in P.E. subject.

Regarding the evaluation of the teaching practise, real experiences in class were the best indicator of a good teaching. This gave us feedback and allowed us to change aspects on teaching to be improved in the following classes.

Furthermore, the P.E. teacher gave me feedback and advice at the end of some lessons when he considered and that was useful for my improvement.

Other indicators I took into account were the results of the activities along with the final assessments, which had a direct correlation with my teaching performance. Those showed good learning results attained by pupils during those sessions with a teaching adapted to the real life.

According to that, we consider the teaching practice conducted was appropriate. We had to take into account each particular situation in each group of learners and control those variables to carry out a good teaching. In general we achieve it in favour of the learners.

We did not have to change many things from the initial lesson planning, only some aspects more related to P.E. like organisation all over the court or the gym, distribution of teams, the variation of the processes order, etc. in order to take advantage of the class timing and control behaviour variables to achieve success in the sessions.

Regarding 5 years old kids' lessons we can say that they were different because they were composed by common activities of Physical Education classes to develop basic abilities of movement but related to parts of the body in order they could learn them. Appendix P shows an example of one of the four classes taught during my teaching practise.

In general, we consider general goals proposed were accomplished in most of the learners but we must admit that goals related to motivation, anxiety and quantity of English used are difficult to assess because they are not quantitative aspects.

What is clear and we support after this approach, is that this is a good way to make learners feel motivated to use English acquiring confidence. Furthermore, general aspects of this proposal should be conducted in all classes during all the academic year and included in other subjects implemented in English as methodological features.

3.3.2. Personal appraisal of the practicum

Regarding this point I would like to thank everyone who is part of this school because of their attitude to me every single moment to make it a useful learning experience. They made me feel part of the school team and this gave me confidence enough for my daily tasks there.

I feel especially grateful to the management of the school and the P.E. teacher who gave me freedom in my teaching proposal.

Concerning my relationship with children I felt it was not a special connection that brought my success, but they were good groups of learners which respected me and the activities in most of the sessions, taking into account that this had been a different approach for them.

In conclusion and personally, it was an amazing experience in my life and very useful for my professional future, despite being short.

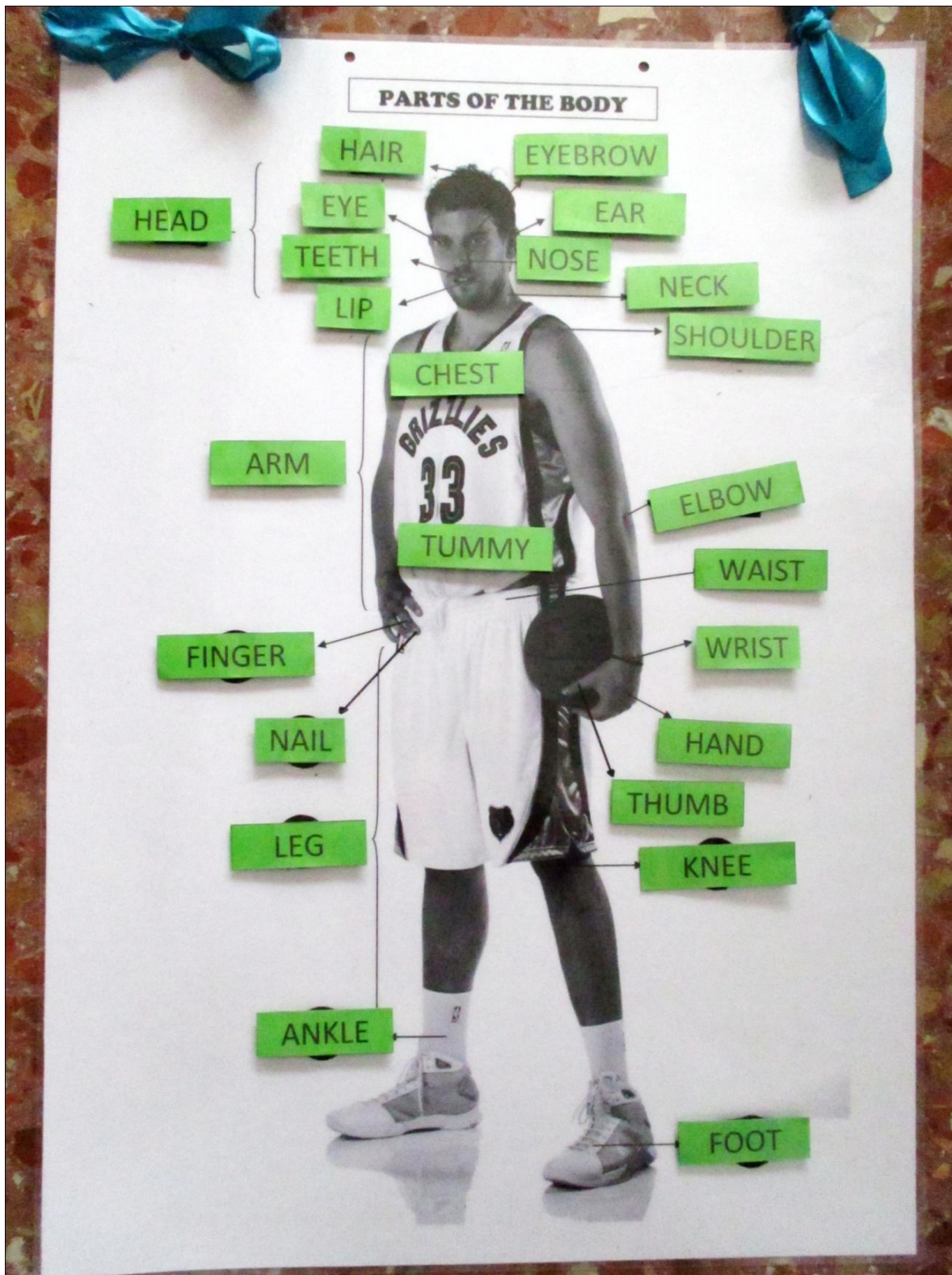
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5. APPENDICES

