

# HOW DOES THE TYPE OF ROUTINE INFLUENCE CHILDREN'S ENGLISH LEARNING OF NUMBERS IN PRESCHOOL EDUCATION?

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## **Abstract**

The aim of the present study is to observe and discover the kind of routine that works better when the oral numbers sequence in English is taught. The research has been carried out through two different routines, which had been previously created. Such routines are very different from each other, in order to make a big distinction between the two methodologies. To assess them, an observation grid to the children and an assessment grid to the researcher is used to analyse the data collection. Moreover, an interview to the teacher of the group who participates in the practical application has been done, so as to collect data of her point of view of the routines. The results of this study are presented in this thesis.

**Keywords:** routines, motivation, English as a Foreign Language, early childhood education stages, learning numbers.

## **Resum**

El present estudi té com a objectiu observar i descobrir el tipus de rutina que funciona millor quan ensenyem la seqüència oral dels números en anglès. La investigació s'ha dut a terme mitjançant dues rutines diferents creades prèviament. Aquestes són molt diferents entre si per poder fer una gran distinció entre les dues metodologies. Per avaluar-les, una graella d'observació pels infants i una graella d'avaluació a la investigadora s'utilitza per poder analitzar les dades. A més a més, s'ha fet una entrevista a la mestra del grup que participa en l'aplicació pràctica, per tal de recollir dades sobre el seu punt de vista envers les rutines. Els resultats d'aquest estudi es presenten en aquesta tesi.

**Paraules clau:** rutines, motivació, anglès com a llengua estrangera, etapes d'Educació Infantil, aprenentatge dels números.



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# 1. Introduction

Schools are increasingly starting to teach English earlier, provided that they have the appropriate environmental conditions for doing so. When a school decides to teach a foreign language at these ages, they also have to choose which methodology is better in order to guarantee a meaningful language learning. In early childhood education it is very important to work with routines because it is a way for children to anticipate what they are going to do, and to know the vocabulary used more easily. It is for this reason that teachers have to choose correctly the type of routine that children need, according to the objectives set and the content taught. Moreover, it is important that children enjoy themselves when learning English, so the teacher has to take this fact into account when they carry out these types of activities. Because of that, learning by routines is one of the most common methodologies, and it has been studied by many researchers.

The project consisted of investigating something to work, study or improve the English learning in early childhood education. In this Final Dissertation the researcher asked herself if all types of routines were as good as the authors usually said, always bearing in mind that routines are a very good strategy to work with children. For this reason, she needed to study which characteristics made a routine efficient, meaningful, motivating and made children have a positive attitude towards this language. Moreover, she chose the methodology to work with, but the topic on what children would have to learn was still missing. As the numbers is a topic that the researcher likes a lot, she thought that it could be a good combination to work numbers by routines and to know which kind of routine was better to learn English oral numbers. Furthermore, there are some researchers, as it can be seen in the theoretical part of the project, that affirm that learning numbers by routines is a good methodology and they also explain the advantages or disadvantages that the bilingual learning has related to oral numbers.

On account of this reasoning, the study's research question "*How does the type of routine influence children's English learning of numbers in preschool education?*" arose. To solve this question, the objectives for the project were set. The main aim is to discover which type of routine is better for number's learning in English and to know different ways of teaching the use of routines. This is the one that is proposed to answer the research question more accurately. The specific objectives are related to the tools that there will be used in the practical part of the research. Such objectives are to create and to carry out two types of routines, very different between each other, to observe and to assess the way children react to each routine with an observation grid and an assessment grid



and to interview the teacher who works with the children involved in the routines in order to know their point of view.

The process carried out to achieve the objectives and to answer the research question can be seen in this Final Dissertation. Such process has been supported by the use of the different already mentioned tools and the support of the different researchers' articles, in order to delve into the topic.

## 2. Theoretical framework

### 2.1. EFL in childhood education

Language learning is affected by many factors. Among these are the personal characteristics and experiences of the learner, the social and cultural environment both inside and outside the classroom, the structure of the native and target languages, opportunities for interaction with speakers of the target language, and access to corrective feedback and form-focused instruction (Lightbown & Spada, 2013, p. 212).

According to that citation, language learning is a very complex issue, because it has to take in account, not only the cognitive level and the mental aspects of a child, but also the emotional factors and his or her experience in life. For that reason, when a school decides to start implementing English in early childhood education, it has to think of the children's situation and the resources that the school has, with the objective to give children the best education.

Learning a language also involves building an intercultural competence (p. 165), as Cerná (2015) exposes. Developing this competence in early ages is beneficial for children because they start becoming more prepared to live; they can discover different ways of living and other cultures. Having that, they respect other classmates, or other children in general, better. It can be more meaningful when in the same class there are children from different countries and cultures because they can understand each other better. Hidaka, Shibata, Kurihara, Takanaka, Konno, Maruyama & Koizumi (2012) also talk about this topic. They say that knowing more than one language is very useful and important to communicate globally (p. 73). This is the main goal of learning different languages. The reason why researchers started different investigations, in order to know whether starting to learn EFL early was beneficial for pupils or not, and to find out if it helped in their developmental processes.

Having these competences will be good for pupils in the future because "early EFL education has been demonstrated to have a positive influence on young children's attitudes towards English" (Tekin, 2015, p. 36) and "nowadays, a high level of communicative competence in English is commonly perceived as necessary to achieve an advantageous position in the labour market" (Cerná, 2015, p. 165).

Knowing the benefits of starting EFL in early childhood education, Edelenbos, Johnstone & Kubanek (2006), state that in the school year 2002/03, Spain was identified as one of the countries, together with Belgium in 2004, making a lot of effort in order to start EFL in pre-primary education (p. 20). However, "by September 2015, just over a third of the European community will officially implement second or foreign language teaching to

children of six years and under” (Mourão, 2015, p. 52). Nowadays, schools keep on making lots of efforts to start implementing English as a Foreign Language (EFL) in early childhood education.

One aspect that Mourão (2015), Lightbown and Spada (2013) and more researchers agree with is the fact that if schools start implementing English in pre-primary education, children need to be exposed to the language in order to learn it in a meaningful and authentic way. “Language acquisition takes place when learners are exposed to comprehensible input” (Lightbown & Spada, 2013, p. 159). They have to learn a language relating the previous and the new knowledge to their real lives. By doing so, it has a meaning for them. Nevertheless, it is also important for them to be exposed during more than thirty or forty-five minutes per week, because this time is not enough for consolidating all the inputs that they acquire in the different lessons. So, in order to learn a language efficiently, children, and even adults, need more time of exposure. Moreover, Mourão (2015) affirms that, in order to solve the problem of having very few time for children to listen to the language, “it is possible to incorporate child-initiated play into the children’s daily activities” (p. 57). With this, the school makes sure that what children learn is meaningful, comprehensive and authentic. However, teachers cannot expect that just because children have enough exposure, they will start speaking the language earlier. Lightbown and Spada (2013) mention that children have to be allowed to be silent until they are prepared to speak (p. 38). In the same way that when pupils are born they have to listen to the language before speaking it, in the Second Language Acquisition (SLA) it happens too.

More to the point, Cerná (2015) and Edelenbos, Johnstone and Kubanek (2006) mention the fact that schools have a lot of parents’ pressure. Nowadays, parents appreciate the necessity of learning a foreign language, in this case, English, which their children will need in the future. Tekin (2015) also mentions this fact saying that:

Parents believe that the benefit of EFL learning in their child’s early years is the ability to be able to reach out to the world, communicate with others in a globalized world in numerous life contexts, and keep up with the language of the current era (p. 39).

Because of that, this same author argues that many schools that did not have English programs in early childhood education, accelerated the effort of planning one in order to deal with the parents’ demands and offer bilingual or trilingual (in Catalonia’s case) education.

However, to guarantee a good EFL education in preschool it is necessary to have the best qualified teachers at school. Their role at school has an impact in children, and it can be positive or not. It is for this reason that this topic is more developed afterwards.

### **2.1.1. Teachers' role in EFL**

The main aim of a school is that their children learn in the best conditions. To do so, it is necessary to have good models of the target language, that is to say well qualified English teachers. Some authors, who will be mentioned in this part of the project, have their theories of what an EFL teacher should know and understand about children's development. The first important thing is to keep training academically throughout the career, as Cerná (2015) explains, because it is very important to understand the principles of pedagogy and children's development. Also, teachers need to feel confident using the target language and to speak fluently and spontaneously according to pupils' age and cognitive level, like Mourão (2015) affirms.

At the beginning of this 3.1 part, the fact that learning a language is very complex because it involves very diverse factors, is mentioned. Knowing that, "to improve teaching, we need to appreciate language learning in all its complexity" (Cook, 2008, p. 271). If a teacher takes into account the different factors that learning involves, his or her teaching will be more successful and meaningful for children because both, teacher and pupils, will connect in a better way with the language. To reach the aim of being connected with the language, a good option is that the pre-primary teacher and the English teacher (if the English specialist is not a class' tutor) collaborate with each other, being motivated and showing interest to what Mourão (2015) expresses as "English-learning experience" (p. 58). If this happens, children will be more language stimulated and motivated during the learning process.

Being a good teacher, knowing the children you will be teaching to, is something necessary and important. Lightbown and Spada (2013) explain with more detail this statement by saying that "knowing more about the development of the learner language helps teachers to assess teaching procedures in the light of what they can reasonably expect to accomplish in the classroom" (p. 40). Teachers need to know the previous knowledge that children have and their cognitive level, in order to plan activities that fit well in their Zone of Proximal Development (ZPD). If they know this sort of things, children will be more engaged to the English learning, and they will be more predisposed to learn.

To conclude, "different learners will react differently to the same learning conditions. Indeed, the same learner will react differently to the same conditions at different times"

(Lightbown & Spada, 2013, p. 99). Children do not need to do the same activity at the same time. These authors argue that teachers need to “create a learning environment” (p. 99) where there are a variety of activities by which children can develop a wide range of abilities and do the one that they like the most according to their preferences. It is the moment when the children carry out the activities that the teacher has the opportunity to observe and look after to everyone. This means that they can know each other more individually. By doing so, children “can be successful in learning a [foreign] language” (p. 99).

## 2.2. Routines in early childhood education

[The routine] makes me feel I am in control of what I am doing (Mesagno, Hill & Larkin, 2015, p. 20).

This citation is taken from Mesagno, Hill and Larkin's research. It is what a child, who participated in their study, says about what they did. It is a statement that summarizes in a clear way what many researchers mention about the functionality and efficiency of routines in early childhood education.

This idea goes in the same line as Jennings, Hanline and Woods (2012) because they say that what children learn has to be meaningful. Teachers should situate the routines in a context, a meaningful context, in order to offer a good learning environment. If they reach this aim, routines would be effective due to the fact that "they are predictable, functional, and occur numerous times throughout the day" (p. 15). By doing so, teachers will give children the opportunity to "address several domains" (Pretti-Frontczak, Barr, Macy & Carter, 2003, p. 35). According to that, when children work in routines they are working many aspects at the same time, and this is the reason why Pretti-Fontczak, Barr, Macy and Carter (2003) mention the number of opportunities that children have while working in this way.

Knowing that, in order to make the routines like Jennings, Hanline and Woods (2012) mention, there are a wide range of strategies and methodologies to put into practice. Each teacher has to take the one that fits the objectives of the routine and the activities that will take place better. For instance, "routines-based interventions for a child with special needs can be combined with or adapted to other naturalistic teaching methods used with all children" (Jennings, Hanline, & Woods, 2012, p. 16). If teachers bet on a specific strategy, children will develop some competences that using other strategies they would not develop or they would be more difficult to reach. So, Woods, Kashinath and Goldstein (2004) affirm that a good way of doing a routine can be doing child-initiated play or daily routines already established (p. 177).

