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TRABAJO FIN DE GRADO

**AN EDUCATIONAL PROPOSAL: USING
CARTOONS FOR PRODUCTION AND
CREATIVITY IN THE ENGLISH LANGUAGE
CLASSROOM**

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Por aprender. Por enseñar.

Por aprender enseñando.

La vida es la mejor clase magistral que puede ser impartida.

Por todos los maestros vitales que se colaron en ella.

Gracias.

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1. INTRODUCTION

I have decided to do this educational proposal because I think that we have to develop more attractive activities to pupils in school to learn and practice the English language.

In this educational system it's seen that the grammatical learning is one of the most important issue, leaving another skills as the oral expression out of the classrooms. Maybe because it's more difficult to work with this type of activities, which need creativity from the teacher and from the pupils and, overall, they need time.

The grammatical learning of English language is very boring for children in schools. I think that with the help of another type of activities this language could be more attractive for them.

Nowadays the world changes very quickly and teachers have to be prepared for another kind of exercises closer to the society in which children are growing and developing their lives. They actually live surrounded by technology (as computers, tablets...) and by visual stimulations (as television, cinema...). We don't have to forget that nowadays' pupils are known as technological natives. They have a lot of facilities to practice this technological skill and they are very attracted to it. If you work with this skill properly, they learn and have fun at the same time.

It's important to remember that children are constantly learning from their environment and getting new ways to communicate themselves. Language is one of these kinds of communication. They take expressions from the family, from the school and from another supports as television programs or cartoons. It isn't complicated to listen during the break time of schools how children repeat some expressions get from series. They find it funny and easy. What would happen if we use this ability to develop the English language? Not by repetition but using this cartoons and series that are attractive for them to ease the development and production of oral skills in pupils.

As cartoons are a media for children, they are also supported by important body language, with a lot of facial and body movements that emphasized the message that they are communicating for kids. This body language is necessary and very usefully daily for people, overall if these people work with children. But how and when do children acquire this ability to understand and empathize the body language?

All these aspects will be worked and studied in this educational proposal trying to develop some activities which make easier and more attractive the English language.

2. OBJECTIVES

The main objectives that I want to develop in this final degree project are:

- To create an educational proposal that can be developed in class with the help of new media.
- To use new media to motivate pupils to learn a foreign language in a more significant way.
- To increase the interaction (oral and writing) between children using audiovisual media.
- To make them feel comfortable and confidence with themselves when they create and produce the foreign language in class.
- To value technological media (over all audiovisual media because I am developing the educational proposal with cartoons) as a good tool to teach and learn some concepts of a foreign language and not only use them for “free times”
- To learn to pay attention in the body language because it is not only important the mother tongue language or the foreign language when they are in interaction with another person.
- To create and produce foreign language in a fun way, which will motivate them.
- To try to make similar in some aspects the acquirer’s process of mother tongue and the foreign language to acquire the second one in an easier way.
- To understand how learning and producing two languages (or more) can affect to each language.
- To teach some aspects of the culture with audiovisual media.

3. THE IMPORTANCE OF NEW MEDIA IN THE CHILDHOOD NOWADAYS

Children in our society are, as I have said before, surrounded by technology. It is an aspect new because some years ago, not everybody has access to technological media. Nowadays children have a remote control to choose what they want to watch in television. They have a mouse in their computers and with it they surf in Internet better than in the sea. They have an easy access to the mobile phone of their parents

or maybe they have an own mobile phone (the average age to start having a mobile is at 12 years old in our society).

The world never has been so connected as nowadays. We have all the information that we want with a click, children to. They are influenced by all this technology developed. They can have information about what they want to know and some of this information can be contradictory. Because of that, we have to develop in our pupils a critical thinking. With this they will have more tools to confront and understand the world in which they live.

If we think about this world we can notice that we are more connected but also we are more alone. It's ironic, no? We are connected by screens but we are forgetting to talk face to face. We must try to inculcate and develop the personal interaction between pupils. As Einstein said; "I fear the day that technology will surpass our human interaction. The world will have a generation of idiots". We have to try to avoid this apocalyptic forecast and the education is a good tool to do it.

3.1.CARTOONS

Cartoons are very influential in children's life. They get expressions and sociocultural aspects from them. They pass an average of two hours and a half per day watching television and cartoons.

It's important to know that nowadays there are a large variety of cartoons. And cartoons are not only in the television, they are also in Internet, in YouTube and in another websites.

For these reasons, teachers have to have a large knowledge of cartoons. Teachers have to know them to can select them for educational activities. They are not the same cartoons Peppa Pig or Paw Patrol than Adventure Time or Gunball. From a cartoon to another the characters change their vocabulary, the thematic and the context in which they develop their actions. Also, cartoons are focused in an age range determined.

In addition, as everything in this changing society, the cartoons have fashion's periods. If a teacher use for example Digimon (cartoons that were very popular in the first decade of 2000) pupils can find it less attractive than Uncle Grandpa (a very popular cartoons of nowadays).

All these aspects are very important for teachers. They have to control cartoon's world to perform good and attractive activities for pupils in class.

4. NEW MEDIA AND PRIMARY EDUCATION

In the occidental world new technologies are present in all the aspects of our society. And this is an aspect that is also present in schools. Denis (1999) said:

Las tecnologías de la información y la comunicación son una innovación esencial que modifica el tipo de sociedad en la que vivimos (...) La nueva revolución del conocimiento se focaliza en el capital intelectual y la creatividad de las personas, haciendo realidad una sociedad global del conocimiento (p.19).

According to this idea, children must to develop a technological ability to be connected and grow with the society. Schools have been integrating for many years new technologies in classrooms; Computers, Digital Boards, tablets... However this does not guaranteed the learning process in pupils. It is a tool. It is a way to get the knowledge but it is not the knowledge; “Las tecnologías de la información y la comunicación son brillantes para el acceso a la información y facilitan el aprendizaje, pero no sustituyen el aprendizaje” (Denis, 1999, p.21).