5.1. APPENDIX A Body picture to place sticky cards with parts of the body



Others: *back, bottom and cheeks.*

5.2. APPENDIX B

Physical circuit with body pictures for relays activity



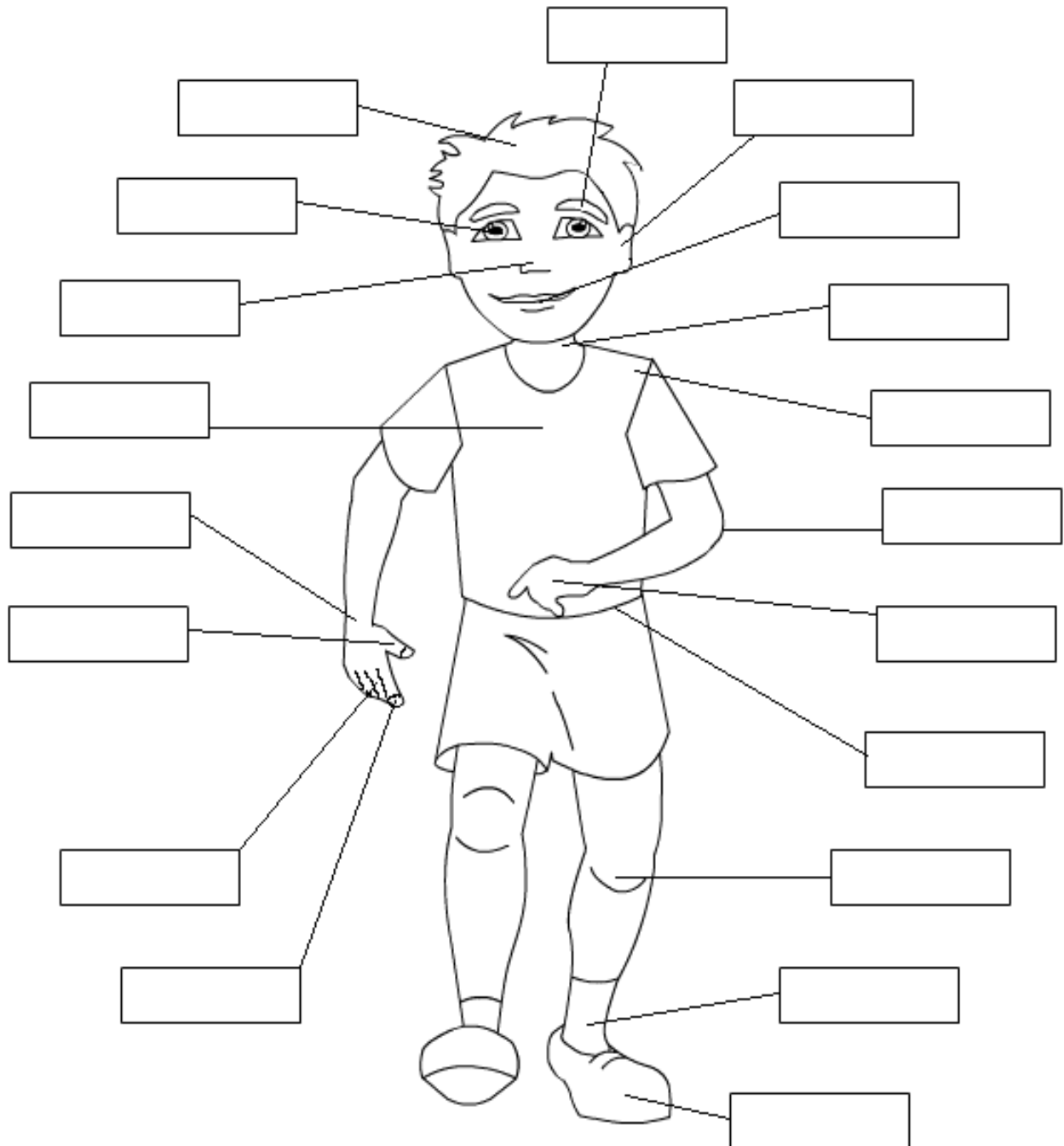
5.3. APPENDIX C Worksheet to complete with parts of the body (Sessions 2 & 8)