While children are doing routines, there is often the presence of an adult. This turns routines into the "opportune moments for supporting children's communication, interaction, and learning" (Woods, Kashinath & Goldstein, 2004, p. 176). All these components are important in pupils' development. Working this in a routine way it is a good option. It is not only beneficial for children and what they learn, but for adults too. This is because routines are predictable, repetitive, functional, and result in meaningful outcomes" (Woods, Kashinath & Goldstein, 2004, p. 177). It is a way of structuring the time into different activities and learning how to use a variety of methodologies. Doing

activities like this makes the learning more authentic and meaningful. This is the best option to learn.

Moreover, “routines can be brief and simple—such as giving a hug when a parent arrives at the day end—or can be complex with several related activities” (Jennings, Hanline, & Woods, 2012, p. 18). As it is mentioned above, if the teacher uses the time of routines to do several activities, he or she increases the number of learning opportunities like Jennings, Hanline and Woods (2012) and Woods, Kashinath & Goldstein (2004) state in their respective researches. However, it is necessary that teachers do not think that more is better. Woods, Kashinath and Goldstein (2004) warn that in some cases, “more might not be better if it interferes with the sequence or the outcome of the routine” (p. 191). As a routine is something that children do many times, it needs to be clear and coherent in order to be meaningful.

Another advantage that routines have is what Jennings, Hanline and Woods (2012) also talk about in their research. They say that “no matter how many unexpected events come up or activities change in any given day, the same familiar and necessary routines of early care and education centres take place, such as naptime, outside play, diapering, and snack” (p. 17). If a day has been long or stressful, routine moments make children relax and turn back to them in order to pay attention to what they are doing. Taking the first citation that appears at the beginning of this part, what Jennings, Hanline and Woods (2012) say is that routines make children control what they do. It is a way for them to be autonomous and to control the time that they are spending.

A fact related to routines that is important and that teachers have to take in account is that they have to be motivating enough for children. This kind of activities are repetitive in some case. Some routines are carried out once a day, others once a week. Because of that, if they are not motivating, children will not be engaged while they are doing them. Feng, Fan and Yang, (2013) mention that a key point of learning is to be motivated (p. 56). If we learn in that way, it is easy to pay attention and to build new knowledge every day. Feng, Fan and Yang (2013) say that if children are motivated, they learn better and they are more predisposed to learn (p. 57). One thing that it is important if teachers want children to be motivated is that they do something interesting for them. This fits to what Jennings, Hanline and Woods (2012) say. They ensure that the best routine is the one that is meaningful, predictable and matches with their interests (p. 17).

At school, teachers have to know why they do every single activity. They need to know the main objectives and why it is useful for children, among other things. Children should know it too. Feng, Fan and Yang (2013) remark that “students will be more involved in

learning if they value either the outcome or the process of learning” (p. 57). On the one hand, if children know the aims of learning what they learn, they will be more engaged. For instance, if they are learning English, they have to know why they are doing so and the functionalities that this will have in the future. But not only in a future, if teachers carry out meaningful activities, they are useful at the same moment. It is something to think about and to take into account. On the second hand, children need to value the learning process. They need to know that, in order to acquire some knowledge, they have to spend some time working on it. They do not only have to pay attention to the result, what Feng, Fan and Yang (2013) say is that they have to give importance to every single part of the process. If they know that, they will understand better more why and what they learn.

In this study, routines are used to learn the numbers in English. Rajotte (2016) recommends teachers to “implement activities involving a daily routine of logical challenges or free practice of mathematical games” (p. 152). He thinks that learning any mathematical topic using routines could be good for children because it is a practical and useful way of learning due to the fact that it “acts as an external component of school motivation” (p. 151). To conclude, Pretti-Frontczak, Barr, Macy & Carter (2003) reinforce this idea because they determine that “constant time delay was effective in teaching target numbers” (p. 30).



### 2.3. Learning numbers in English

Over a long period, numbers have become the most important element of culture, the bridge of communication between human beings, and the mother of computers (Hui-Chih, 2016, p. 6).

As this citation of Hui-Chih (2016) says, numbers are very important in life, since they are used for many things. On the one hand, it is important to take into account that nowadays technology is present everywhere, and numbers are an important part of it. On the other hand, he also remarks that they help in the communication between human beings. Mejias and Schiltz (2013) support Hui-Chih's idea, and they say that "maths abilities are of fundamental importance in modern society" (p. 1) because of the same arguments that he had, among others.

In Hui-Chih's (2016) research, he noticed that another advantage of learning numbers in English in early stages was that it helped "students to overcome their fears" (p. 18) in the sense of learning a new and completely different language. It helps because they start to know this topic in their mother tongue, so they can relate concepts and understand better how and why numbers are important. When children can see similarities between the topics worked, they are more confident of what they do.

In order to work with numbers when children speak English, they need to know how they are called in that language. Gelman and Butterworth (2005) affirm that there is a relationship between language and numbers that helps in the development of the basic aspects of numbers (p. 7). This is the reason why they think that these two aspects cannot be separated. Moreover, there is some evidence that states that the L1 of students have a lot of influence in the learning of numbers in L2. Sarnecka (2014) says that "it does appear that the child's learning of cardinal numbers is affected by the grammatical number system of his or her native language" (p. 4). For instance, Marchand, Wade, Sullivan and Barner (2020) give an interesting example: in the case of two-digit numbers, if the L1 names decades first and units after, like in English, is easier for the child to learn how numbers work in English. However, if the mother tongue names the unit first and then the decade, the fact of learning that in English, which is just the opposite, will be harder. Another characteristic of English numbers is the topic of singular and plural. Sarnecka (2014) also talks about this in her research and certifies that "children learning a language as English, which pervasively marks singular/plural, seem to learn the meaning of the number "one" earlier than children whose languages do not mark singular/plural." (p. 1). In these cases, it is easy to see the influence of the language's grammar when children are learning numbers.

For all these reasons, when children start learning a new language, they also have to learn the numbers and their functionality in different situations. Teachers cannot forget this topic, because it is useful for them and they will have to use it along the years. Knowing that, it is important not to separate numbers and language because they are closely related to each other. From now on, this part of the study will be focused on bilingualism in numbers' learning.

### **2.3.1. Bilingualism in numbers' learning**

In terms of bilingualism, many researchers state that the first language (L1) has an influence on the learning of the L2. Some of them are Contreras Saavedra, Willmes, Koch, Schuch, Benini and Philipp (2020) who affirm that "the native language of the participants had an overall influence on performance that also affected non-native language processing" (p. 29). Depending on the structure of the mother tongue, it could be harder or easier to learn some things of the second language or others. They also talk about these structural aspects saying that the way L1 (the dominant) is composed, will influence Second Language Acquisition (SLA) (p. 10).

Relating it to numbers, when teachers try to explain how numbers work and how they are called, they use language. Mark and Dowker (2015) explain that the way in which numbers are taught has an important influence in children's learning. This will also affect the relationship between pupils and numbers (p.1). Moreover, linguistic facts take place in numbers' learning, because children need to speak and to manipulate numeric quantities, so it is important to know some numerical vocabulary, as Mark and Dowker (2015) say. Another aspect in which Second Language Acquisition influence is the fact that numbers are an abstract concept. These authors say that "some evidence suggests that abstract concepts are more influenced than concrete ones by linguistic diversity" (p. 1). Knowing that, teachers need to think of the importance of the language when they are doing some maths topic.

However, there is a confusing topic in which there are a variety of opinions. It is the topic that talks about the question of whether when children are speaking in the L2, the L1 is activated or inhibited. On the one hand, Contreras Saavedra, Willmes, Koch, Schuch, Benini & Philipp (2020) state that "when a person is bilingual and must switch from their native language to speak in a foreign language, the L1 will be inhibited to allow the execution of L2" (p. 4). This means that both languages are not together when one is selected for being used. It also means that when someone is using L2, L1 is not there for helping in some cases because it remains inhibited. On the other hand, many researches disagree with that opinion because they think that both languages are

activated when it is time to speak using L2. Macizo, Bajo and Paolieri (2012) explain that “several studies have demonstrated that bilinguals activate both of their languages when they are performing a given task” (p. 133). The reason for this statement is that they think that they need the support of the mother tongue when they are starting to learn a new language. In a previous fieldwork of one of these researchers, Macizo, Herrera, Paoalieri & Román (2010) reinforce this idea by saying that both languages are active in order to help in the comprehension and the speaking of the L2 (p. 666). In order to complete these explanations, Mosca (2019) expands the co-activation of other languages also in multilingual people (p. 693). Moreover, she states that if children know the importance of using the language, in number aspects in this case, they will switch into the other languages easily (p. 695). Nevertheless, Macizo, Bajo & Paolieri (2012) warn that having both languages activated has consequences. One of them could be the fact that children cannot select between one language or the other because they can have confusions (p. 133). In these cases, the teacher should pay attention to it and try to make them notice the differences and similarities of the languages and the way of using them. In addition, when children have to detect the language they should use in a particular moment, they have to switch from one language to another. Declerck, Koch & Philipp (2012) explain that for doing this process a specific cognitive control is needed (p. 899) and this is why at the beginning of the learning it is quite normal to be confused.

Focusing on the specific words and structures of the English numbers, Dotan and Friedmann (2018) state that “number reading has not been investigated as much as word reading, and less is known about it” (p.2). This implies that learning numbers is a complex process and requires several cognitive processes to reach the goal of knowing and understanding numbers. “L1 understanding is facilitated by the presence of identical syntactic structures from the L2 language” (Macizo, Herrera, Paoalieri & Román, 2010, p. 652). If there are similar words between L1 and L2 it is easier to learn the complete structures of the number word. For instance, in Catalan, number “6” is called “sis”. In English, it is called “six”. This makes children understand the meaning of the word easily. Also, “word order plays an important role in the processing of two-digit number words” (Macizo, Herrera, Paoalieri & Román, 2010, p. 653). As it is mentioned above, the way L1 structures two-digit numbers influence the ease to learn the numbers in L2.

In early childhood education teachers have to focus on the oral part of the language. Dotan and Friedmann (2018) affirms that the phonological forms of each number have to be taught (p. 2) because it is important to pronounce the sounds correctly in order to be intelligible. Departament d’Ensenyament (2016) suggests that in early childhood education, what is important, if there is a good sociolinguistic environment, is to introduce

a foreign language orally (p. 119). Another argument for learning pronunciation is because, as Herrera and Macizo (2011) mention, Arabic numbers are not words, so in order to understand the meaning and the structure, if children know the name words, it is more familiar to them (p. 329). Moreover, Macizo & Álvarez (2018) adds that apart from learning the specific phonological sounds, what children need is semantics, so that they can increase the vocabulary (p. 879). Pupils have to learn that numbers can be written with Arabic digits and with words. Semantics, as Herrera and Macizo (2011) remarks, help them to learn these processes and to understand what they are doing in an appropriate way.

According to the different opinions and aspects written, the different models of teaching numbers takes place. Depending on what a teacher thinks about languages and numbers, he or she will choose one methodology or another. As Dotan and Friedmann (2018) explains, “there are many different models related to learning numbers” (p. 3). On the one hand, Woods, Kashinath and Goldstein (2014) and Mourão (2015) propose to learn English oral numbers by child-initiated play. By using this methodology, they are more motivated and predisposed to learn. On the other hand, Herrera and Macizo (2010), Marchand (2020) and Contreras Saavedra, Willmes, Koch, Schuch, Benini and Philipp (2020) bet for a static methodology in which they propose some activities to learn the numbers or to work bilingualism in numbers learning.

To conclude, it is seen that numbers are very complex and abstract. When teachers use them in some new language, they have to take in account all the things that have been mentioned in this part of the study, in order to make children understand the numbers and their functionality. Language and numbers cannot be separated because both aspects are used for a same purpose, communication.