To use new technologies in primary education is basic the teacher’s formation in this skill. If they don’t know how to use this tool, it won’t be a tool but another problem. In this way, teachers could exploit these technological resources to carry out proper and useful activities for children in a concrete methodology. With these new tools the teacher can develop some different methodologies, as Castelao (1999) defended:

Con las nuevas metodologías se ha pasado de una concepción conductista del aprendizaje a una concepción constructivista del mismo, en la que lo principal es que el alumnado pueda enfrentarse con éxito a situaciones nuevas e imprevistas construyendo el conocimiento a través de una variedad de procesos de interacción con los contenidos. (p.114).

As we live in a changing world while technology evolves, other social aspects also do, like education. Teachers have to follow this progress and they have to adapt their educational methodology to that. It doesn’t mean that they have to do a radical educational change but they don’t have to forget the demands of today’s society. Nowadays students are not asked to repeat but to create, produce and use correctly some tools to get the knowledge. It seems that the teacher’s role now is less important than before. But the opposite, teachers have to be the guide of their pupils. Teachers have to help them, order their ideas and try to complete the knowledge of their pupils from different point of views that help them to build a more complete idea of the

world of nowadays. A good way to want discover the world is by the curiosity and this is easy to encourage if pupils use new technologies.

“Es importante recordar que el material impartido a través de programas interactivos no abarca todos los aspectos de formación de un idioma, y, por tanto, el profesor es imprescindible (...)” (B.England, 1999, p.238).

Related to teaching-learning a foreign language, new technologies have been used for some years. In Spain’s schools it has been developed slower because the access to new technologies has been developed little by little, having a great boom in them since ten years ago as we can see in the following citation of Telefonica (2012):

En estos últimos años se ha tomado una decisión curricular muy relevante, destinada a facilitar los procesos de alfabetización digital en los colegios. Los currículos de Educación Primaria (BOE 8-12-2006) y de Educación Secundaria Obligatoria (BOE 5-1-2007) han legitimado oficialmente un modelo de currículo basado en el desarrollo de competencias comunes y transversales en todas las áreas y asignaturas de dichas etapas educativas. Se han propuesto ocho competencias básicas, entre las que se encuentra la denominada “Tratamiento de la información y competencia digital”. (p.35).

Nowadays some people don’t imagine an actual education without technologies because they are very important in our society. In the current law of education BOE (Ley Orgánica 8/2013) we can see that the number of competences has changed from eight to seven:

Las competencias del currículo serán las siguientes:

- 1.º Comunicación lingüística.
- 2.º Competencia matemática y competencias básicas en ciencia y tecnología.
- 3.º Competencia digital.
- 4.º Aprender a aprender.
- 5.º Competencias sociales y cívicas.
- 6.º Sentido de iniciativa y espíritu emprendedor.
- 7.º Conciencia y expresiones culturales.

Para una adquisición eficaz de las competencias y su integración efectiva en el currículo, deberán diseñarse actividades de aprendizaje integradas que permitan al alumnado avanzar hacia los resultados de aprendizaje de más de una competencia al mismo tiempo. Se potenciará el desarrollo de las competencias Comunicación

lingüística, Competencia matemática y competencias básicas en ciencia y tecnología. (p. 19352)

These new technologies are not only significant in teaching- learning process, they are also important in our way of communication and how we see the world. They have changed our thought about the reality very fast. According to this, education has changed with these tools, as B.England (1999) said:

La integración de todas las herramientas audiovisuales (...) bajo un formato ameno y divertido (...) ofrece la posibilidad de monitorizar varios elementos intrínsecos al aprendizaje de un idioma como son: La Concentración, la Asimilación y la Retención. Estudios recientes sobre estos aspectos han demostrado que el alumno se mantiene concentrado sin distracciones durante más tiempo que con métodos tradicionales de clase presencial en grupo (...) La asimilación de los contenidos también es mayor (...) Otro factor de gran interés es la retención de lo aprendido, si se compara con métodos tradicionales, el alumno se olvida de gran parte de lo aprendido en apenas dos meses. (...) Algunos estudios recientes han podido demostrar que la retención es también muy superior llegando a duplicar la misma si se compara con clases tradicionales sin audiovisuales (...) Ya hemos visto que hay razones para creer que, pedagógicamente, un aula interactiva mejora notablemente algunos aspectos del proceso educativo de un idioma en la mayoría de los alumnos. (p.236-237)

Having these evidences that confirm the effectiveness of new technologies in the teaching-learning process we have to think why it happens.

Breaking with the traditional methodologies and incorporating new technologies it is obvious that pupils are motivated to acquired new knowledges in a foreign language.

Yubero (2010) described the increase of motivation with new media in education:

Para muchos, acostumbrados a metodologías tradicionales en la enseñanza de la Lengua extranjera, la mera presencia del ordenador, de Internet o del laboratorio de idiomas representa de por sí un elemento de satisfacción. De hecho, siguiendo a Roncel (2007), la motivación es factor determinante del rendimiento académico en LE; también lo son el auto-concepto del estudiante, la ansiedad específica y tal vez su entorno socio-cultural. (p.1-2)

According to this citation if we pay attention we can notice that some pupils don't learn a foreign language because they are not motivated and they don't find it interesting. Maybe changing the way to show a foreign language with resources close

to the lives of children, like cartoons, we can modify their opinion about it. If it is motivator, it is easier to pay more attention and acquire the knowledge.

Yule (1985) also defends the motivation as an important factor in learning:

La motivación para aprender es importante. Hay que remarcar que aquellos estudiantes que han tenido más éxito son los que están más motivados. Así, la motivación puede ser tanto un resultado como una causa del éxito. (...) Una parte importante es la disponibilidad de diferentes estímulos (p.224).

4.1. CARTOONS IN THE SCHOOL

Everyone has lived this situation being a pupil: Last day in school before holidays. The teacher thinks “What can I do with pupils? Ok, we can see a film!” Children see the film and then they go home for holidays.

Sometimes, overall some years ago, films and another technological media were used in “free-time” sections and weren’t used as a complement of the concepts that pupils were learning in class.