Adaptation from: <http://www.pinterest.com/pin/110338259592210306/>

Name: _____

Grade: _____

Write the parts of the body in the correct box:



**Hair - Nose - Ear - Eye - Neck - Waist - Chest - Wrist - Hand - Knee - Foot
Thumb - Eyebrow - Lip - Shoulder - Elbow - Finger - Nail - Ankle -**

5.4. APPENDIX D

Performing the parts of the body worksheet



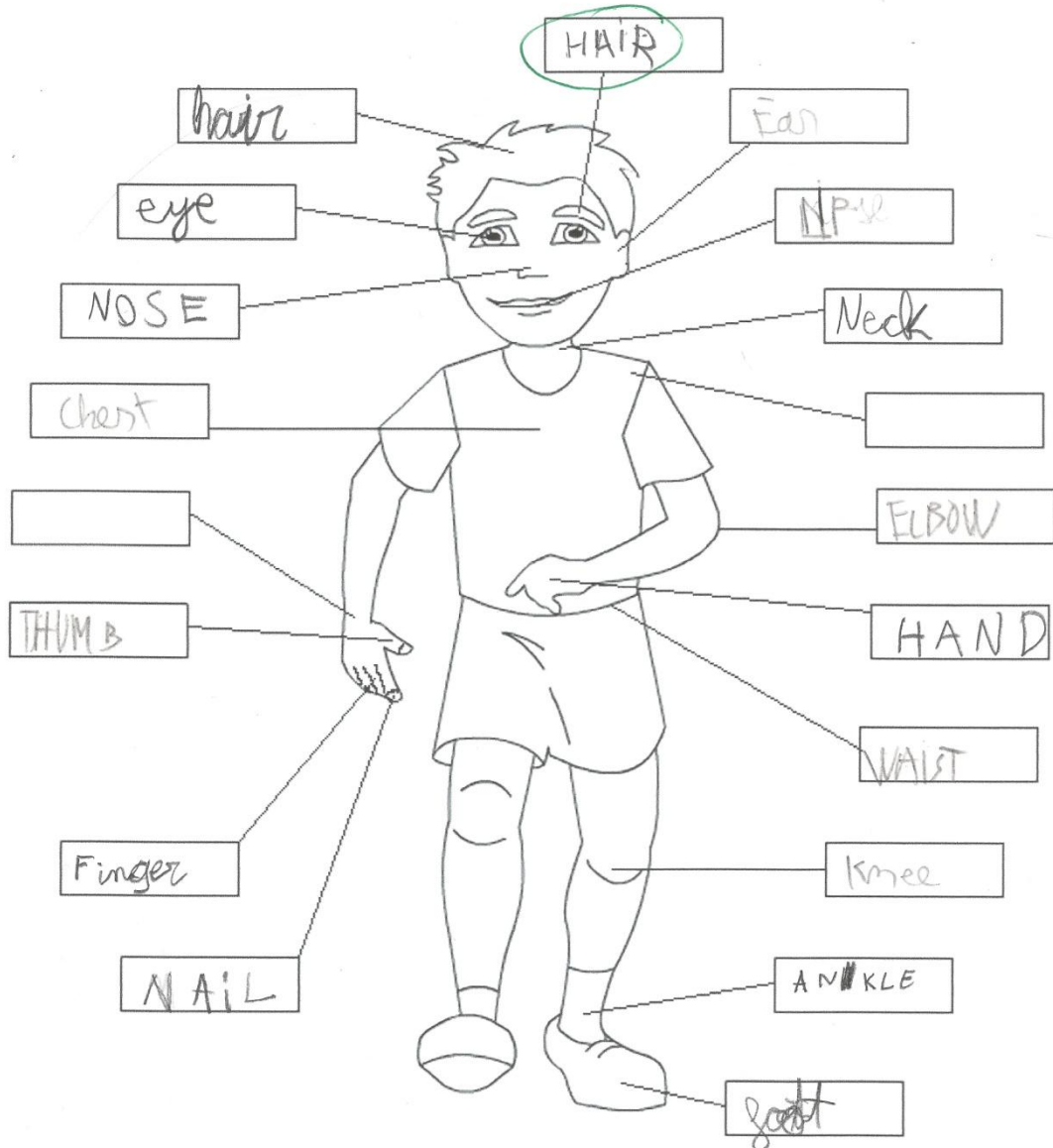
5.5. APPENDIX E

Example of a team worksheet filled by students in 4th activity of 2nd session

Group: 7

2A

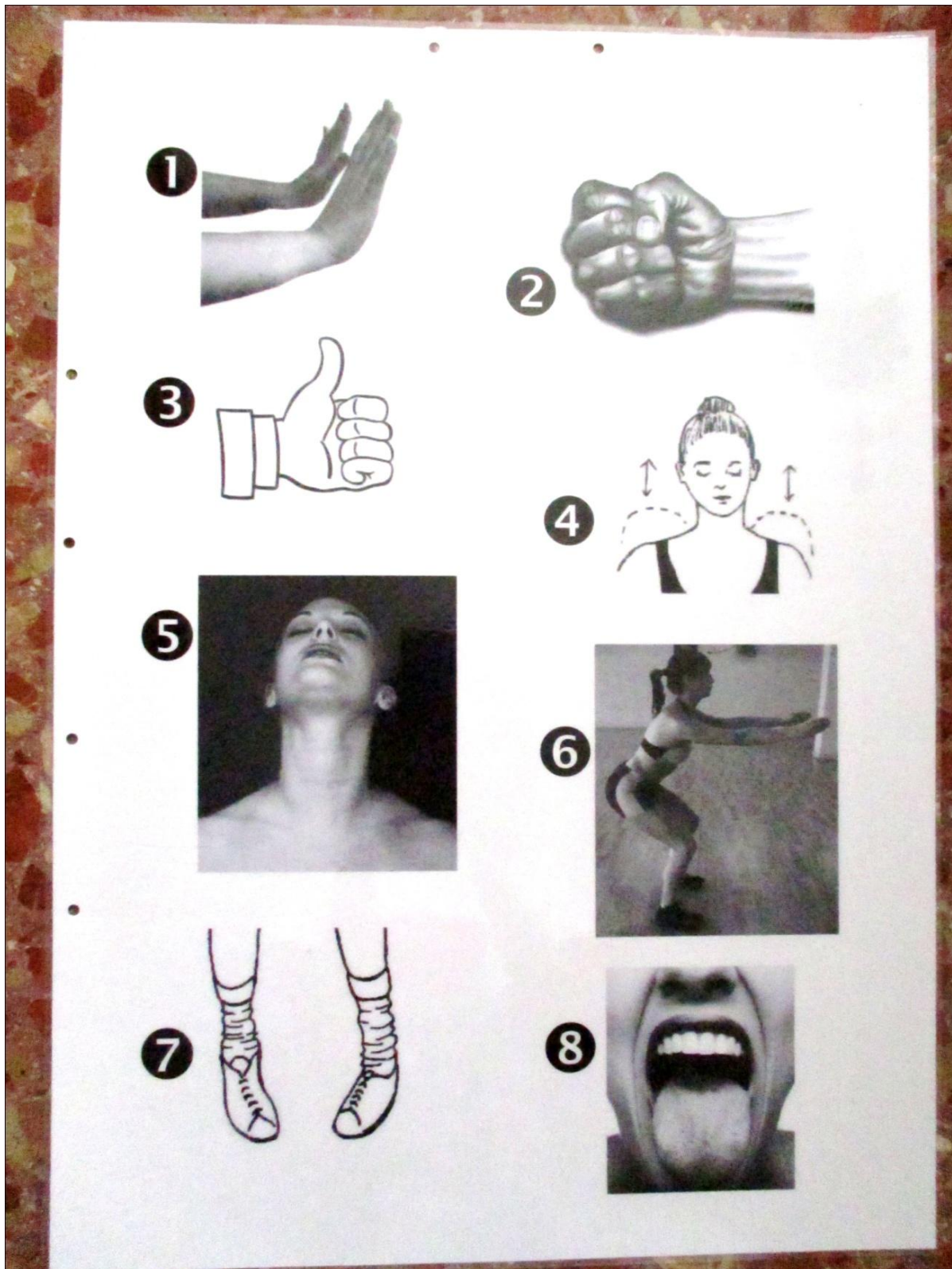
Write the parts of the body in the correct box:



