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DEVELOPING THE MOTOR SKILLS THROUGH THE FOREIGN LANGUAGE INSTRUCTION

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Resumen:

La adquisición de la lengua extranjera es un proceso que requiere ser desarrollado en las primeras edades a través de metodologías prácticas que permitan e incentiven la comunicación y la socialización de los niños. De este modo, podría ser beneficioso para ellos combinar la adquisición de la lengua extranjera con otros tipos de desarrollo, haciendo del proceso de aprendizaje algo más aplicable a la vida real. Por ello, el desarrollo de las habilidades motrices podría ser el modo ideal de entender el lenguaje a través de la práctica y, al mismo tiempo, la lengua extranjera podría ser la herramienta ideal para el desarrollo psicomotor.

Palabras Clave:

Lengua extranjera, habilidades motrices, Método Natural, Método de Respuesta Física, comunicación, Educación Infantil.

Abstract:

The foreign language acquisition is a process that needs to be developed in the earliest years through practical approaches which permits and promotes the communication and the socialization of the children. In this way, it could be beneficial for them to mix the foreign language acquisition which other types of development, making the learning process something more useful to the real life. Therefore, the motor skills development could be an ideal way to understand the language by the practice and, at the same time, the foreign language could be the ideal tool to develop the psychomotor abilities.

Key Words:

Foreign Language, motor skills, Natural Approach, Total Physical Response, communication, Pre-Primary Education.

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1. INTRODUCTION

The intention of my Final Project (Developing the motor Skills Through the Foreign Language Instruction) is to propose a different way to see the education. Specifically, I have oriented my investigation to two particular educative ambits: the foreign language acquisition and motor skills development. My idea is to mix them to get a better development of both areas, to become the process in one more playful and enjoyable, and finally to acquire practical and useful skills.

One of the most important parts of the project is the Theoretical Foundation. This part represents the main source of information about the topic. Therefore, though an exhaustive investigation, I have explained the foreign language acquisition as the process that the learners follow to get proper communicative skills about a different language from their native one. The way to acquire it is through a particular approach, which is a theory about the nature of language that represents the source of practices and elements in the teaching process. Specifically, I have used a concrete approach supported by Terrel and Krashen. to develop it: The Natural Approach, which is a constructive method that pretends to get a useful learning of the language.

On the other hand, according to Piaget and Le Boulch, the psychomotor development in Pre-Primary Education is an essential aspect of the comprehensible development of the child which helps to build his/her personality. It would increase the psychological development, the behaviours and the acquisition of some important commands (emotional, social, cognitional and the psychomotor one).

Therefore, I have put into practice all this information in the Personal Proposal of Educative Intervention through a list of resources and a particular methodology to develop them. In addition, the evaluation plan would help to check the results.

Finally, I believe it could be necessary and proper to the children development to apply this innovative proposal because the foreign language acquisition and the motor skills development represents one of the keys of the integral development of the child, and it also would increase their free communication and socialization.

2. OBJECTIVES

- To promote the learning of the foreign language as something transcendental to the child integral development.
- To design a type of teaching methodology which permits to acquire a practical and useful communicative skill.
- To create activities and resources that develop the motor skills and also the foreign language acquisition at the same time changing the view of the current traditional approaches, and which can be used by every group of Pre-Primary.
- To acquire research skills and to be able to investigate on different resources through a critic attitude about the information.

3. JUSTIFICATION ABOUT THE TOPIC

I have always thought that the teaching-learning process is too theoretical. Nowadays, taking into account my educative experience at school and my current point of view as a teacher, I have to say that the way the contents are taught is not beneficial to children.

Therefore, my motivations about the election of the Final Project are really clear. I would like to postulate a new view of the educative teaching, and specifically, about the foreign language acquisition. From my point of view, the Pre-Primary learning (and every type of learning) cannot be something theoretical based on master lessons imparted by a teacher to a group of children in an individual way. The educative process is something more. We can pretend that our children finish the educative period talking in English if we have not let them to communicate in the classroom.