Nowadays, that situation has changed. Little by little, the teachers have started to use this technological media as a support of what they are teaching. This is difficult because teachers have to search appropriated technological media that strengthen the teaching-learning process.

As schools have a Digital Board this is usually used for see short videos in YouTube about what they are learning in class to understand better the lesson. Also are used educational video games or even pupils use tablets for search and select some information for collective projects. But these types of activities aren't all the time in class because as we can imagine, they take a lot of time and more control from teacher.

Nonetheless these technological media are very useful for teaching-learning process of a foreign language, as Ramírez (2009) explained:

El uso de los recursos audiovisuales es importante porque:

- Centran la atención de los alumnos en el significado, haciendo que el lenguaje sea real.
- Proporcionan un contexto que ayuda a inferir el significado
- Desarrollan el interés de los alumnos hacia la lengua extranjera
- Pueden ser aplicados a diversas situaciones de aprendizaje. (p.2)

According to this citation, audiovisual and technological media can be a help for teachers. But above all, they are very motivators for pupils. And, as I have said before, motivation is one of the most important factors to learn a foreign language.

As this educational propose is based in two cartoon films; “Minions” and “The illusionist” I will focus in the use of videos, DVD or films in class. They are audiovisual media that are easy to get to the school. It’s only necessary a Digital board or a video/DVD Player. Ramírez (2009) explained the importance of the using films to learn a foreign language in the following fragment:

El DVD o video es una valiosa fuente de input por vía oral para los estudiantes de la lengua extranjera, donde el idioma esta contextualizado naturalmente. (...) Las principales ventajas del DVD sobre el CD se basan en el contexto que ofrece, incluyendo el lenguaje corporal, gestos, expresiones faciales, etc., y la distinción entre los distintos oradores, también. Estos aspectos facilitan la comprensión. Otras ventajas son:

- Motiva a los estudiantes
- Proporciona información sociocultural de los países de habla inglesa
- Es un buen recurso para la presentación del lenguaje, el cual es apropiado para determinadas situaciones, como la participación de diferentes oradores
- Ayuda a los estudiantes a memorizar y asociar el uso del lenguaje con el contexto.

El material a utilizar debe ser el adecuado para la edad de los estudiantes, conocimientos, intereses y conectado con los objetivos previstos. Las actividades de seguimiento deben hacerse antes, durante y después de ver el DVD. (p.8)

It’s important, as this citation said that the teacher has to pay attention in each step of the activity with a film, before, during and after. In this way the teacher can have a better control of the learning process of pupils. It’s very important to explain and present the activity in the correct way to be sure that children are going to do what the teacher expects.

Another important thing that happens when we use a film is that pupils can notice other aspects of the foreign language as the social and cultural characteristics of

Anglo-Saxon countries. In our time, in which is very important the intercultural skill developed, is basic have an open mind. Also, this can facilitate to understand better the language and the people who talk that language. In addition, pupils can compare their own cultural aspects with these of another society. And, of course, find some similar aspects. It provides a more complete knowledge of the world where they live.

The contextualization of a language in a real situation facilitates the acquisition of it. Presenting the language in different situations provides children the possibility to adapt the language in a correct way depending of the context. It makes more real and useful the language that they are learning. As I have said, in this educational system teachers usually pay more attention in the grammar and the vocabulary. Making that, they make the language a mechanic and empty tool for children, who aren't motivated to learn it because they think that is not real. Giving a more realistic perspective they develop easier a significant and constructive knowledge of a foreign language.

But to do a well use of a film in class we have to pay attention in some aspects to make activities a complete and useful exercise in the teaching learning process. These are some recommendations given by Ramírez (2009):

Las siguientes sugerencias están relacionada con el uso del video en la clase:

- La longitud de la secuencia de video en clase debe ser corta.
- Una sección del video debe tener sentido en sí misma proporcionando interacciones auténticas.
- Una sección de video de corta duración puede proporcionar mucho trabajo en clase.
- Los estudiantes deben ver la sección completa la primera vez.
- Algunas partes de una sección de video se pueden utilizar receptivamente, mientras que otras pueden ser utilizadas de manera productiva.
- Los estudiantes deben ver cada sección varias veces para distintos fines de aprendizaje y tareas.
- Toda la clase debe participar en las diferentes tareas. (p.8-9)

In my opinion, all these suggestions are important and basic to use in a correct way a video or a film. I would like to add that we can do various activities of a same sequence to make pupils pay attention to different aspects and not only in the language or the dialogue. For example; to the music, to the environment, to the body language of the characters, to their physical appearance... In this way we can offer different perspectives of a same reality. This is something that we do every time when we live and we grow in the society.

5. LANGUAGE

The language is a tool used by all of us in our world. There are about 6,909 languages around the world according to this citation of SIL International (2009):

The most extensive catalog of the world's languages, generally taken to be as authoritative as any, is that of Ethnologue whose detailed classified list as of 2009 included 6,909 distinct languages.

Because of that, language is something necessary to transmit and get information about an own culture and it's also a cultural element. Evans (2015):

Halliday refers to language as “constructing human experience” (2003: 275) and he also views language and grammar within linguistic discourse as serving to main purposes – the transmission of knowledge/information and the construction of relationship. In the first he refers to language as “ideational” and the second as “relational” (p.3)

According to this citation, each one of us build the world from language. Language produces in us a sense of identity.