~~Hair~~ - ~~Nose~~ - ~~Ear~~ - ~~Eye~~ - ~~Neck~~ - ~~Waist~~ - ~~Chest~~ - ~~Wrist~~ - ~~Hand~~ - ~~Knee~~ - ~~Foot~~
~~Thumb~~ - ~~Eyebrow~~ - ~~Lip~~ - ~~Shoulder~~ - ~~Elbow~~ - ~~Tummy~~ - ~~Nail~~ - ~~Ankle~~ -



5.7. APPENDIX G Poster with the images of gestures for *Chu Chu Wa* song



5.8. APPENDIX H

Motor story for the cool down of 6th session

FEELING LIKE EAGLES

Close your eyes and let you imagine you are big eagles that are calm on a meadow at the evening.

Suddenly, you open your wings and rise up moving your enormous wings up and down slowly. You continue flying up and up until you arrive to the highest part of the sky. There you keep your wings opened and get relaxed while you glide along the sky over the big jungle.

After a long time flying, you start feeling tired and the night is coming; so you start going down moving your big wings slowly and when you are near the jungle you look for a nice tree to spend the night on a branch. When you have found a branch you land on it.

You must keep relaxing and close your eyes to sleep. You, big eagles will spend all the night on this tree. Are you sleeping now?



5.10. APPENDIX J Worksheet to complete the rap in relays activity (7th session)

JOSÉ SORIANO SCHOOL RAP

from / speak / children / we

1

We are _____
_____ José Soriano,
We _____ English
_____ speak Castellano!

Soriano / are / Valenciano / like / José

2

We _____ children
from _____ ,
we _____ English
we like _____!!!!

TEAM : _____

NAMES: _____

5.11. APPENDIX K

Example of a rap song worksheet filled by students in 3rd activity of 7th session

JOSÉ SORIANO SCHOOL'S RAP

from / speak / children / we

1

We are children
~~from~~ José Soriano,
We speak English
We speak Castellano!

Soriano / are / Valenciano / like / José

2

We are children
from José Soriano,
we like English
we like Valenciano!!!!

TEAM: 2

NAMES: 2B

5.12. APPENDIX L

Music used for this particular Lesson Plan “Body & Rhythm”



SLOW SONGS

1. You are beautiful
2. Vals
3. Rap
4. Minoesjka. Netherlands
5. Samoth. Israel

STANDARD SONGS

6. You can't touch this
7. Circus
8. Polka. Denmark
9. Tarantella. Italy

FAST SONGS

10. Bonanza
11. Vete a dormir. El Hormiguero soundtrack
12. That's all my friends
13. Shin Chan Dance
14. Carreiro Novo. Silverio Pessoa

15. Head, shoulders, knees & toes
16. Head, shoulders, knees & toes 2
17. Chu Chu Wa

RELAXING SONGS

18. Nature sounds and piano
19. Nature sounds
20. Classic music
21. Titanic soundtrack

5.13. APPENDIX M

Writing about what was done in 5th session by a girl that could not do it.

They are running and are looking for part of the body
And jumping are are claiming and hoping and
all the time and are siting down and are seeing
the part of the body and they are playing and
they are doing jumps and are going to
learn a song and are are going to do a
side and some ones are dancing and are
dancing

CARMEN 1B

5.14. APPENDIX N

Two examples of final assessment worksheets

Example 1

Name: _____ Grade: 2^B

Ident. 8
Writ. 9'5

Write the parts of the body in the correct box:

~~Hair~~ - ~~Nose~~ - ~~Ear~~ - ~~Eye~~ - ~~Neck~~ - ~~Waist~~ - ~~Chest~~ - ~~Wrist~~ - ~~Hand~~ - ~~Knee~~ - ~~Foot~~
~~Thumb~~ - ~~Eyebrow~~ - ~~Lip~~ - ~~Shoulder~~ - ~~Elbow~~ - ~~Finger~~ - ~~Nail~~ - ~~Ankle~~ -