### **3. Practical application of the study**

#### **3.1. Research question and objectives**

The research question of this Final Dissertation project is the following one:

*“How does the type of routine influence children’s English learning of numbers in preschool education?”*

In the study’s theoretical framework, the importance and the advantages of routines in children’s developmental processes in early childhood education are mentioned. There are simple routines that children carry out every day (for instance, putting their jackets on) and others that involve several activities in which different kinds of cognitive processes are needed. Depending on the purposes and the children’s level, teachers will have to choose and plan specific routines.

The project, apart from taking the point to the routines, it is focused on the learning of oral numbers in English. Knowing that, the research question mentions the two main parts of the study, the routines and the numbers. It is structured in a way by which the topics are connected between each other. This is why the study questions which specific routine is better, useful and meaningful when it is time to learn the oral numbers in English.

Moreover, the research question has been chosen to be part of the title of the Final Dissertation. The title is the first thing that a reader sees. Writing it there helps readers have an initial idea of what the project is about. Then, they can decide whether it could be interesting for them, in order to continue reading it, or not. It is a way of defining the study’s content from the beginning. The research question can be used to summarize the different ideas of the project, so it is an option to put it in the title.

As it is mentioned, it is based on the objectives that the project has. The main and general one is to find out which type of routine is better for number’s learning in English and to know different ways of teaching using routines. It is the most related to the research question. However, there are three specific aims that are needed so as to reach the main one. They will be explained below.

On the one hand, the first objective is to create and carry out two types of routines, which are very different between each other. By doing so, it will be discovered which one is better or which characteristics from both are useful and meaningful in the numbers’ learning. These routines will be put into practise in a school, so that the results of the

research are more authentic. The routines will be designed by the researcher, who will take into account the different articles that she will have been reading.

On the second hand, in order to analyse and asses the designed routines, the second objective is to observe and assess the way children react to each routine with an observation grid and an assessment grid. These will be filled by the researcher some minutes after implementing the routines every session. By doing so, it will be easy to analyse the routines and to draw some conclusions from them. The reason why it is important to fill the grid just after putting them into practise is because it is the best way to be more realistic and not to forget any important detail. Some of the sessions, whenever possible, will be recorded in order to see what to improve and how the session will work. This will also help in order to fill the grids.

Finally, the third objective is to interview the teacher who works with the children involved in the routines in order to know their point of view. The teacher will see the different routines and the way they will take place. Knowing her point of view and seeing if she thinks it is a good option to work numbers' topic by using this routine strategy will help to improve in other cases. The interview will take place after doing all the sessions of the routines.

With all these tools, the researcher will obtain some results and will be able to draw some conclusions in order to try to solve the research question as well as possible, with real materials and information.

### **3.2. Contextualization of the school**

The school where the routines will be put into practise is the school Vedruna Manlleu, colloquially called as Carme Vedruna Manlleu. It is situated in the centre of Manlleu, a city that belongs to the province of Barcelona. Because it is located in the centre, it has a good environment, since the main square of the town is next to it, and also the main library and what it is called “El passeig del Ter”, the place where there is the river and where children can play and learn outside the class.

It was founded in 1856 as a school for the sons and daughters of the workers of the city. When it was first opened it was a public school but, nowadays, it is a state-funded private school. It has approximately 600 students, from 3 to 12 years old, who have very different backgrounds. They are from many different places and they speak many different languages. The school is organised in early childhood education and primary education. The first one is from 3 to 6 years old and the second one is from 6 to 12 years old.

From the first stage, this means, from 3 years old, they study Catalan, Spanish and English. They teach them in an authentic and meaningful way. In early childhood education, they work in an active and playful methodology, using the oral communication for it. English, in particular, is taught with a reduced number of students, something that allow the teacher to meet demands of diversity appropriately.

The school is involved in several projects and some of them are related to English learning. Speaking with English native people in older stages or using different playful applications in lower stages are some of the project examples.

### **3.3. Participants**

The students involved in the designed routines are 19 children of between 3 and 4 years old. This means that they are in the first stage of the school and they have been learning English for nearly half a year. Except from a boy who has an English father, and a girl whose first language is English, the others are experimenting the first contact with this language.

They come from many different places and cultures. This is why they speak different languages. Due to the fact that some of them do not speak Catalan (that is the school's main language) or that they are starting to learn it, they have more difficulties for learning the foreign language, which is English. Because of that, these children do not understand the language that will be used for doing the practical part of the research so much. However, the other classmates can help them and this can improve the communication level.

The tutor of these children is the teacher that will be interviewed, so as to give her point of view of the routines and the methodology used. She is also the one that teaches English at this stage, so she can give a qualitative interview relating the methodology and the language.



### **3.4. Methodology and tools**

The practical part of this Final Dissertation consists of designing and implementing two types of routines, which are very different from each other. It is the way to discover the one that is better for the learning of numbers or the different techniques used in both experiments that are better for the main aim of the project. To know that, there will be a qualitative observation and assessment grid, where there will be the process and the benefits and difficulties that children and also the researcher have during the implementation of the study. The results will be taken from the grids and, moreover, from an interview to the tutor of the children who take part in it.

#### **3.4.1. Didactic sequence of routines**

The first tool used to answer the research question is the design and implementation of two types of routines. As it can be read in the theoretical framework, there are many methodologies to use, but each author considers those that they think that will work better. However, these methodologies can be grouped together in two blocks. In the first one we can find the static activities done by Herrera and Macizo (2010), Marchand (2020) and Contreras Saavedra, Willmes, Koch, Schuch, Benini and Philipp (2020) between others. The second block, instead, refers to the child-initiated play proposed by Mourão (2015) and Woods, Kasinath and Goldstein (2014). Because of that, one of the routines that is focused on the first view mentioned (see Appendix 1.1) and, in order to make a big distinction between the two experiments, the second routine is designed in a way by which children are moving while they learn numbers (see Appendix 1.3).

The researcher already knows the previous level of the participants because of different activities done with them. For this reason, the aim is to count until they reach number “twenty”. As it is explained in 4.3., the participants are three years old. The group will be divided in two. When they do English at school they divide the groups as well, so together with the teacher, it has been decided to maintain these groups. Moreover, some of these children do not even understand the main language of the school. So, learning English in reduced groups is the best option because the teacher take account all the diversity.

The routines will last two weeks, which means that there will be nine sessions, and they will consist of the following:

On the one hand, the one that is called “Numbers’ round” (see Appendix 1.1). It consists of sitting in a circle and taking a ball (see Appendix 1.2). Each child has to listen to their classmates because each of them has to say a number. The first say number “one”, the second, number “two”, and this needs to go on until “twenty”. They know that they have to say the number because they have to do it when they take the ball. The ball is the

object that sets the turn of the participants. The aims of this routine are to learn numbers' spelling from 1 to 20, to enjoy learning English and to boost coordination between the classmates. It will be done with 10 children in approximately 10 minutes every day and in some static place like the class or the playground.

On the other hand, there is the one called "Numbers' circuit" (see Appendix 1.3). Just as the name says, it consists of a circuit and in each obstacle, they have to say one number (see Appendix 1.4). As it is the opposite of the other, this routine requires movement. The activity is done individually and each child has to count from "one" to "twenty". They will have more freedom because when they have done the activity ones, they can repeat it in an autonomous way as many times as they want. The main objectives of this routine, (some of them coincide with the other one) are to learn numbers' spelling from 1 to 20, to enjoy learning English and to develop gross motor skills, between others. It will last a bit more than the other due to the fact that it is done individually. The approximate time is of 15 minutes every session; there will be 9 children and it will be done in the playground. The materials needed for the circuit are chairs, a table, tires and plaster (see Appendix 1.4). They are thought to be objects that mark very definite one number each. By doing so, it is easy for the children to know and recognize the aim of the study, which is learning to count.

Following up there is a summary table to see the similarities and differences between both routines more visually:

	<b>NUMBERS' ROUND</b>	<b>NUMBERS' CIRCUIT</b>
<b>SIMILARITIES</b>	They learn by playing	
	The objective is learning to count until 20	
<b>DIFFERENCES</b>	Static	Movement
	Say one number each round	Say all the numbers every round
	In group	Individually
	Use only one material	Use a variety of materials
	It is needed less time to prepare it and to do it	It is needed more time to prepare it and to do it

**Table 1.** Comparison between the two routines designed.

Based on these two experiments, the researcher will take notes every day using all the observation and assessment grids explained below.

### **3.4.2. Observation and assessment grids**

The second tool used for answering the research question is the observation and assessment grids. On the one hand, an observation grid is a tool that can be useful for keeping the most important aspects of an activity or evaluate children with some different items that they have to achieve by doing the activities. On the other hand, the assessment grid is structured in the same way as the observation grid but it is more focused on evaluation.

According to C.K-12 Foundation (2013), there are two types of observation grids:

- Quantitative observation grids: They “involve measurements or estimates that yield meaningful, numerical results”.
- Qualitative observation grids: They are more “descriptive, non-numerical results”.

In order to analyse and compare the two carried out routines, a qualitative observation and assessment grid has been chosen. This is because, by doing it in that way, the researcher can write as many things as necessary and can also see the process that children carry out during all the sessions clearly. The process is more important than the final result. For that reason, when the objective is to focus on it rather than in the final result, using this kind of grid helps to keep track of the most important information.

In order to extract the results of the routines, the researcher created two observation grids (see Appendix 2.1) and one assessment grid (see Appendix 2.4). The first two grids are designed for analysing the children, and the second is for analysing the researcher’s job during the explanation and the routines. The structure of the three is the same. There are three stages and each one has its respective questions.

On the one hand, in the case of the observation grids, the first block is about the instructions. As the instructions are explained in English, the researcher wants to make sure that they understand them. In order to know it, there are three following questions: “Do they understand the instructions well?” “Do they need some translation into Catalan?” “Do they understand when it is their turn to do the activity?”. With that, it would can be seen if they had understood them. The second block is about the materials used in the routines. It is considered important because the materials have an impact on the children and can make them reach the main objective or not. In order to know that, the following three questions are planned: “Do the materials help to reach the objective?” “Do they interfere positively for reaching the objective?” “Do children understand their functionality and they know how to use them?”. Finally, the last block is related to the main aim of this study: the learning of numbers. This stage was needed because it is

important to know if the routines are useful for learning the oral English numbers or not. Inside it, three more questions are planned, in order to know the functionality of the routines: “Do they understand, by doing the routine, that the main objective is to count?” “Do they say some numbers while they do the routine?” and, the last one, corresponding to the whole session, “Do they improve in each session?”. This last question is the most important because it is the overview of the whole session and the one that can be like the summary of the activity. The researcher has decided to evaluate both routines with the same items because it is the way by which they can be compared more qualitatively, in order to know which is better or which techniques are better for the learning of numbers.

On the other hand, in the assessment grid, the items are nearly the same, but there are some differences because it is not the same to evaluate children who carry out the activities, or a teacher who explains and leads the activities. As it is explained above, the sessions recorded will help to fill the gaps of both grids, but the most important is in the assessment one, because the teacher, who is recorded, can be seen and then it will be easier to fill it in. It consists of the same three blocks of the observation grids but the questions used to solve the stages are different (see Appendix 2.4). In the first one, the instructions, the questions are: if the researcher gives all the instructions in English, if she makes herself understandable and if she pays attention to each child. These items are important because if the teacher does not explain the activity well, the children will not know how to complete it correctly. Apart from that, as there is more than one child, the teacher has to pay attention to the diversity and try to give the same attention to each child. About the materials, the second block, the questions chosen are: if the researcher chooses the appropriate materials and if she explains why they are using such materials. This last question is important because there is a reason why the teacher has chosen the materials, so they have to know it in order to understand the activities more accurately. The last part, the questions for the learning of numbers are: if the teacher helps them in the counting process (related to paying attention), if she reaches the objective of counting and finally, if she improves in each session. As in the observation grids, the last question is a kind of summary of the session.