Now we are going to see different points of view about language and how affects to our sense of identity in the world:

Chomsky (1975), one of the most important linguistic, who also investigated in which way is acquired language, refers to language as a mirror of the mind. “Thus language is a mirror of mind in a deep and significant sense. It is a product of human intelligence, created anew in each individually by operations that lie far beyond the reach of will or consciousness” (1975:4) It is “Universal Grammar” which, according to Chomsky, accounts for human acquisition of language within such a short space of time. Chomsky defines Universal Grammar as “a system of principles, conditions and rules that are elements or properties of all human languages not merely by accident, but by necessity” (1975:29) (Evans, 2015, p.7-8)

In other hand, Vygotsky (1986) argues that the higher order thinking is impossible without language. Vygotsky argues that language-thought comes from the social world, from within intersubjectivity, before penetrating the individual mind. (Evans, 2015, p.33)

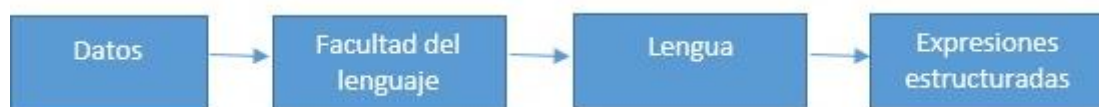
We are talking about language and how it is connected to cognition from some different points of view. But it's important also pay attention if language modifies our way to shape the world. There are many theories about that. We have to consider that these theories come from a lot of different sciences as psychology, philosophy, linguistics...

Within language the foundation for this reality is the formation in concepts. Concepts are formed through the vocabulary and grammar of language and contain sociocultural realities. These realities, formed through language, change from language to language and therefore they cannot be accurately mapped on to each other in translation. (Evans, 2015, p.36)

Chomsky (1988) defended that language is a skill unique in the human species;

La facultad del lenguaje parece ser una propiedad de la especie, común a toda la especie y exclusiva de ella en lo esencial, capaz de producir una lengua compleja, rica y bien articulada (...) La lengua se desarrolla de esta manera, en gran parte según líneas determinadas por nuestra naturaleza biológica común, penetra profundamente en el pensamiento y la comprensión, formando una parte esencial de nuestra naturaleza. (p.41).

Related to this, Chomsky (1988) explained what he thought “the language faculty” is; La mente/cerebro humana es un Sistema complejo de varios componentes en acción recíproca, a uno de los cuales podemos llamar “facultad del lenguaje” (...) Una vez provista de datos, la facultad del lenguaje determina una lengua particular y esta lengua a su vez determina un amplio espectro de fenómenos potenciales que van más allá de los datos recibidos. Esquemáticamente tenemos el siguiente cuadro:



(p.37).

Talking about the brain, there is a science, the neurolinguistics, which studies the relation between language and brain. This is a biological perspective of language's ability. This perspective could ratify some aspects of “the language faculty” of

Chomsky's theory. Yule (1985) explained the parts of the brain that are connected with language in this way:

Las áreas más relevantes del cerebro implicadas con el lenguaje están situadas en el hemisferio izquierdo y son las siguientes son las siguientes:

- El área de Broca: (...) Está crucialmente implicada con la producción del habla.
- El área de Wernicke: (...) Es una parte del cerebro que participa de forma crucial en la comprensión del habla.
- El córtex motor: (...) La zona más cercana al área de Broca es la parte del área motora que controla los músculos articulatorios de la cara, la mandíbula y la laringe. (...)
- El fascículo arqueado: (...) Estas fibras nerviosas conforman una conexión crucial entre el área de Wernicke y el área de Broca.

(...) Tras muchas autopsias y muchos exámenes del cerebro de personas que, cuando vivían sufrían discapacidades lingüísticas se han determinado dónde están las habilidades lingüísticas de hablantes normales porque las personas que tenían alguna incapacidad tenían dañadas esas áreas específicas del cerebro. (p.187-188)

As I have said, language is treated from a lot of sciences and because of that there are a lot of perspectives of it nowadays.

The last paragraphs have been an introduction to have a bigger idea about language. Nether less, In this project I am going to focus in mother tongue language, second language, body language and how and when children acquire and produce them.

5.1.MOTHER TONGUE LANGUAGE AND SECOND LANGUAGE

The way to acquire the mother tongue language is different than how to acquire the second language. It's well-known that to acquire the second one is more difficult and need a great effort from the people who wants to learn a second language. But why this happen?

In the following paragraphs we are going to try to address this question. We don't have to forget that language is an intangible matter and because of that, there are so many different theories about how is it acquire.

5.1.1. MOTHER TONGUE LANGUAGE

About the mother tongue language, Yule (1985) defended a significant increase in children in a few years:

La adquisición de la primera lengua es un proceso interesante por la velocidad con que ocurre. En el momento en que un niño entra en la escuela primaria (alrededor de cinco o seis años) ya es un usuario del lenguaje extremadamente sofisticado. (...) Lo podemos llamar “la facultad del lenguaje” con la que cada recién nacido parece ir equipado. (...)

Durante los dos o tres primeros años de vida, un niño necesita interactuar con otros usuarios del lenguaje para hacer que esta facultad sea operativa en una lengua determinada (...) Un niño que no ha oído o al que no se le ha permitido usar una lengua (reproducirla e interactuar), no podrá aprenderla. También tiene importancia la transmisión cultural, es decir, el niño no adquiere la lengua genéticamente, sino que la adquiere en un contexto de uso del lenguaje determinado. (p.200-201).

There are a lot of theories about what agent helps more in the development of the mother tongue language. Yule (1985) is very interested in Chomsky's theories:

Existen ciertas controversias con respecto a la adquisición de la primera lengua, como con la cuestión del componente “innato”. Noam Chomsky (1983) ha propuesto describir el desarrollo del lenguaje como “crecimiento del lenguaje”, ya que el “órgano del lenguaje” simplemente crece como cualquier otro órgano del cuerpo. Este planteamiento parece subestimar la importancia que otros investigadores conceden al contexto y a la experiencia en el desarrollo lingüístico del niño. (p.203).

They have been a lot of researches and investigations about how we acquire the mother tongue language. If we look in an author, the process to acquire the mother tongue language can be very different from another author. This happens because the question “How we acquire the mother tongue language?” it is subject to subjectivity of the investigator. For example, Yule (1985) explain the following steps to acquire the mother tongue language:

Las etapas de adquisición de la lengua materna son:

1. Etapa pre-lingüística

Los sonidos pre-lingüísticos de las etapas más tempranas de la adquisición del lenguaje en el niño se llaman simplemente balbuceos. El periodo va

desde los tres a los diez meses se caracteriza normalmente por tres estadios; *vocalizaciones, balbuceo y juegos sonoros*, intentando imitar a los adultos. (...)