7'5

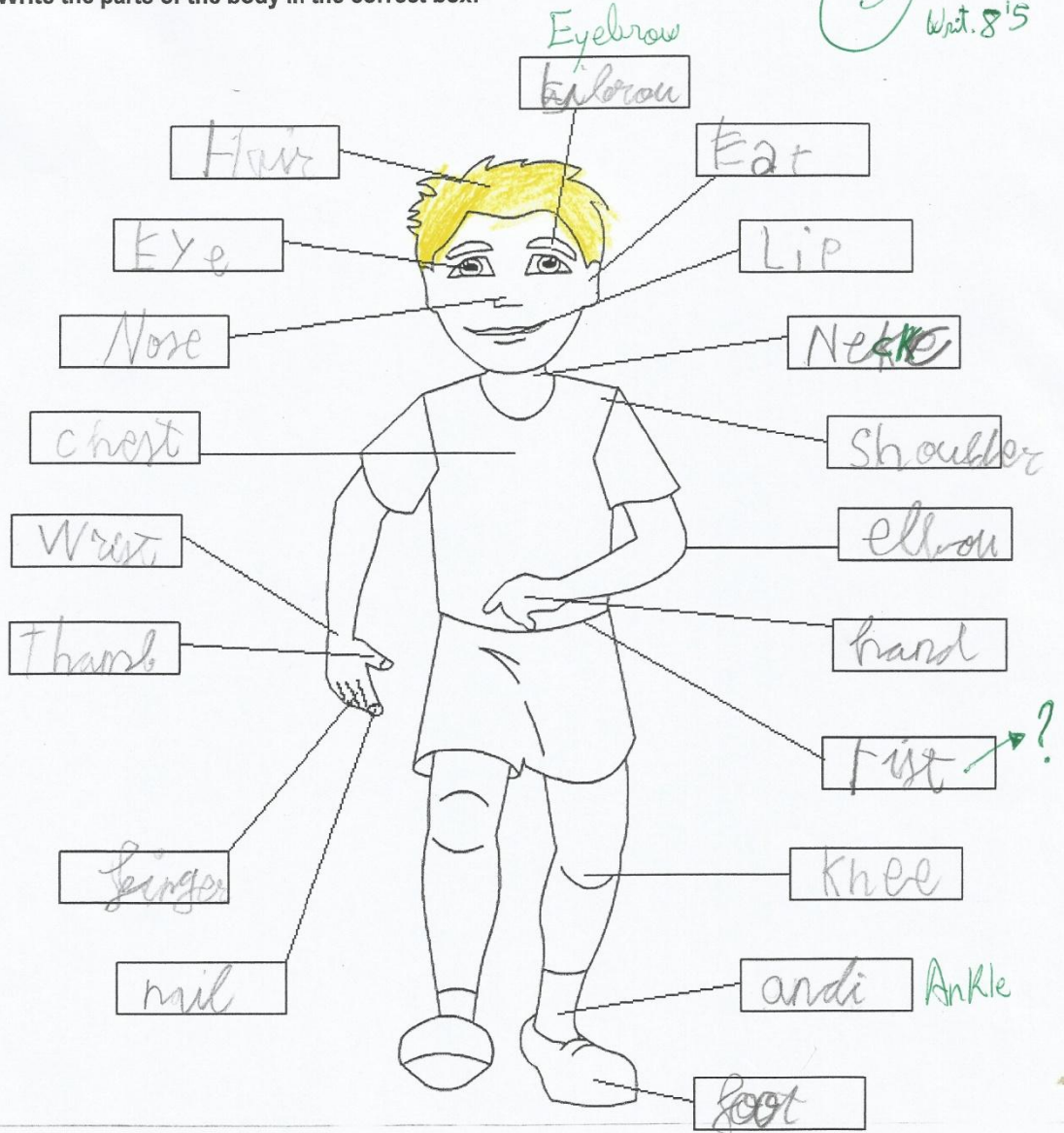
Example 2

Name: _____

Grade: 1-B

8 Ident. 9'5
Writ. 8'5

Write the parts of the body in the correct box:



- ~~Hair - Nose - Ear - Eye - Neck - Waist - Chest - Wrist - Hand - Knee - Foot~~
~~Thumb - Eyebrow - Lip - Shoulder - Elbow - Finger - Nail - Ankle -~~

5.15. APPENDIX O

Assessment sheet for P.E. goals.