With all this, the results will be extracted according to the research question and the tools which have been already explained.

### **3.4.3. Interview**

The last tool used in the practical application of this Final Dissertation is the interview to the teacher, who is the tutor of the participants in the routines. Such interview will be useful in order to have another point of view in the research from a person who is working as a teacher in a school and who knows the positive things and the difficulties that need to be faced while working with children.

The way the interview is structured is by using the same blocks used in the observation and assessment grids (see Appendix 3). This way is chosen because the whole study will be coherent and it will be focused on the same parts. So, there are four sections and each one has three or four questions respectively:

The first one is about the methodology of the routines. The objective is to go from the general to the specific. The fact of starting the interview with a section related to the routines, helps to create a general overview on what the project is about. In order to know her opinion about them, the questions planned are: if she thinks that it is a good idea to work by routines, what routine she thinks children like the most, and if she thinks that an English class can be taught by routines.

The second section of the interview is about the materials used in the activities. The teacher can know other materials that fit well in these routines and that maybe would have been better using, so this is why this point is asked for. The questions in this part are: if she thinks that the materials used were appropriate or, on the contrary, they could make children distract, if she would change something, if she thinks that children understand the functionality of the materials and, finally, if she considers it important to explain children why they are using the materials that they need for the activities.

The third section previewed is that related to the learning of numbers. The questions are related to the observation grids and they are the following: if she thinks that, at the end, they understood that the main objective was to count, if she thinks that they really learned using the routines or it depended on the one they did, if she would teach numbers in this way and if she would choose another methodology for teaching numbers or she knows some other methodology studied.

The last section is related to the researcher's role in the routines. As an assessment grid of the researcher's job is done, it is also good to know the opinion of an external professional that has seen her acting. The questions about this topic are: if she thinks that the fact of explaining the instructions in English is useful and if they understood them correctly, if she would organize the groups in another way, if she thinks that the

researcher met the demands of the diversity during the routines and if she thinks that she could improve in some way or she could do something more efficient.

Finally, in order to conclude the interview, there is the open question related to if she wants to add something else that has been not asked yet or if she wants to share some experience which could be useful for the research.

With all this information, the most important things will be kept, in order to complete the results of the grids.

### 3.5. Results

In this part of the project, the results of the different tools used in the study part of the Final Dissertation will be explained. The design of the two routines' results will be extracted from the observation and assessment grids and they will be complemented with the interview that has been done.

#### 3.5.1. Observation and assessment grids results

The organization of the following part will be divided in the same three blocks that the observation and assessment grids have<sup>1</sup>. As you can see in the explanation of the routines, the extracted results will be based on the nine sessions carried out and observed in a qualitative way so as to focus, not only on the result, but also on the process.

##### 3.5.1.1. Observation grids results

The observation grid results are the following ones:

BLOCK 1: About the instructions					
When did they understand the instructions well?		When did they not need any translation?		When did they understand their turn?	
Numbers' round	Numbers' circuit	Numbers' round	Numbers' circuit	Numbers' round	Numbers' circuit
3 <sup>rd</sup> session: Some of them.	1 <sup>st</sup> session: Two children.	5 <sup>th</sup> session: They all understood them.	4 <sup>th</sup> session: Nearly no need of translation. 5 <sup>th</sup> session: They all understood them.	1 <sup>st</sup> session: Some of them understood it. 4 <sup>th</sup> session: All of them.	2 <sup>nd</sup> session: All of them waited well for their turn.

**Table 2.** Observation grid results: First block

Based on the data above, the first block observed was referred to the instructions and explanations done in order to know what they have to do in the routine (see Appendix 2.2 and Appendix 2.3). In both routines, at the beginning it was a bit difficult to understand

<sup>1</sup> You can see them in the point 4.4.2.

what they had to do because of the language and the newness of the activity suggested. During the first two sessions, they needed the teacher to show them the activity and to give them an example. In terms of understanding of the language, in the circuit's routine, there were two children who understood the instructions well in the first session, but it was not until the fourth one that everyone did it. From this session on, everyone proved to know what to do because there was no need to explain anything again. At the moment when they saw the materials, they knew the instructions. However, in the first four sessions they asked for some translations into Catalan. In the case of the round's routine, they understood the instructions later. They needed translations until the fifth session, but only about some specific things. In the third session, some of them understood the activity, but it was not until the fifth session that everyone did. In the middle of all the days, this means the fifth or sixth day, there were some children that could explain the instructions to the other classmates by themselves, in both routines.

In these routines there was an important aspect that they had to understand well. It was the fact of knowing when it was their turn to do the activity. At the beginning, they wanted to do them all together at the same time. However, they noticed very quickly, in the second or third session, that they had to wait. Knowing that, it is easier to focus the activity on the objective of counting because the logistics things were understood. In the circuit's routine, when they have built the knowledge of waiting, they did it well all the rest of the sessions. In the round's routine, when they understood it, they were not paying attention to the ball (the object that marked the turn) and this made that they lost the turn or they broke the continuity of the session.

<b>BLOCK 2: About the materials used</b>					
<b>When did the materials help to reach the objective?</b>		<b>When did the materials interfere positively?</b>		<b>When did they understand the materials functionality?</b>	
<b>Numbers' round</b>	<b>Numbers' circuit</b>	<b>Numbers' round</b>	<b>Numbers' circuit</b>	<b>Numbers' round</b>	<b>Numbers' circuit</b>
<i>1<sup>st</sup> session:</i> They help but they distracted because of	<i>2<sup>nd</sup> session:</i> Some kind of materials	<i>1<sup>st</sup> session:</i> They interfered positively but there was a	<i>2<sup>nd</sup> session:</i> Some of the materials.	<i>1<sup>st</sup> session:</i> They understood it but not	<i>2<sup>nd</sup> session:</i> Some of them understood



the lack of attention.	help more than other.  <i>6<sup>th</sup> session:</i>  There was no table and it was better.	lack of attention.	<i>6<sup>th</sup> session:</i> All of them interfered positively.	everyone counted.	the functionality.  <i>8<sup>th</sup> session:</i> All of them understood it.
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**Table 3.** *Observation grid results: Second block*

The second observed block was the functionality of the materials used in the routines (see Appendix 2.2 and Appendix 2.3). It was an important topic to consider, because they interfere in the good or bad functionality of the activities. Children have to know how to work with the materials in order to learn and acquire the knowledge that it is previewed. On the one hand, related to this topic, the material chosen to do the numbers' round routine was a ball. This was the object that helped to reach the objective of counting because they understood that they had to say the number when they had the ball. Once they understood that, we only had to focus on counting. So, the material chosen interfered positively to reach the objective. The difficulty that we had was that the children did not pay much attention due to the lack of motivation that they had during the activity. On the other hand, in the case of the numbers' circuit routine it was more difficult that all the materials helped to reach the objective. The reasons why this happened were that there was more than one material, and each material had its functionality. The children had to remember what to do in each of the materials and, then, they also had to remember to count. There were too many things to take into account but once they knew what they needed to do, they could complete the activity very correctly. This happened in the second session with some of the children. The others started understanding the materials' function in the fifth session. However, it was in the sixth session when, due to logistics things, we had to keep the table away and we discovered that it was better for them. From this time on, the materials interfered positively to complete the activity. There were some that fit better with the aim, like the hopscotch, but altogether, was a good combination for achieving the objective.

<b>BLOCK 3: About the learning of numbers</b>			
<b>When did they understand the objective?</b>		<b>When did they say some numbers?</b>	
<b>Numbers' round</b>	<b>Numbers' circuit</b>	<b>Numbers' round</b>	<b>Numbers' circuit</b>
<i>1<sup>st</sup> session:</i> They understood it but not everyone counted.	<i>2<sup>nd</sup> session:</i> Some of them.  <i>8<sup>th</sup> session:</i> All of them.	<i>9<sup>th</sup> session:</i> Some of them. They had never counted all with this routine.	<i>1<sup>st</sup> session:</i> Only two children.  <i>2<sup>nd</sup> session:</i> Nearly all of them.  <i>6<sup>th</sup> session:</i> All of them counted. Some of them until 10 and others until 20.

**Table 4.** Observation grid results: Third block

The third and the last block is related to the main objective of this study: The learning of numbers (see Appendix 2.2 and 2.3). The study was based in knowing if by using the methodology proposed, the pupils would be able to learn the oral English numbers. As it is explained above, they only had one material, so they could focus on counting quickly. They knew that this activity was for learning to count and, because of that, they had to count. However, as they were not motivated, they distracted a lot and some of them did not count in some session. A common thing between all the sessions was the number of children who counted. They were always the same. When the teacher tried to catch their attention, the others counted once or twice, but they did not focus on the activity. The children who improved a bit were the ones who counted in all the sessions, but finally, there were more people without counting than doing it. In the case of the second routine which was put into practise, the numbers' circuit, there were a continuous improvement. In the first session, there were only two or three children counting. The others only went through the different obstacles and listened to the numbers that the teacher said aloud. These ones did not understand that the main aim was counting. During every session, more and more people understood it, until the eighth one, when the researcher could see that everyone had understood it at last. During all the period when they carried out the routine, there were some language confusions because they mixed the numbers in Catalan, Spanish or English. Nevertheless, in the sixth session, everyone counted something. The ones that did not say anything, finally started doing it. They counted until ten or the numbers that they knew. But this was a great improvement because, before

the routines, they did not say anything. So, at the end of the sessions, all the children doing the numbers' circuit counted something. More than a half counted until 20, the objective, and the others until 10. Apart from that, there is something which needs to be considered: in the first sessions, they had to learn the name of the numbers until 20 because they had never listened to them.

### 3.5.1.2. Assessment grid results

The assessment grid was useful to see if the researcher was doing the different routines correctly and if there was some missing aspect that it was interesting to include (see Appendix 2.5).

<b>BLOCK 1: About the instructions</b>		
<b>Did the researcher say all the instructions in English?</b>	<b>Did the researcher make herself understandable?</b>	<b>Did the researcher pay attention to each child?</b>
<p><i>4<sup>th</sup> session:</i> Nearly yes.</p> <p><i>5<sup>th</sup> session:</i> Yes, all the instructions were in English.</p>	<p><i>1<sup>st</sup> session:</i> Yes, but it was needed some action in order to give an example.</p> <p><i>4<sup>th</sup> session:</i> Only was needed some simple reminder.</p> <p><i>5<sup>th</sup> session:</i> Yes, because the children did not need any action.</p>	<p><i>1<sup>st</sup> session:</i> In the numbers' circuit was more difficult than in the numbers' round routine.</p> <p><i>5<sup>th</sup> session:</i> Yes. In the case of the numbers' circuit routine, doing it one by one was the way of attending the diversity.</p>

**Table 5.** Assessment grid results: First block

Based on the first block assessed, the way the teacher explained the instructions, in the first four sessions, she had to say some things in Catalan because, on the contrary, the children would not understand what they had to do due to the fact that some of them, did not even know the Catalan language. However, these translated parts, were only in the first explanation of the routine. During the routine and at the end of it, the only language that was used was English. From the fifth session and until the last one, the pupils understood the language and the instructions in English and the teacher could speak in that language all the time. For this reason, from the first session the teacher tried to make herself understandable, by giving some examples before the children had to do it. As it

is seen in the observation grids results, at the beginning, it was a bit difficult for everyone to understand the functionality of the routines, but from the fifth session on, there was no need to carry out any action representing the routines in order to make herself understood.

An important item of the first block that was assessed, was whether the researcher was able to pay attention and to meet the demands of the diversity of each child in every routine. This was the point that she had to improve, because in the first sessions she was more focused in giving the instructions and trying to make children do the activities correctly rather than in attending all the diversity. Nevertheless, it is true that the numbers' round routine was easier in this item because it was a routine that they had to work with all the group and there was no movement. Apart from that, during the sessions, she discovered different strategies to improve it and she founds that, in the case of the numbers' circuit, it was more difficult to attend each child, if she did it one child by one and the others waited it was better and everyone learned more.