2. Etapa holofrástica

Entre los doce y los dieciocho meses, los niños comienzan a hablar utilizando unidades simples reconocibles. Esta etapa también es llamada “etapa de una palabra”, se caracteriza por un habla en la que se emplean términos simples que se refieren a objetos cotidianos. (...)

3. La etapa de “las dos palabras”

Esta etapa puede empezar sobre los veinte meses (...) Hacia los dos años aparecerán combinaciones de palabras parecidas a “niña silla” (...) Sea lo que sea lo que intenta comunicar el niño con estas expresiones, las consecuencias funcionales significativas son que el adulto se comporta como si hubiera comunicación. (...) El niño no sólo produce habla, sino que recibe respuestas que confirman que la expresión ha funcionado. (...) El niño con dos años está produciendo entre 200 y 400 palabras y es capaz de entender cinco veces más. (...)

4. Habla telegráfica

Entre los dos y los tres años el niño comenzará a producir un número mayor de expresiones que podrían ser clasificadas como elocuciones de varias palabras. El niño ha desarrollado claramente alguna capacidad para construir oraciones y puede ordenar las formas correctamente. (...)

A pesar del hecho de que el niño todavía está adquiriendo aspectos de su lengua materna durante los últimos años de la infancia, se asume normalmente que hacia los cinco años el niño ha completado la mayor parte del proceso de adquisición básica del lenguaje. De acuerdo con algunos estudios, el niño está entonces preparado para empezar a aprender una segunda lengua. Sin embargo, la mayoría de los sistemas educativos no introducen el aprendizaje de una lengua extranjera hasta mucho después. (p. 204-213)

However, we don't have to be so obsessed with these stadiums of language's development because each kid is different and the period of each stadium can be variable.

5.1.2. SECOND LANGUAGE

Nowadays children learn a second language in Spain's schools. Languages are very important in our society and because of that schools try to have a good educational program in languages.

The most demanded foreign language is English. It has taken an important relevance in schools and it has been introduced there not only in English language subject, also in social science, natural science, art and physical education.

But how children develop and acquire a second language? Do they do it in the same way as the mother tongue language?

Yule (1985) affirms that:

Aunque es verdad que muchos niños pequeños cuyos padres hablan lenguas diferentes pueden adquirir una segunda lengua en circunstancias parecidas a la adquisición de la primera, la mayoría de las personas no están expuestas a una segunda lengua hasta mucho más tarde. Además, en general, la capacidad de utilizar la primera lengua raramente se iguala, incluso después de años de estudios de una segunda lengua (p.218).

We have to pay attention in this idea of Yule (1985):

Algunas causas obvias de los problemas para la adquisición de una segunda lengua están relacionadas con el hecho de que la mayoría de las personas intentamos aprender otra lengua durante la adolescencia o ya de adultos con cursos de unas pocas horas a la semana (...) y no a través de una interacción constante como experimenta el niño (...) y con una lengua ya aprendida disponible para nuestras necesidades comunicativas cotidianas (p.219).

This idea is very interesting because when we want to learn a language we spend a lot of time with grammar and vocabulary but we don't interact with people. This is an important aspect, because we have to remember that children develop the mother tongue language to in order to communicate with other people.

If we create this necessity of interaction and communication in classroom we can facilitate a more significant learning.

About that, Yule (1985) has this perspective:

Se debe distinguir entre adquisición y aprendizaje. El término adquisición, cuando se refiere a lenguaje, describe el desarrollo gradual de la capacidad de expresarse en una lengua utilizándola con naturalidad en las situaciones comunicativas. El término aprendizaje, por el contrario, se aplica a un proceso consciente de

acumulación de conocimiento del vocabulario y la gramática de una lengua. (...) Aquellos niños cuyas experiencias con la L2 son, básicamente, un aprendizaje suelen no tener el mismo dominio que aquellos que han tenido experiencias de adquisición (p.219).

We have to develop the language acquisition in our pupils and according to this citation, a good way is giving them some different situations and they have to talk. Maybe they will have some mistakes (grammar and vocabulary mistakes) but at least they are trying to communicate themselves.

They practice the communicative competence which, according to Yule (1985): La competencia comunicativa se puede definir a partir de sus tres componentes como la capacidad de utilizar la segunda lengua correctamente, con propiedad y con flexibilidad. El primer componente es la competencia gramatical que implica el uso correcto de palabras y estructuras (...) La competencia sociolingüística le permite al alumno interpretar o producir una lengua de forma apropiada (...) La competencia estratégica es la capacidad de organizar un mensaje con eficacia y compensar las dificultades que puedan surgir (p.226).

As we can see, by communication they are practicing a lot of aspects of the language. It's more difficult to teach a language in this form because teachers have to think different situations and activities that require prior preparation.

Nowadays we can find a lot of different methodologies to teach a language. Some of these new methodologies based in the constructivism defend that mistakes in the language are attempts to develop the language. Yule (1985) in this fragment explains:

Un error no es algo que entorpece el progreso del estudiante, sino una prueba del progreso en el aprendizaje activo que hace un estudiante cuando ensaya formas de comunicarse en la lengua nueva (p.223).

On the other hand think about the grammar-translation method that was usually used at schools (and maybe nowadays). Is this the best method to learn a language? In my opinion it's a weak way to learn a language because children are introducing it to their language, they are not forming an apart language and they are not creating a real knowledge. As Chassy (2015) says:

When we confronted with simple, clear situations individuals of different languages perceive the same reality. It is not the perception of reality per se that is changed by language but how it is reconstructed (p.49).

Because of that teachers have to develop a natural second language in class. Endless lists of vocabulary and a lot of grammatical rules do not matter if they are not integrated in the reality of a language.

5.2. ARTIFICIAL LANGUAGES

I have been talking about how a person develop natural languages. These natural languages have been developed for hundreds of years in a society and the language has been modifying by the time. Because of that we called these languages natural languages. For example: Spanish, Italian, English, Chinese...