As I see, providing communicative and socialization situations is something essential to the correct development of children. For that reason, I believe that children spend too much time sat in their chairs, and instead of it, they could be manipulating and exploring the world around them, to learn about the real life. Actually, talking about the foreign language instruction, I believe that every language should be learned through the practice, as the native one, so the moment to begin with it should be the earliest as possible.

In this way, I have chosen the first step of the educative process (Pre-Primary education) to try to help as I could in this national problem. It is in that stage when children need to acquire the comprehensible input that would made them to integrate the language in their personality.

Therefore, the ideas I have explained in the Final Project answer to this postulation, trying to offer a more practical view of the education.

4. METODOLOGY

The way I have worked on this Final Project answers to a managed and organized structure.

First of all, I looked for information in some data base like Scopus, Dialnet and DOAJ. At the beginning I found a lot of articles related, so I read them carefully maintaining a critic and reflexive posture.

Then, once I critically selected the articles chosen and I had an idea about the type of information I wanted to use, I went to the library to get some books that could help and complete the knowledge about it. So I took three interesting books that have been the base of my research.

In this light, I postulated the Theoretical Foundation basing on the most representative experts about the topic, trying to include the ideas I have learned through the multiple lectures.

From that point on, and taking into account my personal reflection about the information, I elaborated the Practical Proposal. So I thought how could I postulate an approach that let children to acquire the foreign language at the same time than the motor skills though a practical way, and I created it.

Finally, I made my reflections and conclusions trying to show why could be beneficial for the children development to follow that educative strategies. So I explained how I see the current educative process and then which would be the one I pretend.

5. THEORETICAL FOUNDATION

The Natural Approach was developed by Tracy Terrell and Stephen Krashen in the late '70. They saw the communication as the main goal of any language, so this approach focuses on teaching communicative abilities.

5.1. The learning of a second language through the Natural Approach:

According to Krashen and Terrell (Richards J., Rodgers T. "Approaches and Methods in Language Teaching" 2001), the communication is the most important aspect of any learning. But in contrast, the educative system in which they were involved was focused on writing skills. For that reason, they wanted to develop an approach whose main goal is making children to use the second language as a natural aspect of their everyday activities and routines. So in 1977 Terrell outlined "a proposal for a 'new' philosophy of language teaching which called 'The Natural Approach'" (Terrell 1977: 121), and immediately joined to Krashen on the elaboration of a theoretical rationale for the Natural Approach.

In this way, the Natural approach is a Communicative Language Teaching, and the communication is the process of exchanging information between persons, where each one holds a particular position to get mutual harmony. It is a dynamic process affected by many variables or elements.

It is important to be fully aware of the true nature and conditions of speech in order to understand neatly what successful speaking comprehends requires. At the surface level, one may claim that speaking effectively equally implies being able to listen and to understand, as these skills very often co-occur. Speaking, thus, is essentially reciprocal because any interlocutor may contribute at any time to the development of the discourse, and to respond quickly to anyone else's hint. (Martínez J.D. 2008:128)

- **Sender**: Represent the person or not person who emits the message. It is the source of knowledge and the origin of whatever it wants to communicate.
- **Ideas**: Message which the sender tries to transmit. It represents the content which is wanted the receiver to get.

- Encoding: System of signals or signs used to transmit a message, for example, the English, Castellano, Morse Code, Braille, traffic signs...
- Communication channel: The physical tool through of that the message is transmitted.
- Receiver: Person or not person that get the information emitted by the sender. It interprets and decodes the message.
- Decoding: Process which permits that the ideas exposed by the sender could be interpreted by the receiver.
- Context: Extra-linguistic situation or atmosphere where the communication process is developed.
- Feedback: Reactions or responses manifested by the receiver because of the sender actions.