<b>BLOCK 2: About the materials used</b>	
<b>Did the researcher choose the appropriate materials for doing the activities?</b>	<b>Did the researcher explain why they used these materials?</b>
<p><i>1<sup>st</sup> session:</i> Yes, some of the materials help to reach the objective.</p> <p><i>6<sup>th</sup> session:</i> Yes. Deleting the table in the numbers' circuit routine was better.</p>	<p><i>1<sup>st</sup> session:</i> No, she was more focused on explaining the instructions of the routines.</p> <p><i>4<sup>th</sup> session:</i> Yes, but they did not pay attention on that.</p> <p><i>5<sup>th</sup> session:</i> Yes, and they listened to it carefully.</p> <p><i>7<sup>th</sup> session:</i> It was not necessary to repeated it again.</p>

**Table 6.** Assessment grid results: Second block

Related to the second block, which is about the materials used in both routines, she saw that in the numbers' round, the materials used since the first routine were appropriate because it helped in order to reach the objective of the activity. In the case of the numbers' circuit, it was more difficult that the materials helped to achieve the aim because, as it is explained above, there was more than one object and they had to

remember the action that they had to do in each one and also count. It was more difficult to understand the whole context of the activity, but with the ones who understood it, the results obtained were better than in the numbers' round routine. In the sixth session of the circuit, the teacher had to delete which table which was an object of the circuit. It was substituted by one circle drawn with plaster. This change was better for children because passing under the table was a bit distracting for them. From this session on, this routine worked better.

The researcher considered that she had to explain why she chose these specific materials to the children. However, in the firsts sessions she could not do it because she thought that first they had to understand the activities and the language used and then she could explain this important part of the research. Going in this line, she explained it to them in the fourth session but she found that they did not realise about the importance of the materials due to the cognitive maturity of children. Nevertheless, in the following sessions they listened to it more carefully and they could understand it better. Ones they had understood it correctly, it was not necessary to repeat the same explanation again and again.

<b>BLOCK 3: About the learning of numbers</b>	
<b>Did the researcher help children in the counting process?</b>	<b>Did the researcher reach the objective of counting?</b>
<p><i>1<sup>st</sup> session:</i> Yes, all the time.</p> <p><i>5<sup>th</sup> session:</i> Not all the time because some children did not need it.</p> <p><i>9<sup>th</sup> session:</i> In the numbers' circuit routine she had to help only some children. In the numbers' round routine, she had to help to everyone.</p>	<p><i>6<sup>th</sup> session:</i> Some children reach the objective of counting.</p> <p><i>9<sup>th</sup> session:</i> In the numbers' circuit routine all of the children end counting. In the numbers' round routine, only some of the children end counting.</p>

**Table 7.** Assessment grid results: Third block

As in the observation grids, the third block was based on the learning of numbers. The role of the teacher in this part of the routine was to help them, to teach the numbers that they did not know and to make them count doing the routines. In general, in the first four sessions, the teacher had to help the pupils to count due to the fact that they had to listen to the numbers that they had never before listened to. In the fifth day the researcher only

had to help to the ones that had more difficulties because the others counted by themselves without any help. However, in the round routine, nearly in all the sessions, she had to help all the time to all the children due to the lack of attention that the students had. In the case of the circuit, there were some children that knew all the numbers until twenty and the teacher only had to help those who counted until ten in order to let them listen to the other worked numbers.

So, with all that, it can be known that in the round there were only two children who achieved the objective, whereas in the circuit all of them reached it, each in their own way. There was not only an improvement of the pupils during the routines but also an improvement of the teacher trying to let the children learn a foreign language.

### 3.5.2. Interview results

As it is seen in the description and explanation of the interview, it is based on four different sections that coincide with the ones of the observation and assessment grids. The interview is another point of view of the research and the questions are answered by the main teacher of the children who carried out the routines (see Appendix 3.1).

The first section consists of commenting the methodology based on routines. The teacher said that working in routines is a good idea which helps children remember the knowledge that they learn every day. She commented that making a lot of changes in their timetables make them feel confused and it is hard for them. So, by carrying out routines, the knowledge “se'ls hi queda molt, saben perfectament el que fan i els motiva molt” (see Appendix 3.1). In her opinion, an English class can be taught by different routines if these activities are motivating enough for them and children have to move a lot. So, it is a good methodology to put into practise in the sessions that she does at school. Going in the same line, about the routines that the researcher put into practise at school, the teacher thought that the numbers' circuit is the one that children liked and enjoyed the most because it was more motivating for them and, apart from learning English, they also did psychomotricity activities. Furthermore, in this one, children could say all the numbers, whereas in the numbers' round they could only say one or two per round. The teacher commented that children wanted to take part in the activities and if they only participated once or twice per round their motivation decreased.

The second section of the interview was about the materials used in both planned routines. The teacher thought that the materials chosen were appropriate and they did not make children distract. In the circuit routine she thought that it would be a good option to go to the gym to do the routine and take some materials from there. However, it was not possible because the gym was always busy. In the case of the round routine, there was only one material and she thought that it was well-chosen, but the lack of motivation prevented children from paying attention to it. So, in this one she would not change the material unless the researcher put a different one in each session. In the circuit one, she would add more than those chosen, but not because they were not good enough but for “fer-ho encara més enriquidor” (see Appendix 3.1).

The materials were chosen with an intention. The thing is if children understand their functionality. The interviewed teacher said that children did not completely understand the functionality because “per ells és un joc” (see Appendix 3.1) in which they enjoy and also learn. We have to take in account that they are three or four years old, so they do not have built the capacity to value these aspects yet. “Som nosaltres que valorem si

hem posat bé els materials” (see Appendix 3.1). However, she considered that it is important to explain the reason why the materials are chosen, as well as explaining the objective of the activities. Maybe, due to their age they do not understand exactly what you tell them. However, you can help those who understand it to open their eyes and notice some things that if you had not explained before they would not notice.

The following section was focused on the learning of numbers. As the teacher said, the children did not understand clearly that the main aim was to count, due to the aspects commented above, but it is true that there was a visible improvement on children, especially in the circuit routine. Even some families commented her that they had noticed it on their sons and daughters. So, with this information, the aim was reached. A question that it may arise after seeing these routines is whether children learned the numbers as a song or they really learnt and understood them. The teacher said that they “s’havien après número-quantitat” (see Appendix 3.1). This has also been proven in the English classes that the teacher does at school, where they say that they understood what they were learning and they were motivated to learn the language in this way. The teacher was asked if she would do her lessons in that way and she stated that it is a good option because it is more attractive, “més dinàmica, més motriu i que, a la vegada, estan aprenent els números” (see Appendix 3.1). Moreover, she commented that it can be seen in children that when the teacher suggests to carry out more monotonous activities, they pay very little attention. However, by working in that way, they are enjoying and they do not notice that they are learning as well. These differences have been seen in the routines proposed by the researcher (see Appendix 2.2 and Appendix 2.3). The numbers’ round routine was more monotonous and less motivating and the numbers’ circuit was more motivating and they were keen to doing it again.

Another interesting question was if she would use other methodologies that she knew to teach English numbers. She answered that working with songs or stories was a good option because they are engaged in this kind of activities. Furthermore, she added that in order to teach English, without focusing only on numbers, it is good to mix English with art or psychomotricity. In the case of art, it is easy to work with colours, for instance. She even did it in a workshop of art taught in this language and it worked well. She also believed that CLIL<sup>2</sup> can be worked in early childhood education rather than learning English as a single subject. By using that methodology, children are not aware of the fact that they are learning another language but they actually learn. Apart from the chosen

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<sup>2</sup> Content and Language Integrated Learning.



methodology, she said that the important thing in these ages is to repeat the proposals because it gives more security to the children and they learn better.

The last section was about the opinion that the teacher had about the way of teaching of the researcher. As the study is in English, all the explanations of the routines had to be in this same language. The teacher thought that, maybe, if in the first session, the researcher or the teachers in general translated some things, the children would understand the routines well and, then, in the other sessions, it would not be necessary to translate anything. This is because once they understand the activity, they start building the English learning. She also commented that in case the researcher presented a different activity in every session, then, translating only the first day would not be enough. However, in the observation grids it was seen that during the first sessions they required some specific explanations in Catalan.

The opinion of the interviewed teacher regarding the way of choosing the groups was that working with half of the group was the right choice because “trobo que és un número encertat” (see Appendix 3.1) of children. If the researcher had done the routines with the whole group, there would have been so many children. And also, the fact of having diversity in the same group makes them that “uns aprenen dels altres” (see Appendix 3.1). Doing them in this way allowed the researcher to pay attention to the diversity correctly. Furthermore, she believed that the kind of activity allowed the teacher to look after all the necessities of each child.

The only thing that the teacher would change of the routines was the place to carry out the numbers' circuit routine. It was done at the playground and there were so many different stimuli. Because of that, the children could not be completely focused on the activity that they were doing. “Hagués estat encertat fer-ho al gimnàs” (see Appendix 3.1) because it would have been possible to use more and different materials and they would have paid more attention. However, she thought that the routine worked very well. In the case of the numbers' round routine, she would not do any change because it was in a class and, in case they were motivated, they would not have any difficulty for paying attention. Nevertheless, if she had to choose one of the routines, she would choose the circuit because it was more completed than the other, which was very static and not motivating for children.

To conclude the interview, she added that these routines, especially the circuit, were focused on the learning of numbers, but that they would work as well with other topics. This kind of activities, like the circuit (see Appendix 1.3), are the ones that children ask

for repeating. It can be considered that what the teacher suggested was that it had been well-chosen and it reached the main aims.

## 4. Analysis and discussion

This study has been proposed with the objective to determine which type of routines or which characteristics are better in order to learn the oral numbers sequence in English. In this part of the project, the obtained results will be developed and analysed based on the theoretical framework of the study.

First of all, the social context of the chosen school to do the practical application has been considered. As it has been said in other occasions during the project, in this school there are children from many different cultures and countries. While the researcher was planning the routines, she had to take into account that during the intervention, as Lightbown and Spada (2013) mentions, some feeling or emotions that were not planned could appear. This happens because not only the cognitive level and the mental aspects of a child have to be taken into account, but also emotional factors of his or her experience in life (p.212). Implementing the designed routines with pupils who do not speak or even understand the language of the country, made the explanation and the comprehension of the routines part harder for them. However, according to Cerná (2015), by doing it that way, there have been children who helped their classmates and this made the learning more meaningful because they could collaborate with each other in order to build the knowledge (p.165).

Secondly, one of the most important blocks of this Final Dissertation will be discussed. The methodology based on routines. The children involved in the project were only exposed to English during thirty minutes per week. Lightbown and Spada (2013) mentioned that “language acquisition takes place when learners are exposed to comprehensible input” (p.159). In this same line, the comprehensible input is acquired when they are exposed to the language many times per week. Knowing that, they did not have enough exposure to it. Woods, Kashnith and Goldstein (2014) and Mourão (2015) explained an alternative to solve the lack of exposure and said that “it is possible to incorporate child-initiated play into children’s daily routines” (p.57). By doing that, the learning would be more meaningful, comprehensive and authentic. This is what the researcher tried to bring to the school. Looking at the results, it has been shown that they have learned the language more quickly because they have been exposed to comprehensible input many times. Moreover, the interviewed teacher noticed that working language by using this methodology made them learn it better. Because of that, as it can be seen in the interview (see Appendix 3.1), she said that she would propose to work in that way to the head teachers of the school for the next year. Other arguments that she exposed were related to what Jennings, Hanline and Woods (2012) explained

that the routines are “predictable, functional and occur numerous times throughout the day” (p.15). She mentioned that learning a language by using routines was a good methodology because of the reasons that these researches explain and also because what a child from Mesagno, Hill and Larking (2012) study said: it “makes me feel I am in control of what I am doing” (p.20). The routines were done at the end of the morning or, some days, in the afternoon. In some cases, it was good because, according to the idea of Jennings, Hanline and Golstain (2012), the routines moments are those in which children can relax and focus on themselves because they know what they have to do and they are confident of their knowledge.