In other hand, we can also find artificial languages nowadays. Some of them have been created for a book (Tolkien invented some languages for “The Lord of the Ring”) or for films, as happens with “Minions”.

First, some theory about artificial languages. Calero (1999) describes them as:

Una lengua artificial podría caracterizarse como aquella construida de una sola vez y de principio a fin por la mente humana (por una sola persona o varias, por un organismo o institución, etc.) con unos objetivos determinados (científicos, religiosos, políticos, etc.) y un método previamente establecido (p.9).

In artificial languages there are two types; the “*a priori system*” and the “*posteriori system*”.

- Couturat and Leau (1903) explained that “*a priori system*” are:
Projets qui, pour des raisons diverses, ne tiennent aucun compte des langues naturelles, et qui sont des langues originales, construites de toutes pièces (p.27).
(Projects which do not take account of natural languages for various reasons. The results are languages that are original, built from scratch)
For example, Wilkins language, created by John Wilkins.
- Calero (1999) described the “*posteriori system*” as:
Lengua cuyas estructuras léxicas y gramaticales se extraerán de los elementos comunes a los idiomas europeos más extendidos, con un criterio realista que facilitará su aprendizaje; lengua que a diferencia de las apriorísticas buscará una auténtica universalidad, sin ceñirse ya al privilegiado recinto de la ciencia; un sistema, en fin, que concederá una especial atención al aspecto práctico de su ejecución oral (p.26-27).

For example of this type of artificial language; Volapük (created in 1880 by Johann Martin Schleyer) and Esperanto (created in 1887 by Ludwig Leyzer Zamenhof)

The Minion language is an artificial language that is “posteriori system”. We can know that because this language is created from Spanish, Italian, Corian, English, French, Japanese and Philippine. This language was created by Pierre Coffin. It’s interesting that depending the language version, the minion language changes also in the film.

Although this language is totally artificial, everybody understand to Minions. Maybe thanks to the body and face expressions, the tone or the context... And this make us think that in the communication process not only the language is the most important factor.

5.3.BODY LANGUAGE

Everybody has a body and with it we express more things than we believe we express.

From how many distance we keep with somebody to a hand movement in a conversation. All these things are giving information about us, our thoughts and our emotions.

As Pease (2010) says:

El 65% de nuestro mensaje es no verbal, el 28% está en el tono y otros aspectos paralelos y sólo el 7% iría a través de las palabras (p.21).

The body language is very important in the two films that I am going to use to develop the educational proposal; “L’ Illusionniste” and “Minions”.

As I have said before, “Minions” use an artificial language to talk but the most important characteristic of them is that they are very expressive and use very well their body to express everything.

In “L’ Illusionniste”, in other hand, there are a lot of different characters but they don’t talk anything, they express themselves with body language.

5.3.1. CULTURE AND BODY LANGUAGE

We all know that the body language forms part of our society and culture. From the romans who used the thumb to forgive the life or not (maybe before them some tribes had another body language culture) to nowadays. The body language is not only the universal indicator of a feeling or emotion (for example if you smile maybe you are happy). Some of our

gestures that we use daily were invented. For example if we want to greet someone you shake the hand in the air.

But these specific gestures change from a country to another one.

For example, make a “V” with your fingers means “Victory” in Spain but in other countries as Ireland or United Kingdom is an insult.

The body language is part of our culture. It’s an alive element that often changes by fashion.

Of course in both films the characters use a basic and universal body language to avoid create confusion on viewers. Because of that these two films are very easy to understand and it is not difficult develop some activities with them.

5.3.2. WHEN DO KIDS START UNDERSTANDING BODY LANGUAGE

Children are influenced by the environment (parents, family, culture...) from when they born. They see, listen, smell, taste and touch everything they can. They are learning about in which place they are living.

From birth, children pass so many steps. Not only to understand the body language, for everything. They have to learn how walk, how talk...

For they is very important learn as soon as possible how maintain a communication with the mother. They have to try with sounds, gestures, glances...

But what happens in the brain? Human beings have got some neuron called “speculum neuron” or mirror neuron. These neurons, as their name shows, are neurons that get information of a gesture, glance or even a yawn and then reproduce the same waiting for an answer of the another person.

From babies we have this skill. In adulthood some people ignore and control the impulses of these mirror neurons. But when a baby need to eat or want to sleep has to try different communication ways to get what he wants.

As Key (1980) says:

“The interaction between mother and infant appears to be a mutually regulated syntactically governed sequence of behavioral units that have a shared meaning. The communicative capacities are a major achievement of the infant in the first quarter year of life. They provide the basis for the incorporation of objects into the interaction and later still for the exchange

of referential meanings in the form of language. Thus prior to language and prior to any form of reference the infant has achieved with nonverbal communicative means the necessary ability for successful communication (p.273).

6. HOW TO UNDERSTAND, PRODUCE AND CREATE THE LANGUAGE

Every day we are in contact with language. It's a natural and necessary behavior in our society. Language is the base of our communication.

We can notice that as our society, language changes in short time period. Some expressions are created and another are erased of our society. Language is an alive element of the society. Language is reflecting us and our society.

If we have this opinion about language why we don't develop some activities in class to motivate the interaction between pupils to practice language? In the human being nature is basic to create. We can do it in a lot of ways and language is one of them.

To Chomsky (1988) the creativity in the language is essential:

Para los cartesianos, el aspecto creativo del uso del lenguaje suministraba la mayor prueba de que cualquier otro organismo que se parezca a nosotros tiene una mente como la nuestra.

El aspecto creativo del uso del lenguaje también fue usado como un argumento central para establecer la conclusión, central al pensamiento cartesiano, de que los humanos son fundamentalmente diferentes de cualquier otra cosa del mundo físico (...) El aspecto creativo del uso del lenguaje a menudo se presentaba como el ejemplo más notable de este aspecto fundamental de la mente humana (p.15).