So in this light and taking into account the importance of the communication to learn and to exchange information, the necessity of a communicative approach was evident. Therefore, the origins of the Communicative Language Teaching are found in 1960, when the traditional methods of Language Teaching changed. " By the end of the sixties it was clear that the situational approach... had run its course. (...) What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meanings and the intentions of the speakers and writers who created them." (Howatt 1984:280)

The main aim of the Communicative Approaches is to develop the communication in a foreign language. It tries to get that the speakers could make correct sentences in a speech community. However, that approaches are not only a way of learning a language and acquiring knowledge, they permit to acquire the ability of using the language in that four essential situations:

1. *whether something is formally possible*
2. *whether something is feasible in virtue of the means of implementation available*
3. *whether something is appropriate in relation to a context in which it is used and evaluated*
4. *whether something is in fact done, actually performed, and what its doing entails*

(Hymes 1972:281)

Related to that postulation, that ability of using the language could be put into practice with a group of children creating communicative situations where they will have to solve some “problems” in the learning process. So using the strategies learned they will have to face with some particular aspects chosen by the teacher.

However, in that educative background, the learning of the language is not the first aim, as it represents the vehicle of acquisition of any knowledge. The teachers use the target language in a natural way trying to create an atmosphere which children could appreciate as something normal in their life. For that reason, the appropriate use of the language, the correct pronunciation and the vocabulary of the teachers is stressed.

Taking it into account, the teacher is the main source of comprehensible input or exposure, which refers to every information that the learners receive in an oral or written way. Therefore, the teachers who follow that communicative approaches create an atmosphere where the target language is the only one used, and the children who are listening and learning that language will reproduce it only when they are prepared. The pupils decide when to start producing speech and when to improve it, but they are not “forced” to express themselves through that target language.

Because of that, unlike other methods used in education like the “Direct Method”, this one places less emphasis on monologues, direct repetitions and formal questions. In contrast, the teacher creates an interesting and friendly classroom atmosphere, and puts into practice a rich mix of exercises and activities.

The evaluation of this input has to be constant and continuous, and the main way to get the information required to know if they have understood the contents or not is the observation. The everyday observation of the teacher to his/her pupils is essential to control their improvements, and it also permits reinforce the aspects needed or increase others.

According to some educative experts, the change to a communicative methodology was totally essential. First of all, Mr McLaughlin explained in his book “Second Language Acquisition in Childhood” that the failure on the non-foreign language learning is the way of

teaching it and not the lack of study from the children. “One reason why children find learning second languages in school difficult may be that they are taught in the wrong way” (Barry McLaughlin 1984:2)

After that, other prestigious educative experts have argued that this type of communicative approaches is totally beneficial to the students as the best way to learn a foreign language is introducing on a natural atmosphere. “As advertised, The Natural Approach is very appealing – who wouldn’t want to learn a language the natural way, and what language teacher doesn’t think about what kind of input to provide for students.” (Romeo 2003:1)

Nowadays there are lots of schools that follow that methodological experience. They manage their annual programming through a communicative point of view, and the learning of the non-native language in a natural atmosphere is their main aim.

One example of it is the British Council Agreement. The schools which follow that agreement are bilingual centres with a speciality section in English language integrated by curriculum called British council, being the identity which defines them. This agreement was signed between the Ministry of Education and Science in Spain and the British Council. Its purpose is to promote mutual understanding and respect feeling to the different cultures what exist in Europe. The fundamental base in a bilingual teaching is the idiom as a vehicle what shows knowledge and sensibilities. The important thing is teaching in English, instead of teaching English, to get a double end; to know the language and its cultural characteristics. At the same time, students acquire the contents which have been introduced by the law.

5. 2. The psychomotor development:

According to some scientist like Piaget and Le Boulch, the psychomotor development in Pre-Primary Education is an essential aspect of the comprehensible development which helps to build the child’s personality. It would increase the psychological development, the behaviours and the acquisition of some important commands:

- Emotional: fondness, feelings and emotions.
- Social: relationship with the society, the environment, the groups, the personality development...
- Cognitive: knowledge of the thinking and language processes.
- Psychomotor: realization and election, conscientiousness-raising and control.

Following the Piaget's postulations, every cognitive skill is based on the motor development, where it is essential to the integral development of the person, as because of our movements and our interaction with the world, we acquire experiences that would help us to obtain new knowledge. (Maturín, P. 2009).