The study consisted of two types of routines which are very different from each other. According to Jennings, Hanline and Woods (2012), there are a variety of strategies and methodologies to put into practise. However, the researcher has gone for the ones where there is more difference between each other and it can be seen in the results, which are very well-defined. They were done in English because they could have the opportunity to “build an intercultural competence” (Cerná, 2015, p.165). Furthermore, according to the observation grid (see Appendix 2.3), the routine that worked better and the one children learnt more with was the circuit (see Appendix 1.3 and Appendix 1.4). In this one, they did not only practise numbers in English, but psychomotricity too. The fact of mixing different areas of learning, made children have the chance to “address several domains” (Pretti-Frontczak, Barr, Macy & Carter, 2003, p.35). The interviewed teacher saw that this methodology gave children several opportunities because it was a “way of structuring the time into different activities and learning to use a variety of methodologies” (Woods, Kashinath and Goldstein, 2014). Moreover, she added that mixing art and language was also a good option.

As it is known, these routines were planned to learn the oral English numbers, the second important topic of this research. As Mark and Dowker (2015) exposed, the methodology used to teach numbers has an important influence on children’s learning (p.1). Rajotte (2016) recommended that, for doing it, it could be a good idea to “implement activities involving a daily routine of logical challenges or free practise of mathematical games” (p.152). This is just what the researcher proposed to do the study, and it is seen along the results that this methodology has worked efficiently. Moreover, this idea is also supported by Pretti-Frontczak, Barr, Macy and Carter (2003) who affirm that “constant time delay was effective in teaching target numbers” (p.30). Other reasons that agree with these authors are that before carrying out the routines, there were some children that nearly did not participate in the English classes. After the research, all of them said, at least, some words. This is because of the arguments that Hui-chih (2016) gave that

learning numbers with this methodology, like the circuit, “help students to overcome fears” (p.18).

It is important to bear in mind that numbers are an abstract concept. The process to understand the concept is complex. For this reason, Gelman and Butterworth (2005) said that it is important to consider that there is a relationship between languages and numbers (p.7). Departament d’Ensenyament (2016) says that in early childhood education, the foreign language, in this case English, has to be introduced orally (p.119). By doing the routines, the children have learnt the numbers orally. Herrera and Macizo (2011) explained that Arabic numbers are not words, so in order to understand the meaning and the structure, if children know the name of words, it is more familiar to them (p.329). Taking it in account, one question that the teacher interviewed answered was if children had learned the numbers as a song or if they had really learned them as a mathematical concept. This question was done because, as this topic is difficult to understand, the researcher wanted to know if the routines helped in order to understand numbers. The results have proved that, finally, the routines helped to learn the oral numbers and also to understand them.

Sarneka (2014) and Contreras Saavedra, Willmes, Koch, Schuch, Benini and Philipp (2020) agree with the influence of the native language in the grammatical number system and the EFL learning. Because of that, one item of the assessment grid (see Appendix 2.5) was if the teacher had to help children to count. Helping them to count made children listen to the correct phonological pronunciation. According to Dotan and Friedmann (2012), phonological forms of each number have to be taught in order to be intelligible (p.2). The way the researcher chose to work on that, was by helping them. In the same line, during the practical application, when they started pronouncing the English numbers, some children started to count in Catalan or Spanish and then they switched into English. However, to do so, they had to understand why they had to say the numbers in this language. For this reason, Mosca (2019) affirmed that if children know the importance of using the language, they will switch into the other language easily (p.695). This aspect was considered in the research and it was asked to the teacher. She said that explaining the objectives and giving importance to the activity can make them open their eyes to some detail that if not, they would not pay attention to it. Doing that, “students will be more involved in the learning” (Feng, Fan and Yang, 2013, p.57). At the same time, they would have more motivation in order to carry out the routines. These authors mentioned that motivation is a key point to learn because if children are motivated, they learn better and they are more predisposed to learn (p.56-57). Relating it to the routines, this topic was very defined. As it can be seen in the results, the circuit

routine was more effective. One of the reasons was the motivation that children had. In the round routine, they were not motivated and, as a consequence, they did not learn as well as in the circuit.

An important part of the routines which are initially directed by a teacher is the way to teach and the role that this teacher keeps during the practical application. This is why there is an assessment grid evaluating the role of the teacher during the sessions. On the one hand, the teacher needs to “appreciate language learning in all its complexity (Cook, 2008, p.271) in order to explain children, the reasons why they are proposed to do some activity. He or she has to be confident and speak fluently and spontaneously (Mourão, 2015, p.53). By doing that, he or she will make children feel confident. In the routines, when children understood the instructions well, the teacher was more relaxed and she helped children to be self-confident. On the other hand, the researcher had to cooperate and to communicate with the tutor of the children in order to agree on the aspects that would be treated during the research. Mourão (2015) talked about this saying that the pre-primary teacher and the English teacher have to collaborate being motivated (p.58). Moreover, both teachers had to agree about the place where the routines could be done because as Jennings, Hanline and Woods (2012), teachers should situate the routines in a good learning environment (p.15). They decided to do the circuit in the playground and the round in the class. Finally, when doing the interview, the teacher commented that she had seen that in the playground, children had so many stimuli and they could not concentrate as well as if it had been possible to do it in the gym, for instance. However, this routine worked well.

Feng, Fan and Yang (2013) remark the idea that teachers have to give importance to every single part of the process and do not focus on the result. This is why the researcher decided to do a qualitative observation grid, because it is the way in which the process could be seen. However, in order to know what to focus on during the process and to know the number that they can get to count, it is important to have some information of the children before putting the routines into practise. The researcher has been in this school during three months, so she already knew the children. Lightbown and Spada (2013) reinforces on this idea by affirming that “knowing more about the development of the learner help teachers to assess teaching procedures in the light of what they can reasonably expect to accomplish in the classroom” (p.40). This means that the teacher can plan activities which fit with their Zone of Proximal Development (ZPD). Furthermore, having more information of children can help the teacher to pay attention to the diversity. In the assessment grid there was also an item regarded to that because it is important to take in account that “different learners react differently to the same learning conditions”

(p.99). The interviewed teacher affirmed that with these activities proposed, it had been easy to meet the demand of diversity due to the way that they were planned. Moreover, the researcher gave the possibility to children to repeat the activity, in the case of the circuit, because by doing that, she gave autonomy to them to do what they needed at that moment.

Finally, an aspect to remark is the opinion of the families after the research was done. Cerná (2015) and Edelenbos, Johnstone and Kubanek (2006) mention that the schools have a lot of parents' pressure across the learning of a foreign language. Because of that, they focus on the learning of the EFL. After doing the routines, there had been some families that came to the teacher to ask if they had changed the way of teaching English because they had noticed the improvement of their children. In the interview this fact was treated, because it was another reason to convince the head teacher to change the way of teaching EFL in this school.

## 5. Conclusions

To conclude this Final Dissertation, it should be considered that if we take a look at the results, on the one hand, it is noticed that in the numbers' round routine, it was easier to understand the functionality of the materials and how to combine the game with the numbers. However, in terms of achieving the objective of counting, it did not work well because they did not learn to count. One of the reasons why this happened was that they were not motivated enough to do the activity. As it can be seen in the project, motivation is a needed aspect in a routine. If teachers carry out proposals in which children are not engaged, they will not learn the same, as it can be seen in the interview. For most of the children, it was the first year that they listened to English. Because of that, at school they had to do activities in order to be engaged to learn this foreign language. If all the activities were like this, they would not have a positive attitude towards English. Another reason that could explain why this routine did not work is the fact that they did not have to say all the numbers aloud. This activity required attention to the classmates in order to know the number that they had to say. As it is seen in the observation grids, they did not pay so much attention and, because of that, it was more difficult to learn.

On the other hand, the numbers' circuit routine was harder in terms of learning the functionality but almost everyone counted until twenty except for some of them who counted until ten. So, the main aim of the routine was reached because all of them started counting. As it can be seen along the research, some of the pupils nearly did not speak in the English classes before doing the routines and, after that, all of them counted and lost the language fear. Moreover, another reason why this activity worked was that children were motivated to learn, they had to count from one to twenty individually and also, in their free time, they continued counting when they found some of the materials that they used. This is what routines want to make in children: help them to learn and give them good energy and security to learn in an autonomous way. Moreover, combining psychomotricity and language was interesting for them and they proved that the methodology was useful, meaningful and engaging. Furthermore, there have also been some comments of the families providing that they saw the improvement on their children. This makes the learning more meaningful because the pupils, when they left school and they arrived at home, continued counting using some materials that they had at home. They could realize the relation of what they did at school and the importance to bring this knowledge outside it.



Having said this, the research question, which was, *“How does the type of routine influence children’s English learning of numbers in preschool education?”*, has been answered. A routine which gives importance to each child, which engages pupils to participate, in which children move and they are in different spaces rather than in the common ones, and in which the teacher transmit security and enjoys what he or she does and make children enjoy it too, is the kind of routine that works with children. This research has been done with numbers but the characteristics of the numbers’ circuit routine can be applied to any topic.

Regarding the objectives of this study, the main one was to discover which type of routine was better in number’s learning in English and to know different ways of teaching using routines. After the research, it can be seen that this aim has been reached because there is one routine that has worked better, due to the mentioned characteristics. Moreover, the second part of this aim, which is knowing different ways of teaching, is also reached because in the study there are only two methodologies, even though inside them there are many different aspects, but along the articles mentioned in the theoretical framework, there are a lot of different techniques and aspects to take in account for teaching.

The specific objectives of the project were:

- To create and carry out two types of routines, which were very different between each other.
- To observe and assess the way children react to each routine with an observation grid and an assessment grid.
- To interview the teacher who works with the children involved in the routines in order to know their point of view.

All the three aims could be reached, as it can be seen along the Final Dissertation. The routines have been carried out successfully at the school and their results are taken from the observation and the assessment grids. They also have been useful because the researcher could extract the most important information from them to have enough data for answering the research question. Finally, the third objective has been useful and meaningful in the project in order to reinforce on the results obtained and to support some authors’ theories.

With all that, the study has been successfully achieved in terms of aims. It has been a pleasure for the researcher to collaborate with the school contributing to, giving a different point of view and different methodologies, because the most important is the learning of children, always taking the past into account, being meaningful for the present and being useful for the future.

## **5.1. Limitations**

Doing a research project like this takes a lot of time. For this reason, during the process they can appear some difficulties. Not to mention one of the biggest difficulties of this year, which has been the COVID-19. The researcher has been lucky, in the sense that she could do the practical application at Vedurna Manlleu school. She decided to do it while she was doing the internship because being in a school, with the current conditions, is difficult. What was more annoying was the fact of having to do the proposal with mask. She could realize that teaching a language with mask was hard because children could not see her mouth and the sounds, in some cases, could be confusing. However, they finally understood everything well, so it was not a big problem at last.

Apart from that, in a school, not all the children attend classes every day. This also happened during the Final Dissertation intervention. Some children did not come to the first sessions and, because of that, they understood the instructions and the way of working with these routines later. However, the children helped them explaining what they had to do and, also, the teacher had to pay attention to the diversity and give importance to every child in order for all of them to reach the planned objectives.

## **5.2. Future considerations**

There are many different ways to continue with this project. First of all, using this kind of routines could make it possible to work another topic. For instance, there is the possibility of learning colours using the circuit and every time they step on one colour of the hopscotch, they have to say their name. It could be a possibility to study if the effects of learning colours are the same as learning numbers.