6.1.UNDERSTAND AND PRODUCE LANGUAGE; WHEN AND HOW (PSYCHOLOGY OF CHILDHOOD DEVELOPMENT)

The majority of searchers think that the language is a common characteristic of the human being.

As this process is developed in a natural way, it's important to know when and how (more or less) is developed because it can help us as teachers to make adequate activities in class.

In this way we can follow the natural development of the language and increase this ability in our pupils.

As before, we can see in the following paragraphs a lot of different opinion from different scientists about how, when and how many stages has to pass a kid to develop language.

For Yule (1985) the language is a skill developed by children and that have to pass some steps:

Todos los niños normales, sin importar a qué cultura pertenecen, desarrollan el lenguaje más o menos al mismo tiempo, pasando por las mismas etapas. Puesto que las actividades motrices siguen un desarrollo biológicamente determinado, se parte de la hipótesis de que las etapas de adquisición del lenguaje tienen las mismas bases. Se afirma que estas etapas biológicas están ligadas a la maduración del cerebro y al proceso de lateralización. Podríamos pensar que un niño tiene la capacidad biológica para distinguir ciertos aspectos de los estímulos lingüísticos en diferentes estadios durante los primeros años de vida. Lo que esta capacidad de adquisición necesita es un estímulo constante suficiente a partir del cual pueda extraer regularidades de una lengua determinada (p.201).

As we are talking about the skill of develop the language, we don't have to miss how children imitates the sounds. For this is also important the function of mirror neurons. Chomsky (1988) defends:

Una peculiaridad notable de la adquisición del lenguaje por parte del niño es el grado de precisión con el que imita el habla de sus modelos (miembros de la familia, otros niños, etc.). La precisión del detalle fonético va mucho más allá de lo que los adultos puedan percibir (p.31).

But not only the brain ability to acquire the language. The environment is a very important factor that influences to children. A determinate environment could condition the development of a language. Chomsky (1988) pays attention in this factor:

Supongamos que un niño dotado de la facultad del lenguaje humano (...) es colocado en un ambiente social donde se habla español. La facultad del lenguaje selecciona datos relevantes de los acontecimientos que tienen lugar en el medio ambiente, y haciendo uso de éstos de una manera determinada por la estructura interna de tal facultad construye una lengua, el español, o, más adecuadamente, la variedad del español al que está expuesto. Esta lengua queda incorporada en la mente; cuando el proceso ha concluido, la lengua constituye el estado de madurez alcanzado por la facultad del lenguaje. La persona entonces habla y entiende esta lengua. La lengua constituye entonces uno de los muchos sistemas de conocimiento que la persona ha adquirido, uno de los sistemas cognitivos de la persona (p.37-38).

And Chomsky (1988) also things that the environment determinate the level of language that the children can acquire:

El aprendizaje de la lengua no es en realidad algo que el niño hace; es algo que le pasa al niño que está situado en un medio ambiente apropiado, de manera parecida a como su cuerpo crece y madura de forma predeterminada (...) Esto no quiere decir que la naturaleza del medio ambiente sea irrelevante. El medio ambiente determina la manera en que se fijan los parámetros de la gramática universal, produciendo lenguas diferentes. (...) Además, las diferencias entre un ambiente rico y estimulante y uno empobrecido pueden ser sustanciales, tanto en la adquisición del lenguaje como en el crecimiento físico (p.108).

In 1970 Genie, a girl who was 13 years old was discovered in her father's house tied in a chair. She had been in this way since she was a child. As her family had never talked with her, she only snarled and didn't make any sound seemed to a normal language. With this case, we see that Chomsky hadn't got the reason when he said that language is an innately ability of human beings.

Genie had passed the "Critic Moment" to develop a language without the stimuli from the environment and because of that she always has a grave problem with language and didn't develop it correctly.

If the environment is so important when we are learning a language to acquire it, we have as teachers to promote a comfortable environment in the school and in the classes that make easier the communication in English.

Something as "Bubbles of English communication" in schools that make easier the acquisition of English giving to children some different situations and context to practice the English language.

6.2.PRODUCTION AND CREATION OF LANGUAGE IN PRIMARY EDUCATION

After that we can notice how important is the conversation and the dialogue to produce language and have a feedback of that to evaluate our progress. The interaction is essential to learn a language because we produce and create a lot of new ways to express ourselves.

It's ironic that interaction is less important in our educational foreign language program in which is very important to learn grammar rules and infinitive lists of vocabulary.

Production and creating is more usual in mother tongue language but it isn't always in class. Nowadays some teachers think that it's better to teach a lot of different concepts and they don't pay attention in some skills as important in our society as the communicative or the technological skill.

Pupils have to develop a lot of skills but they have to know how to use the language in each context. In this way, they can have a successful relationship with other people.

Children are used to follow a script to know what they have to do. If we give them some situations in which they have to create we can produce in them a stress feeling that can make exploit their neurons and have good ideas.

7. METHODOLOGY

I have decided to do three activities with these two films. Each activity will have a methodology very clear. I have chosen these three because I think that they promote the participation of pupils. And with this educational proposal I want to develop their communication in English in class.

- Total Physical Response- I think that is very necessary the movement in childhood and some of them maybe remember better a concept or an activity if they do it actively. This method makes them to be creative and to search some new ways to express a same thing or situation. I have talked about the importance of adapt themselves to different situations and they are going to do something similar.
- The Direct Method- They have to work with the English language. But not doing bored activities. They have to create a situation, think what they would do or not and what they want to say. With situations that change very quickly they don't have time to rest, think in Spanish and translate to English. Speed makes them think faster in English and don't mind to translate.
- Suggestopedia- This would be the last session, is more than a rapprochement to themselves than to others. It's like a reflection. We don't only teach to have pupils with more and more information in their heads. We have to teach to think, how to reflect, how to express with creativity what they think... We are working with children that are growing and that need have time for themselves in this society. With this method I pretend to give them the opportunity of create and express what they feel or think.