So, in this way, the children's thoughts represent an action on the objects, like a psychomotor dimension of the intellectual conduct. Piaget explains how we can access to the knowledge through the action, he puts emphasis on:

- It is necessary the psychomotor development to get the intelligence development.
- Children's active role on the development process, through the movement.
- Pedagogical influence: pedagogical action focused on the real development of the child. (Approaches)

Therefore, following the Piaget's Theory, the motor development takes part through different stages in the development of the cognitive functions:

- Formal intelligence: 12 years' old
- Concrete intelligence: 8-12 years' old
- Intuitive intelligence: 4-8 years' old
- Pre-conceptual intelligence: 1, 4-5 years' old
- Sensorimotor intelligence: 1st year

In this development stages we can see how the child gets different types of intelligences while they are growing, but to get them, the psychomotor development has to be totally involved. In such a way, the motor skills have an essential position on the sensorimotor intelligence but they take part in lesser degree on the formal intelligence.

In this light, to get a proper psychomotor development we need to work some essential aspects in the classroom, trying to help children to acquire this essential developments and abilities:

- Global development of the child
- Perceptive-motor factors
- Physical-motor factors
- Body control
- Space-time coordinates
- Laterality acquisition
- Relaxation and breathing
- Space-time and rhythmic organization
- Gestural and postural communication
- Relationship with the objects, adults and classmates
- Affective and relational development
- Corporal expressivity
- Body education: health, nutrition, sleep
- Socialization through the movement
- Balance acquisition
- Coordination of the movements

However, in spite of knowing all the contents that a pre-primary teacher should teach to their pupils, the question “why” is still in the main of a high percentage of population. Therefore, here there are some motifs of how the psychomotor development influences on the global development of the child:

- It gives to the physical activity a playful and existential character.
- It requires a global implication of the child, so much physical as psychosocial.
- It is a continuous claim of reaching something.
- The child progression is a fact that so much the teacher as the pupil him/herself can appreciate
- It helps to solve the problem of manifesting on public.
- The values praised on the classroom are often the same that important values of the real life.
- The non-verbal communication is emphasised, so it gives the pupil new strategies to show its feeling, emotions and thoughts.

- It permits the teacher to work the emotional valour and other essential ones: clean game, help, cooperation...)
- The children learn how to look after the materials, to organize themselves into the space and to develop a managed main about the gym space and its huge possibilities.

Therefore, taking that into account, it is totally essential that some principles are covered in each psychomotor session:

- Interaction with the environment: experience, life of the children, their interests, their world.
- Activity: curiosity, observation, imagination, overcoming, improvement.
- Playful: base of their existence, vital necessity.
- Interest: motivating and interesting activities.
- Meaningful and significant learning: new concepts since own experiences.
- Socialization
- Creativity: “look where everyone has looked at but see what anyone has seen” (Poveda, 1981)
- Globalization: to reach the totality before than the details

5.3. The psychomotor development through the Natural Approach:

A) TOTAL PHYSICAL RESPONSE

Trying to match the foreign language acquisition and the development of the motor skills, there is an approach that bases the learning process on the link between the movement and the speech, it is called “Total Physical Response”.

It was developed on the 1965 by James Asher, who claimed that the oral acquisition of a language must consist in orders and commands. Therefore, he explained the idea that children respond to that requirements first by physical actions and then by oral responses. In this way, they are developing the motor proficiencies following oral commands in the target language.

“Total Physical Response (TFR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through motor activity” (Richards J., Rodgers T. 2001:73).

According to Asher, the Total Physical Response can also improve some skills related to the “*lateralization*” of the brain’s two hemispheres, the innate “*bio-program*” that explains the perfect way to get a language acquisition and the “*reduction of stress*” which is essential to get a proper learning (Richards J., Rodgers T. 2001:74).

- The improvement of the he first one, brain lateralization, is reached because of the exercise of the right-hemisphere through the action and movement, linked to the exercise of the left-hemisphere through the second language learning.
- Related to the second one, the bio-program, Asher understand the learning of the first language (L1) and second language (L2) as a continued and simultaneous unfolding. Therefore, he believes that humans have a bio-program for language which manage the learning of L1 and L2.
- The last item postulated by Asher is the reduction of the stress. He claimed that this type of learning helps the children to reduce the stress, to maintain a kind attitude, to have a positive behaviour and good disposition to the learning process. In fact, every activity that implies movement and action, would help to concentrate, so the language acquisition rises.