Secondly, another idea taken from this project could be to do a case study of the efficiency of CLIL in early childhood education. In this project, a bit of CLIL has been done, because in the numbers' routine, they have done psychomotricity and, for communicating, they had to use the English language.

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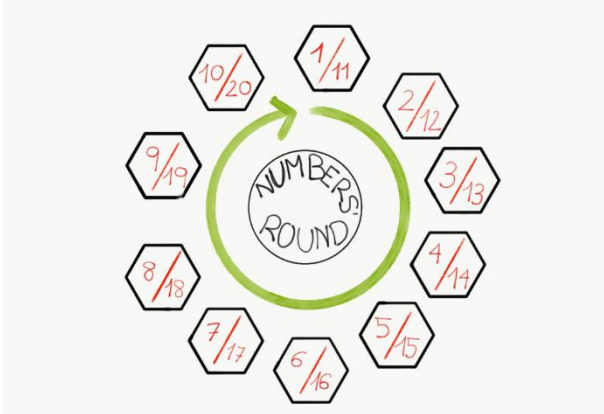
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## 7. Appendices

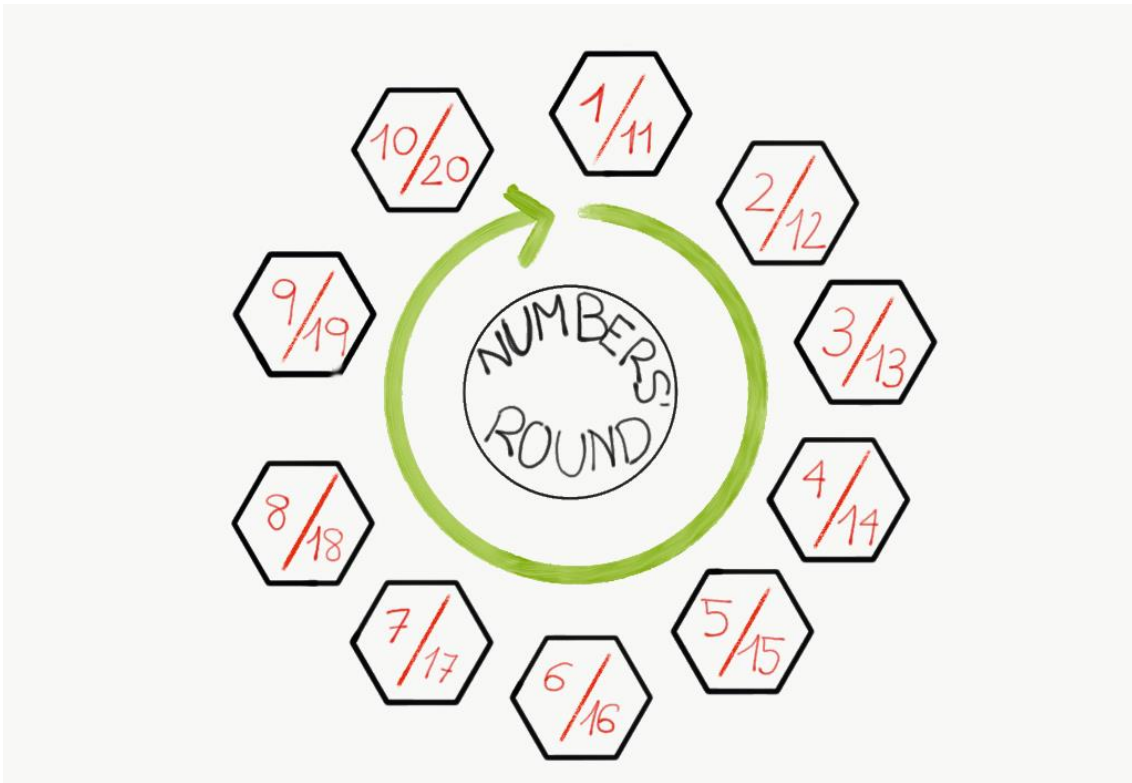
### 7.1. Appendix 1: Routines

#### 7.1.1. Appendix 1.1: Numbers' round routine

<b>Title of the Activity</b>	<b>NUMBERS' ROUND</b>			
<b>Year</b>	3 years old			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To learn numbers' spelling from 1 to 20.</li> <li>- To enjoy learning English.</li> <li>- To coordinate each other.</li> </ul>			
<b>Space</b>	<b>Timing</b>	<b>Grouping</b>	<b>Material Resources</b>	<b>Human Resources</b>
Class	10 minutes	10 children from P3	Chairs and a ball	Teacher and researcher
<b>Description of the Activity</b>	<ol style="list-style-type: none"> <li>1. The researcher will explain children why they are doing the following activity.</li> <li>2. The researcher with the help of the students will place the chairs in a circle in order to see each other.</li> <li>3. Children will sit on the chairs and the researcher will take a ball.</li> <li>4. She will explain the activity. It consists on passing the ball counting from 1 to 20. The child that will have the ball is the one that will have to say the number.</li> </ol>			

	 <p data-bbox="582 638 1292 728">5. Children will repeat the activity as many times as they want.</p>
<p data-bbox="263 757 486 992"><b>Assessment and assessment items</b></p>	<p data-bbox="534 757 805 790">Observation grid</p>
<p data-bbox="247 1014 502 1317"><b>Competences related to the Area of English Language</b></p>	<ul data-bbox="582 1014 861 1182" style="list-style-type: none"> <li>- Numbers</li> <li>- Pronunciation</li> <li>- Oral skills</li> </ul>
<p data-bbox="247 1339 502 1563"><b>Competences related to other Subject Areas</b></p>	<ul data-bbox="582 1339 1284 1440" style="list-style-type: none"> <li>- Attention</li> <li>- Coordination of movements and voices</li> </ul>

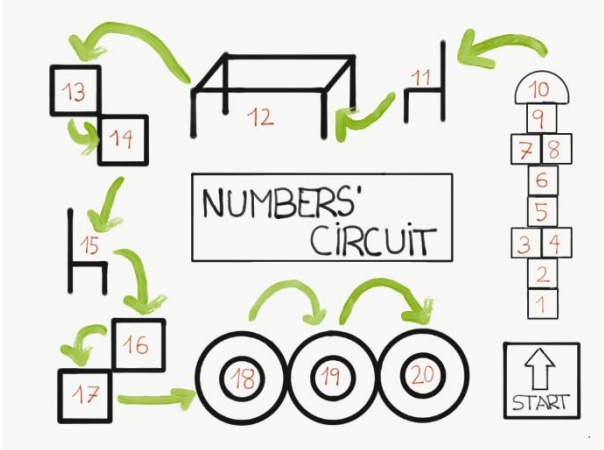
7.1.2. Appendix 1.2: Diagram numbers' round routine



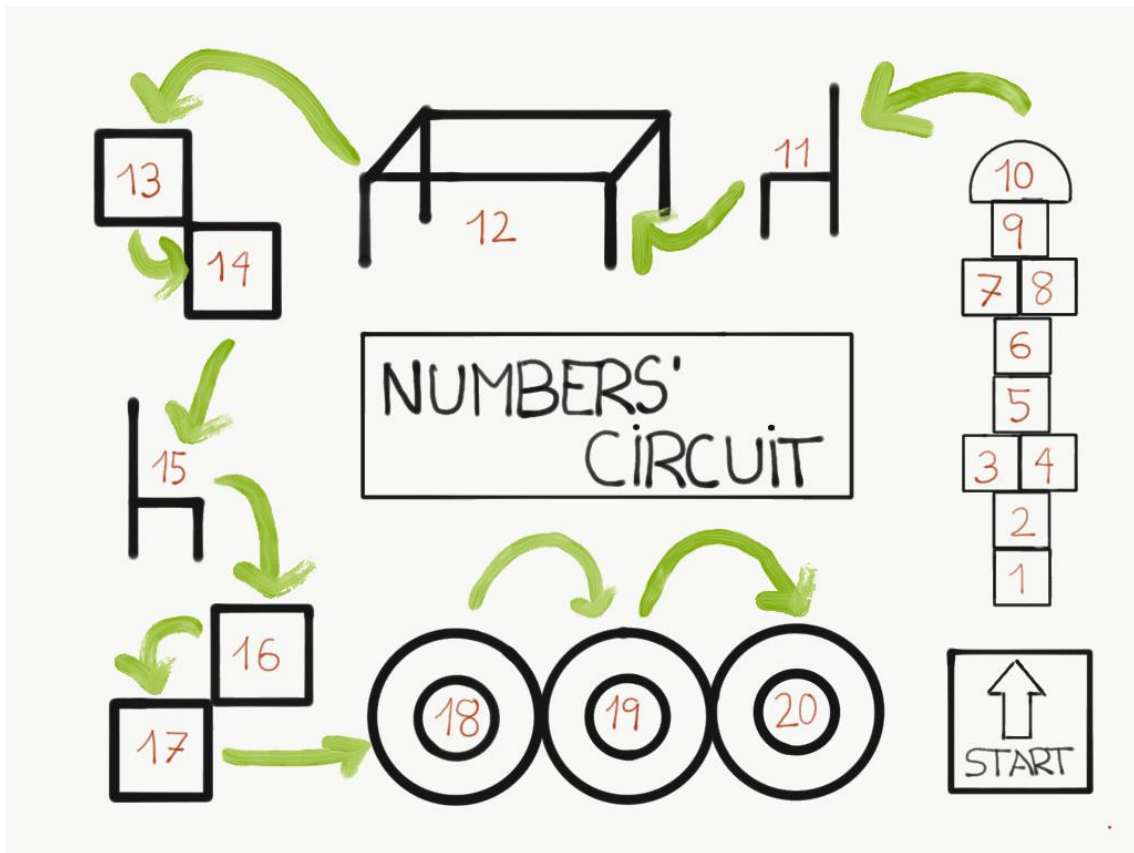


7.1.3. Appendix 1.3: Numbers' circuit routine

<b>Title of the Activity</b>	<b>NUMBERS' CIRCUIT</b>			
<b>Year</b>	3 years old			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To learn numbers' spelling from 1 to 20.</li> <li>- To enjoy learning English.</li> <li>- To develop gross motor skills.</li> </ul>			
<b>Space</b>	<b>Timing</b>	<b>Grouping</b>	<b>Material Resources</b>	<b>Human Resources</b>
Playground	15 minutes	9 children from P3	Chairs Table Tires Plaster	Teacher and researcher
<b>Description of the Activity</b>	<ol style="list-style-type: none"> <li>1. The researcher will explain children why they are doing the following activity.</li> <li>2. The researcher will take the materials required to do the circuit and will build it.</li> <li>3. One by one, children will pass across all the circuit obstacles counting from 1 to 20. In each obstacle, children will have to count only one number. For instance, in the first obstacle "1" in the second, "2", and so on.</li> </ol>			

	 <p>4. Children will repeat the circuit as many times as they want.</p>
<b>Assessment and assessment items</b>	Observation grid
<b>Competences related to the Area of English Language</b>	<ul style="list-style-type: none"> <li>- Numbers</li> <li>- Pronunciation</li> <li>- Oral skills</li> </ul>
<b>Competences related to other Subject Areas</b>	<ul style="list-style-type: none"> <li>- Gross motor skills</li> <li>- Attention</li> <li>- Coordination of movements and voices</li> </ul>

7.1.4. Appendix 1.4: Diagram numbers' circuit routine



## 7.2. Appendix 2: Observation and assessment grids

### 7.2.1. Appendix 2.1: Observation grid

	About the instructions			About the materials used			About the learning of numbers		
Sessions	Do they understand the instructions well?	Do they need some translation into Catalan?	Do they understand when it is they turn to do the activity?	Do the materials used help to reach the objective of the activities?	Do the materials used interfere positively in order to reach the objectives?	Do children understand the functionality of the different materials and how to use it?	Do they understand that the main objective is counting?	Do they say some numbers?	Do they improve in each session?
S.1									
S.2									
S.3									

<b>S.4</b>									
<b>S.5</b>									
<b>S.6</b>									
<b>S.7</b>									
<b>S.8</b>									
<b>S.9</b>									

7.2.2. Appendix 2.2: Observation grid of the numbers' round routine filled

NUMBERS' ROUND

I do the routine with them.  
I play with them.