1st GRADE A

TRIMESTRE: 2nd

CURS: 1stA

U.D.: "BODY AND RHYTHM"

AVALUACIÓ UNITAT DIDÀCTICA

NOM	CRITERIS D'AVALUACIÓ								NOTA	CRITERIS	
	1	2	3	4	5	6	7	8		YES	SOM. NO
1	YES	YES	SOM	YES	YES	YES			5,5	9	He/She follows different 1. down paces. 2. He/She follows a steady and regular music pace. 3. He/She identifies body parts correctly. (Hand 3 English Ev.) 4. He/She participates actively respecting activities and classmates. 5. He/She brings his/her tablet bag. 6. He/She cleans up after the class. 7. 8.
2	YES	YES	YES	YES	YES	YES			6	10	
3	YES	YES	SOM	YES	YES	YES			5,5	9	
4	YES	YES	SOM	YES	YES	YES			6	10	
5	YES	YES	YES	YES	YES	YES			6	10	
6	YES	YES	YES	YES	YES	YES			6	10	
7	YES	YES	YES	YES	YES	YES			5,5	9	
8	YES	YES	SOM	YES	YES	YES			4,5	7,5	
9	YES	SOM	SOM	SOM	YES	YES			6	10	
10	YES	YES	YES	YES	YES	YES			6	10	
11	YES	YES	YES	YES	YES	YES			5,5	9	
12	YES	YES	YES	YES	YES	SOM	0,5		6	10	
13	YES	YES	YES	YES	YES	YES			6	10	
14	YES	SOM	SOM	YES	YES	YES			5	8,3	
15	YES	YES	SOM	YES	YES	YES			5,5	9	
16	YES	YES	YES	YES	YES	YES			6	10	
17	YES	YES	SOM	YES	YES	YES			5,5	9	
18	YES	YES	YES	YES	YES	YES			6	10	
19	YES	SOM	SOM	YES	YES	YES			5	8,3	
20	YES	YES	YES	YES	YES	YES			6	10	
21	YES	YES	YES	YES	YES	YES			6	10	
22	YES	YES	YES	YES	YES	YES			6	10	
23	YES	YES	SOM	SOM	YES	YES			5	8,3	
24	SOM	SOM	YES	SOM	YES	SOM	0,5		4	6,6	
25	YES	YES	YES	YES	YES	YES			6	10	
26	YES	SOM	YES	YES	YES	YES			5,5	9	
27	YES	YES	SOM	YES	YES	YES			5,5	9	
28	YES	YES	YES	YES	YES	YES			6	10	
29											
30											

CURS: 1^a

U.D.: "BODY AND RHYTHM"

AVALUACIÓ UNITAT DIDÀCTICA

TRIMESTRE: 2nd

NOM	CRITERIS D'AVALUACIÓ										CRITERIS		NOTA					
	1	2	3	4	5	6	7	8	YES	SOM.	NO							
1	YES	SOM	YES	YES	YES	NO	YES	YES	YES	YES	YES	1						
2	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
3	SOM	SOM	YES	YES	YES	YES	SOM	YES	YES	YES	YES	1						
4	SOM	SOM	NO	SOM	YES	NO	YES	YES	YES	YES	YES	1						
5	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
6	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
7	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
8	SOM	SOM	NO	SOM	YES	NO	SOM	YES	YES	YES	YES	1						
9	YES	SOM	SOM	SOM	YES	SOM	SOM	YES	YES	YES	YES	1						
10	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
11	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
12	YES	SOM	YES	YES	YES	YES	SOM	YES	YES	YES	YES	1						
13	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
14	YES	YES	SOM	SOM	YES	SOM	SOM	YES	YES	YES	YES	1						
15	YES	SOM	SOM	YES	YES	YES	YES	YES	YES	YES	YES	1						
16	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
17	YES	YES	SOM	YES	YES	NO	YES	YES	YES	YES	YES	1						
18	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
19	YES	SOM	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
20	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
21	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
22	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
23	NO	NO	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
24	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
25	YES	SOM	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
26	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1						
27	SOM	SOM	YES	YES	YES	NO	YES	YES	YES	YES	YES	1						
28	YES	YES	YES	YES	YES	SOM	YES	YES	YES	YES	YES	1						
29																		
30																		

U.D.: "BODY AND RHYTHM"