The main aim of the Total Physical Response is teaching the first oral skills of the target language. Furthermore, it tries to get the children are able to understand and comprehend the language in an easy way, and finally to learn the basic speaking skills. The pupils that are learning through this approach are the main characters of listener and performer. First of all, the professor teaches the children some basic items which and then they have to follow the teacher’s instructions and put into practice these orders through actions. After that, the professor can variate the commands and produce combinations (always with the learned items), and the children also have to reproduce it. It implies a higher degree of concentration and comprehension of the language.

The own learners can evaluate their improvement. They only talk when they are totally ready and feel confidence to do it. Therefore, the teacher does not pressure them to accelerate the speech process, they are totally free to follow the instructions with movement and actions and evaluate their comprehension. Then, when they feel enough comfortable to speak in public and to reproduce some of the oral commands by themselves, they will have the teacher's and classmates' support.

The role of the teacher in that approach is totally active. He has to decide the contents that he wants to teach, the way that he wants to show the materials and resources... He has the responsibility of expressing the target language with the best pronunciation as possible, promoting the correct integration of the sounds. In addition, he has to express clearly the elementary rules of the language so that the child can internalize them easily.

However, in spite of the accuracy is emphasized, the teacher must not correct the errors of the learners. He can repeat the sentenced properly but not as a correction, only as a comment encouraging him. The idea consists on the listening skill of the children; they are able to learn the rules of a language by hearing the teacher and classmates, so committing errors is something normal in the process.

“Getting learners to focus on accuracy is likely to encourage a less exploratory or fluent use of the language. Pushing them to develop fluency, on the other hand, might encourage greater use of formulaic chunks of language, discouraging attention to accuracy and reducing speaker's capacity for processing complex language. Leading them to experiment with new expressions or new combinations of words and phrases might jeopardise their accuracy or fluency”. (Bygate 2006:17)

B) B.O.C.Y.L. DECREE

The Castilla y León decree of Pre-Primary Education regulates the minimum teachings that every schoolchild has to learn in the stage.

We can observe that the motor development and the foreign language acquisition are situated on the same group, the third area, which is called “Languages: Communication and representation”.

Actually, both refers to the same general idea: language. While one of them implies a physical language which is put into practice through the movements of the body, the other implies an oral language which is put into practice through sounds and the articulation of words.

However, in spite that we focus on these two types of language, there are some more. In the B.O.C.Y.L. decree we can find some other important languages which also need to be learned in the Pre-Primary stage, such as maths, music and arts.

Talking about the psychomotor development, the Castilla y León decree establish that the children have to appreciate the motor possibilities their bodies have and the autonomy that it means.

In this light, it explains some related contents that must be followed, as the experience of the movements as corporal resources to the communication; the body expression of their own feelings and emotions, and also the recognition of the classmates’ ones; the use of the body in breathing activities, equilibrium and relaxation; directional notions about their own body; orientation and time-space organization, the practice of spontaneous performances, dances and popular traditions through corporal games...

So all that contents try to get one concrete objective:

“11. Demostrar con confianza sus posibilidades de expresión artística y corporal”. (DECRETO 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León. 2007:15)

Talking about the foreign language acquisition, the Castilla y León decree establishes some contents related to its learning which have to be put into practice in the Pre-Primary stage. They are based on comprehension and response to the commands and instructions in the foreign language (supported by pictures or other resources), comprehension of essential ideas in texts (games, routines, songs, tales...), distinction of the most evident tones and rhythms of the

foreign language, reproduction of groups of sound with meaning, word and sentences in a significant context, association of words and sentences to some objects or pictures...

Therefore, these contents try to get three concrete objectives:

“4. Adoptar una actitud positiva hacia a la lengua, tanto propia como extranjera”

“5. Comprender y responder, de forma verbal y no verbal, a producciones orales en lengua extranjera, asociadas a tareas usuales de aula y con abundante apoyo visual”

“14. Participar en juegos sonoros, reproduciendo grupos de sonidos con significado, palabras o textos orales breves en la lengua extranjera”

(DECRETO 122/2007, de 27 de diciembre, por el que se establece el currículo del segundo ciclo de la Educación Infantil en la Comunidad de Castilla y León. 2007:14,15)

So the contents and objectives that every schoolchild have to reach are quite clear. The difference resides in the way to teach it, the techniques used and, in summary, the methodology. But the decree and the laws do not put limits on it, so its choice belongs to each school, each educative community, each management team and, specially, each teacher.