8. TEACHING PROPOSAL

In my teaching proposal I want to develop the creativity and the production of English language with the help of two cartoons films; “Minions” and “L’ Illusioniste”.

These cartoon films are very different.

- “Minions”

This is an American cartoon famous film that was released in 2015 and it had a big boom. The directors of the film are Pierre Coffin and Kyle Balda. Minions became fashionable and every kid one more.

They are small yellow beings that only want to look for an evil boss but everything does not come out as expected.

The interesting thing is that, as I have said before, they talk in an artificial language in which they mix a lot of languages, but they are very easy to understand with their gestures.

In addition they appear in two important Anglo-Saxon countries; United States and United Kingdom (and also appear other countries). In original version in English is also very curious notice the accent change between a country and the another one.

Some aspects can be used and it could be a good result in class because children like Minions a lot of.

It’s the typical commercial film for children. A soft comedy.

- L’ Illusioniste

This is a French-Scottish cartoon film that was released in 2010 and that has won a lot of awards for its quality.

This film has a more mature cartoons, more realistic, similar to comic cartoons. The characters have an important and thought physiognomy. Many of them have very pronounced factions that represent some aspects of their personality. In some cases is similar to a caricature. The story is set in 1959. First the main character is in Paris and then go to London. After that he goes to a village and then to Edinburgh.

Characters don’t talk but there is a continuous action that causes in the viewers that they can’t stop to see the film.

It’s like a fantasy fairy tale, but with some aspects that can make us question some things of our society.

8.1.CONTEXT

We are in a class of 4th grade of Primary Education (pupils are between 9 and 10 years old) in a British Council Estate School. There are 24 pupils in class. None of them has an incapacity.

The classroom has got a Digital Board and a computer with Internet. This week I have to decide to do the cinephile week with my pupils. Because I have choose films so different.

8.2. ACTIVITIES

In this “Cinephile Week” the activities that have to be developed are the following. They are three and each one follow a different methodology. The three activities are very different and I have though to design them in this way to develop the more pupil’s skills as possible.

- *What would you do if...?*

This first activity follows the total physical response method. I am going to use the film “L’ Illusioniste” for this activity.

We only need a computer and the film. In YouTube this film can be find easily in this link: <https://www.youtube.com/watch?v=GSoo7saC2Ko>

First, we have to make is distribute students into four groups.

Each group is going to have a mission; represent a situation but only with body language.

The situations that they have to do (each group has to do one of these):

- What would you do if you think that someone has cooked your pet?
- What would you do if you do not want to greet someone?
- What would you do if you want to make a gift to someone?
- What would you do if someone interferes your show?

Each group has a situation and they have to think what would they do and how represent it in class only with body language.

After thinking for a while, teacher says to one group to read the situation and represent what would they do. Then, teacher asks to the other three groups about what have they done in the representation to see if they have understood.

After that, teacher has to put in the computer the parts in which the characters of the film do this things. These fragments are in these times.

- What would you do if you think that someone has cooked your pet?
From minute 47:25 to 51:33 of the film
- What would you do if you do not want to greet someone?
From minute 1:07:09 to 1:08:06 of the film
- What would you do if you want to make a gift to someone?
From minute 32:39 to 33:45 of the film
- What would you do if someone interferes your show?
From minute 09:48 to 10:33 of the film

They have to think if the solution of their classmates have been better or not that the solution in the film. They have to explain in group if yes or no and why to their classmates.

- *What do they say?*

This second activity follows the Direct Method. I am going to use the film “Minions” for this activity.

Pupils have to be divided in four groups. Each group have to have a tablet with access to Internet and YouTube.

They have to watch a short fragment of the film and they have to write a dialogue of what do they say in English. Minions talk in Minion language, as I have said, an artificial language. They have to write the conversation.

The fragments of the film are the following:

- Minions at the Mall:
<https://www.youtube.com/watch?v=DwqLanEXcKY>
- Minions discover NY:
<https://www.youtube.com/watch?v=z1sEWbSK5Vs>
- King Bob:
<https://www.youtube.com/watch?v=nRiJF0Cv1Yc>
- Pucci the mouse:
https://www.youtube.com/watch?v=h4jWDds_5yA

After a while, they have to put the fragment in the digital board in mute mode and they have to talk English when minion talk. They have to try do not to read the script that they have made.

If they can, they can try to move and make gestures as minions.

- *What do you imagine?*

In this last activity, we will use the soundtrack of the film “L’ Illusioniste”.

The principal song is in Youtube:

<https://www.youtube.com/watch?v=-zSUJdesv-Y>

The teacher has to come to the class with a lamp ball with light colors to create a special atmosphere. Then, the teacher switch off the lights of the class.

This is an individual activity. Pupils have to listen the music and draw what inspires to them the song.

After drawing, they have to explain individually to their classmates why have imagined that.

9. CONCLUSIONS AND FINAL CONSIDERATIONS

There are so many conclusions that can be extracted from this final degree work:

- As we can see, motivation is one of the factors that most influences when we learn a language. With more interesting activities, the degree of motivation would increase and facilitate the acquisition of a foreign language.
- Teachers have to know about new technological media to adapt the classes to what society claim to the new generations.
- It’s very important to know well about audiovisual media to select it in the best way possible (regarding the age of children, the matter of the audiovisual media...)
- We increase the interesting of pupils when we use technological media because these media are used by them daily. It also happens when we you cartoons in class. Pupils are interesting and motivated to do different activities with them.
- As I have seen, a language is better acquired with a continuous interaction in that language. This is a perspective very remote from grammar translation method.
- In this communication in a foreign language we also have to pay attention in the body language to express ourselves better.
- The classes are where pupils pass the majority of the time at school. Teachers have to try to create and appropriated environment which

provide confidence to pupils. Because the environment is another element very important when we want to learn a language.

- Teachers have to promote different type of activities to develop the skills of adapt the foreign language in different contexts. We have to remember that life is improvisation and if they practice in different situations they are going to be more prepare for the real world.
- To acquire a foreign language we have to express ourselves and to have a lot of conversation to develop the oral expression and comprehension.

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