CURS: 2nd B

TRIMESTRE: 2nd

AVALUACIÓ UNITAT DIDÀCTICA

NOM	CRITERIS D'AVALUACIÓ										NOTA	CRITERIS	
	1	2	3	4	5	6	7	8	9	10		YES	SOM.
1	YES	NO	SOM.	YES	YES	YES	YES	YES	YES	YES	1	4.5	7.5
2	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
3	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
4	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
5	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
6	NO	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	4.5	7.5
7	YES	NO	YES	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
8	SOM.	NO	SOM.	YES	SOM.	YES	YES	YES	YES	YES	1	3.5	5.8
9	YES	SOM.	SOM.	YES	YES	YES	YES	YES	YES	YES	1	6	10
10	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1	6	10
11	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
12	SOM.	NO	SOM.	YES	SOM.	YES	YES	YES	YES	YES	1	3.5	5.8
13	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1	6	10
14	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
15	SOM.	SOM.	SOM.	YES	SOM.	YES	YES	YES	YES	YES	1	4	6.6
16	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1	6	10
17	NO	SOM.	SOM.	YES	YES	YES	YES	YES	YES	YES	1	4.5	7.5
18	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	1	6	10
19	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
20	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
21	SOM.	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
22	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
23	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5.5	9
24	YES	SOM.	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
25	SOM.	SOM.	NO	YES	SOM.	YES	YES	YES	YES	YES	1	3.5	5.8
26	YES	YES	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
27	YES	SOM.	SOM.	YES	YES	YES	YES	YES	YES	YES	1	5	8.3
28													
29													
30													

TRIMESTRE: 2nd

AVALUACIÓ UNITAT DIDÀCTICA

U.D.: "BODY AND RHYTHM"

CURS: 2ⁿB

NOM	CRITERIS D'AVALUACIÓ										CRITERIS				
	1	2	3	4	5	6	7	8	NOTA						
1	SOM	YES	1	YES	1	YES	1	YES	1	YES	1	YES	SOM.	YES He/She identifies body parts orally 1. orally 2. He/She produces orally with the correct structure. 3. He/She identifies written parts of the body. 4. He/She writes parts of the body correctly. 5. He/She understands what the rhythm is. 6. He/She uses English language in an unvarnished way. 7. He/She shows respect for their classmates' oral expressions. 8. He/She enjoys English language and songs in English.	
2	SOM	SOM	NO	YES	1	YES	1	YES	1	YES	1	YES	1		7,5
3	YES	SOM	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		6,75
4	NO	NO	NO	SOM	YES	NO	NO	YES	1	YES	1	YES	1		3,75
5	NO	NO	NO	SOM	YES	NO	NO	YES	1	SOM	OS	YES	1		3,75
6	NO	NO	SOM	SOM	YES	NO	NO	YES	1	SOM	OS	YES	1		3,75
7	YES	YES	YES	YES	1	YES	1	YES	1	YES	1	YES	1		8,10
8	YES	YES	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		6,75
9	YES	YES	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		7,5
10	YES	YES	YES	YES	1	YES	1	YES	1	YES	1	YES	1		8,10
11	SOM	YES	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		7,875
12	SOM	NO	SOM	SOM	YES	NO	NO	YES	1	YES	1	YES	1		4,5
13	YES	YES	YES	YES	1	YES	1	YES	1	YES	1	YES	1		8,10
14	YES	YES	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		7,5
15	SOM	SOM	SOM	SOM	NO	SOM	OS	YES	1	YES	1	YES	1		4,5
16	YES	YES	YES	YES	1	YES	1	YES	1	YES	1	YES	1		8,10
17	NO	SOM	YES	YES	1	YES	1	YES	1	YES	1	YES	1		8,10
18	YES	YES	YES	YES	1	SOM	OS	YES	1	YES	1	SOM	OS		7,5
19	YES	YES	SOM	YES	1	SOM	OS	YES	1	YES	1	YES	1		7,5
20	YES	YES	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		7,5
21	YES	YES	NO	YES	1	YES	1	YES	1	YES	1	YES	1		7,875
22	SOM	SOM	YES	YES	1	YES	1	YES	1	YES	1	YES	1		7,875
23	SOM	SOM	YES	YES	1	SOM	OS	YES	1	YES	1	YES	1		6,5
24	SOM	SOM	SOM	YES	1	YES	1	YES	1	YES	1	YES	1		6,5
25	NO	NO	NO	YES	1	NO	NO	YES	1	YES	1	YES	1		2,5
26	SOM	NO	YES	YES	1	YES	1	YES	1	SOM	OS	YES	1		3,25
27	SOM	OS	SOM	YES	1	SOM	OS	YES	1	YES	1	YES	1		5,5
28															6,9
29															
30															

TRIMESTRE: _____

U.D.: _____

5.16. APPENDIX P

A 5 years old kids' session - (Physical circuit session to develop basic abilities of movement. The circuit was focused on: the waist, the cheeks, the back, the chest, the ankle and the thumb and fingers,)