6. PERSONAL PROPOSAL OF EDUCATIVE INTERVENTION

6.1 Contextualization:

The personal proposal we will see is orientated to the second stage of Pre-Primary education, and specifically, to the third year (five and six years old). However, it could be put into practice, with some adaptive measures, in the whole stage and also in Primary Education.

It is something essential for these young children to develop the linguistic skills and therefore, the bilingual ones. Furthermore, it is totally important for them to develop the motor skills as soon as possible. Actually, these two developments must be acquired in the early ages, otherwise, the process lose effectivity.

In this way, it could be beneficial for the Pre-Primary children to learn and to develop those abilities together. Learning one of them through the other could make a link or connexion which improve the results.

6.2 Objectives:

- To acquire a communicative competence
- To develop the essential motor skills
- To understand the foreign language as something normal in the day-to-day
- To comprehend and use the foreign language in easy situations
- To respect and show a positive attitude to foreign languages and cultures which are different from ours.

6.3 Contents:

- Oral comprehension
- Listening

- Speech development
- Knowledge about the foreign culture
- Communicative skills acquisition
- Perceptive-motor factors
- Physical-motor factors
- Body control
- Space-time coordination and organization
- Laterality acquisition
- Corporal expressivity
- Body education: health, nutrition, sleep
- Socialization through the movement
- Balance acquisition
- Coordination of the movements

6.4 Methodology:

Related to the Natural approach, I would put it into practice through an integrating methodology. Therefore, I would provide learning situations where the children receive comprehensible input every time. So I would talk to them always in English trying to improve their listening skills and then, when they feel enough prepared, they would decide when to start producing output (speaking).

In that moment, the speech would be part of our English atmosphere, trying to support their speaking skills through visual resources and through repeated routines. In this light, they would feel totally free to talk in English when they want, without any pressure and respecting the different rhythms.

Moreover, I would try to speak with a perfect pronunciation and a correct use of the language as this approach considers these aspects as something essential to the proper learning of the children.

Taking into account the psychomotor development and the link between it and the Natural Approach explained on the theoretical foundation, the methodological principles I would follow to put into practice my educative proposal are these:

- I would design innovative and useful learning resources, trying to make them interesting, motivating and challenging enough.
- I would try that these proposals make an active and creative atmosphere where the children could create their own knowledge, taking into account their opinions, letting them to draw up hypothesis, making reflections all together, investigating, looking for information...
- I would always take into account the interests of the children and work on their individual characteristics and necessities.
- I will try to create a comfortable atmosphere where every child could feel secure enough to share his/her emotions, preoccupations, feelings, successes or failures, which could be full of experiences and exchanges, and use strategies to let children contribute and progress.
- I would create situations where the children could use the different languages as social tools, and also where they could understand the different cultures and the aspects related to the topic which characterize each society.
- I see the playful activity like the main learning resource, so I will prepare different types of games where the children could develop suitable behaviors and which stimulate their creative capacity and happiness about the learning process.

6.5 Resources:

Which the intention of getting the aims proposed and trying to acquire the communicative and motor skills considered, I would put into practice these concrete activities which are not limited to a particular group and could be used in some different learning contexts.

- **Motor tales:** this could be the nearest resource to get the aims of my personal proposal of educative intervention. It is a playful activity based on a list of instructions that form a story. The children have to follow that instruction (in the foreign language) and produce the required movements.

It could be a really interesting resource because bring the children the opportunity of appreciate the language learning as a funny game, feeling part of the story and acting like the main characters.

Furthermore, it is adequate to the early ages because in spite of not understanding the instructions, the children could recognise them through the context and the visual supports.

Therefore, this resource would improve the motor skills of children as the teacher has the authority to choose the contents (space-time organization, laterality acquisition, coordination of the movements....) and then put them into practice through the communicative expressions they choose.

- **Dramatizations:** this educative resource is similar than the previous one, but the difference is the memorization. While in the activity before the children have to recognize the instructions given in that particular moment, in this one they would know the plot of the story they are going to act.

Therefore, it would help them to learn new language structures as they could prepare it, and then, represent it. In this way, the learning of the instructions and the movements related would be more effective, but they need to spend much more time.

- **Songs:** it is a useful resource that permits children to move and to express themselves in a natural way with total freedom or, also, through some stablishes guidelines given by the teacher.

In this type of activities, the teacher acts like the main character who provide movements and the children have to imitate him/her. But when they are acquired

the guide of movements that they have to do, they become the principal character of the activity.

On the other hand, the songs would also be beneficial to the children in a freeway. Therefore, following the lyrics in the foreign language, they could express as they consider, but always understanding the meaning of the instructions and acting in consideration.

In this way, it would imply the improvement of the listening skills, the oral comprehension, the learning of new vocabulary and expressions, and it also would promote the motor skills (coordination of movement, orientation, laterality acquisition...)

- **Games:** the games represent an essential educative resource which children need to grow up, mature and acquire a complete development. They are the main source of knowledges that children have to learn in their childhood. Besides, as they see them as something funny and playful, it is the best way to learn new things of every type of area.

Furthermore, the symbolic game represents an essential element to the integral child development.

- **TICs:** the use of the new technologies would improve every type of learning process. In this particular case, it could be used as part as the four resources previously mentioned. In the motor tale and in the dramatization, the digital board could be an excellent tool to provide visual and noisy support; in the songs, it could be beneficial to mix the electronical tools used to make it funnier (cassette, tablet, digital board, computer...); and related to the games, the use of the digital board to explain the tasks or other aspects could make them more motivating and attractive to children.

Moreover, we can also prepare games through the new technologies such as looking for a treasure in the classroom following instructions of the digital board.

6.6 Evaluation:

A) CRITERIA

- The communicative competence has been acquired
- The essential motor skills have been developed
- The foreign language has been understood as something normal in the day-to-day
- The foreign language has been comprehended and used in easy situations
- A positive attitude to foreign languages and cultures which are different from theirs has been showed.

B) TOOLS

I would evaluate my pupils through a continuous and systematic observation, with the intention of appreciate their progress and development on the time.

Therefore, I would follow two types of rubrics. The first one is orientated to evaluate their behaviour and moods into the classroom:

OBSERVATION GUIDE	
NAME _____	DATE _____
AGE _____	YEAR _____
1. He/she is autonomous with the activities.	Always Sometimes Never
2. He/she respects the rules.	Always Sometimes Never
3. He/she is organized, tidy and careful with the material.	Always Sometimes Never
4. He/she maintains an actively attitude.	Always Sometimes Never
5. He/she is clean with his/her works.	Always Sometimes Never
6. He/she finishes the activities on time.	Always Sometimes Never
7. He/she respects his/her classmates.	Always Sometimes Never
8. He/she helps his/her classmates.	Always Sometimes Never

It is an observation guide that must be a few times a month (ones a week would be perfect). It would give us an idea of their learning process, and at the end of the year, it would help us to appreciate their improvements.

On the other hand, I would use an assessment criteria rubric, which may be completed at the end of each term and provides us concrete information about the development of the objectives proposed or not.

ASSESSMENT CRITERIA			
	O	I.P	N.O
The communicative competence has been acquired			
The essential motor skills have been developed			
The foreign language has been understood as something normal in the day-to-day			
The foreign language has been comprehended and used in easy situations			
A positive attitude to foreign languages and cultures which are different from theirs has been showed.			
C: OBTAINED I.P: IN PROCESS N.O: NOT OBTAINED			
Notes:			

Furthermore, once the school year has finished, I would point out if it has been a success or not. So I would ask myself if the materials and resources used has been motivating and enjoyable for the children, and if they have fun while learning.

I also value if the estimated time has been proper, if I should have prepared more things for each session or if I haven't had enough time to do the last activity prepared.

Finally, I would see if I have been able to explain and to put into practice all the contents that I have programmed, and if the majority of the children have reached the objectives I have marked.

In this light, I will use a rubric like this:

TEACHING ASSESSMENT			
Date: ___/___/___			
Objectives y contents.			
Adaptation	Sequencing	Coherence	Degree of obtainment
Methodology.			
Adaptation of methods and strategies.			
Motivation and implication. Child-group: Teacher:			
Perception of the learning atmosphere. (fluent, relax, imposed, forced.....)			
Groups of work. (varied, flexible...)			
Space and timing management: (flexibility and respect about the different rates)			
Adaptation to the resources. (motivating, interesting, educative...)			
Coordination.			
With parents/tutors.		With other teachers.	
MODIFICATIONS:			
Pupils test.			
We like it.	We have enjoyed:	We have learned:	
We don't like it.	(yes, a bit, no)	(a lot, a bit, nothing)	

7. PERSONAL REFLECTION AND CONCLUSIONS

7.1 Personal Reflection:

Talking about the foreign language learning and the motor skills acquisition, I think that one of the keys to get an integral development of it is using a conciliatory methodology, trying to involve the families as much as possible and making activities in big group as the principal resource to increase the communication and socialization of the children.

Therefore, if they feel comfortable enough to express themselves in a free way, they would improve their educative skills. In this way, I believe that: the teaching/learning process cannot be something fixed or inflexible that you can totally plan. The programming, from my point of view, must be only simple hypothesis that should be checked each day in the classroom. It must also be subject of review, change and development following and adapting ourselves to the continuous necessities. As Bergson said in 1907: *“Making is doing, but we stop making if we do always the same. We have to look for new ways, new paths.”*

Perhaps one of the aspects that the current educative system has which avoids this integral development of the children in the foreign language instruction and also in the motor skills acquisition is the extreme temporalization of the activities. The children have to finish the long books their families have bought, and the teachers are a bit stressed about that, so I think this obligation restricts the creativity and the freedom of investigate in interesting aspects that could appear. It is true that some teachers try to solve that type of questions in small spaces of time that they get, but I personally believe that the solution could be eliminating that books and working in a constructive way, like the personal educative proposal that I have created in this project.

From my point of view, maintaining an open attitude to the continuous changes, taking into account the families, and also the worries and interests of each child is the real way to get an integral education. I think that there are not two similar children; their social and cultural experiences and circumstances determinate the life of each one, so we must take them into account to get a real high-quality education. Further than learning how to write or how to read, we must help them to build their own personality giving them enough strategies about the everyday life letting them choose.

I believe that spending five hours a day in a closed classroom and, the majority of that hours sat on the chair or on the floor, don't favour their personal, affective and motor development. From my point of view, a good measure of improvement in Pre-Primary Education could be to invigorate the learning process through active activities which let the children to move around the classroom and outside it, and where the main goal is the investigation, manipulation, experimentation and exploration. Furthermore, specifically talking about the foreign language and the motor skills acquisition, that necessities of experimentation are more essential than ever.

Trying to concretise, from my point of view, some of the contents that the B.O.C.Y.L decree proposes are a bit unrealizable, for example: “diferenciación de los esquemas tonales y rítmicos de más evidentes de la lengua extranjera”. For that reason, I have suggested other contents easier to put into practice by the majority of children, like these ones: oral comprehension, listening, speech development... That not implies that the children who have acquire these contents could improve their skills and begin with the tonal rhythms, but I think that I would be better to ask for realizable contents and then, once acquired, improve them.

7.2 Conclusion:

In conclusion, I would like to say that I see this type innovative proposal of learning like something necessary to acquire, in a proper way, the oral skills of the foreign language, as the idioms are something that should be learning through the practice.

Therefore, in this Final Project I have tried to show creative strategies that let the children to learn in a secure way, respecting their own rhythms and not forcing them to speak at all. Furthermore, the mixture of the foreign language learning and the motor skills acquisition could help the children to enjoy while learning. From my point of view, the different subjects or areas should not be taught alone; instead of telling a motor tale that permit the children to move and dance, if it is told in English, we are getting both things and also we are making the learning process something more dynamic, enjoyable and funny.

8. BIBLIOGRAPHY REFERENCES

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