→ Observation grid:

About the instructions				About the materials used			About the learning of numbers		
Sessions	Do they understand the instructions well?	Do they need some translation into Catalan?	Do they understand when it is their turn to do the activity?	Do the materials used help to reach the objective of the activities?	Do the materials used interfere positively in order to reach the objectives?	Do children understand the functionality of the different materials and how to use it?	Do they understand that the main objective is counting?	Do they say some numbers?	Do they improve in each session?
S.1 25-02-21	No. I had to repeat many times.	Yes. I had to say the instructions in catalan.	Yes. However, they were not paying so much attention.	Yes. Only one object. Easy to focus on the aim.	Yes. It allow to focus on the aim.	Yes. They understood that it was the time to speak when they used the ball.	Yes. As the only material was a ball, they focused on counting.	Yes. Some children say numbers but others only passed the ball.	—
S.2 01-03-21	Not all. They had understood the part of passing the ball.	More or less. Only some specific things.	Yes. Some of them did not pay so much attention.	Yes. They knew the material, so it was easy to focus on the aim.	↓ Yes. "	↓ Yes. "	Yes. However, they distract a bit passing the ball between each other.	Yes ↓ "	More or less. A little bit but they were paying so much attention to the ball.
S.3 02-03-21	" Some of them understood both things. Others only the part of passing the ball.	Yes. However one child explain it and they understood better so that I did not need to translate.	"	"	Yes but if they do not pay attention is difficult to reach the objectives.	"	"	"	Not so much. They need more attention to improve a little bit more.



## NUMBERS' ROUND

S.4 03-03-21	"	"	Yes. they know that when they have the ball they have to say the number.	Yes.	If they pay attention and take the ball at first yes.	"	"	Yes. Some of them said it, others only listened to it.	Yes. They counted a little bit more.
S.5 04-03-21	Yes. They explained the activity themselves, so that they remember better.	No. They know well what to do.	"	Yes. Every time they give less importance to the ball.	"	"	Yes, when I asked, they knew that they need to say the numbers.	"	Yes. More kids started counting and they pay a little bit more attention.
S.6 08-03-21	Yes. It is not needed to explain it again, because they already know.	No. "	"	Yes. But if they do not pay attention, the ball distracts a lot.	" =	Yes. However, in some cases they do not count.	"	" The ones that are distracted do not count.	" It was very similar to the previous session.
S.7 09-03-21	"	"	"	" They are not motivated.	"	"	" However, not everyone has counted.	Yes. "	Yes. In this session they had counted more children.
S.8 10-03-21	"	"	"	Yes, but they are not motivated and some of them do not pay attention.	If they pay attention yes, if not, no.	Yes, but some of them do not count.	Yes but not everyone counted.	"	Yes. Every time more children count.
S.9 11-03-21	"	"	"	"	" It was a routine that do not motivate them, they did not pay attention.	"	"	" There has been more people that do not count than the ones who counted.	It was an improving of the ones that counted in other sessions, but the others did not count.

Not so much improving

This routine was easier than the other in terms of understanding the facts: on the other hand in terms of the objective of counting did not work as well as the other one.

7.2.3. Appendix 2.3: Observation grid of the numbers' circuit routine filled

NUMBERS' CIRCUIT


I help them but the objective is do it autonomously.

→ Observation grid:

About the instructions				About the materials used			About the learning of numbers		
Sessions	Do they understand the instructions well?	Do they need some translation into Catalan?	Do they understand when it is their turn to do the activity?	Do the materials used help to reach the objective of the activities?	Do the materials used interfere positively in order to reach the objectives?	Do children understand the functionality of the different materials and how to use it?	Do they understand that the main objective is counting?	Do they say some numbers?	Do they improve in each session?
S.1 25-02-21	Not all. They had to see me doing it and some children too.	Yes. I had to explain that the main aim was counting.	NO. They wanted to do all at the same time.	NO. They focused more on the materials than on counting.	NO. The materials distracted children from counting.	NO. They did not understand that the materials helped to count. How to use it? Yes.	NO. They focused more on passing the obstacles.	Yes, but only some children.	—
S.2 01-03-21	Not all. They had to see me doing it.	Yes. They need some instructions in Catalan.	Yes. They waited to their turn very well.	More or less. Some children understood that the materials help in order to count.	More or less. Some children understood that each object meant one number.	Yes. They knew what to do in each obstacle and some of them they count in each one.	More or less. Some of them yes.	Yes. Nearly all children say some numbers.	Yes. They had acquired a little bit from the previous session.
S.3 02-03-21	Some children yes. They do not need me to show it.	Yes but less than the other sessions.	Yes.	"	"	"	Some children yes, others only pass the obstacles.	"	Yes. Some child that did not say the numbers, start saying them.



## NUMBERS' CIRCUIT

S.4 03-03-21	Yes. When they see the materials they know what to do.	nearly not. only one child used it.	Yes "	"	"	More children than other sessions understood it.	"	"	Yes. the ones that count they do it better.
S.5 04-03-21	"	NO. Everyone understood it in English.	Yes. "	Some kind of material more than others 	" others only pass the objects and that's all.	"	"	" Some of them started to count in catalan or Spanish and then they switch.	Yes the ones that count from the first day they improved. the others started to count a bit.
S.6 08-03-21	Yes, also it was someone new and others explain what do they had to do.	NO. "	Yes. they had improved a lot in this sense.	Yes. There was not the table and it was better. I <del>now</del> draw a table.	Yes. they had understood that every object is one number.	"	"	Yes. Also the ones that did not say something they started in this session.	Yes. Today I have notice a big improvement of counting and understanding.
S.7 09-03-21	Yes. It is not necessary to explain anything.	"	"	"	"	" Almost all the children know the functionality.	"	Yes. All the children say something. the ones that do not say anything say something.	Yes. All children say something. They understand the "teen". Almost all counted until 10.
S.8 10-03-21	"	"	" they know that they have to wait and they wait.	Yes. they know that every object is one number	" It is a way of associating quantities	Yes. All children know how the routine works.	Yes. Everyone understood it.	" the half of the children know until 20 and the others 10.	Yes. There are children that starts saying nothing and now they know all the numbers.
S.9 11-03-21	"	"	"	" At the end they had understood perfectly the way to use the materials	" =	" =	"	Yes. All of them say something. the ones that did not say anything at the end learned the main aim of the routine	has been reached.

It was harder to learn the functionality but almost everyone counted until 20 except others that counted until 10.

At the beginning <sup>they</sup> did not say anything.

Also, some comments of the families demonstrate that the routines have worked and specially this routine worked well and children learned the numbers. Some until 10 and others until 20.

7.2.4. Appendix 2.4: Assessment grid

	<b>About the instructions</b>			<b>About the materials used</b>		<b>About the learning of numbers</b>		
<b>Sessions</b>	<b>Did I say all the instructions in English?</b>	<b>Did I make myself understandable?</b>	<b>Did I pay attention to each child?</b>	<b>Did I choose the appropriate materials for doing the activities?</b>	<b>Did I explain why they used these materials?</b>	<b>Did I help them in the counting process when they needed?</b>	<b>Did I reach the objective of counting?</b>	<b>Did I improve from the last session?</b>
<b>S.1</b>								
<b>S.2</b>								
<b>S.3</b>								

<b>S.4</b>								
<b>S.5</b>								
<b>S.6</b>								
<b>S.7</b>								
<b>S.8</b>								
<b>S.9</b>								

7.2.5. Appendix 2.5: Assessment grid filled

→ Assessment grid:

Sessions	About the instructions			About the materials used		About the learning of numbers		
	Did I say all the instructions in English?	Did I make myself understandable?	Did I pay attention to each child?	Did I choose the appropriate materials for doing the activities?	Did I explain why they used these materials?	Did I help them in the counting process when they needed it?	Did I reach the objective of counting?	Did I improve from the last session?
S.1 25-02-21	No. Some instructions needed translation into catalan.	Yes. I tried to be understandable, but it was need some action in order to give example.	I tried to but in the number activities, I could not. In the numbers, I could pay attention to each child.	I think yes because they helped in some case to reach the objective.	No. I was more focused on explaining the instructions of the routines.	Yes. Almost all the terms.	More or less In some children yes, but others no.	—
S.2 01-03-21	"	"	"	"	"	"	"	Not so much because it was like starting again from the beginning.
S.3 02-03-21	"	"	"	"	"	"	Some child yes, other no.	Yes. I tried to say less things in catalan and pay more attention to each child.



S.4 03-03-21	Nearly yes. Only one or two things but the other in English.	Yes. Some simple reminders was only needed.	"	"	I started explaining it but they wanted to start the activity.	"	"	Yes. A little bit more than the other session.
S.5 04-03-21	Yes. They know what to do so I could do it right.	Yes. They did not need any action in order to understand it.	Yes	"	I have finished the explanation of the last session.	Not all the time but nearly yes.	"	Since now it has been the session that I have seen more improvement.
S.6 08-03-21	"	Yes. In some cases they explain what to do so they understood the instructions well.	Yes. In this session I could be more able to reach each child.	Yes. I think that deleting the table in the first routine it is a good option.	I have remembered what I explained in other sessions.	" there are children that in this session they do not need help.	" this session were children started counting.	Yes. I payed more attention to each child than in other sessions.
S.7 09-03-21	"	"	Yes. Doing both routines one by one is the way of attending all children.	"	" But they know it is not necessary to repeat it.	"	"	Yes. It was quite similar as the other session.
S.8 10-03-21	"	"	"	"	No because they say it. They demonstrate that they have understood it.	Some yes there was some children that did not need help.	Everytime more children counted in both routines. In the numbers' circuit all children counted something.	"
S.9 11-03-21	"	" It was not needed to explain anything. They started to do the routine without explaining because they know what to do.	"	"	"	Numbers' circuit: Some of them did not need help. Numbers' row: All of them need help.	In the first routine yes. In the second one no.	Yes. I also was more relaxed because they knew what to do and it was easy to develop the activities.

### **7.3. Appendix 3: Interview**

Welcome and thank you for accepting me doing the interview. You have been the teacher who has seen what I have designed and this is why I asked you to do an interview. Your opinion can give another point of view to my research and it can be also useful for me, personally, in order to improve my future teaching. So, if you think that you are ready, we can start.

As you have seen, I have designed to type of routines. I have chosen to work numbers by routines because it has been demonstrated that it is a good method to teach in these ages. The first routine, called numbers' round, was more static and they had to say only one number, the one that was necessary when their turn arrived. The second one, called numbers' circuit was more active and participative. Moreover, every child had to say all the numbers. They are very different, and this is why I could analyse which one fits better.

I have divided the interview in four sections according to the items that I observed during the routines.

#### **→ Section 1: Methodology of the routines**

1. Do you think that it is a good idea to learn by routines? Is it motivating for children that age?
2. Which routine do you think they liked and enjoyed the most?
3. Do you think that an English class can be taught by different routines?

#### **→ Section 2: Materials used**

1. Do you think that the materials used for both routines were adequate? Or they made children distract in some moments?
2. Would you change some material?
3. Do you think that children understand de functionality of the different materials?
4. I explained, in English, the reasons why I choose the materials. Do you think that it is important to explain why they use the objects that they use in an activity?

#### **→ Section 3: The learning of numbers**

1. Do you think that, in the end, they understood that the main objective was counting?
2. Do you think they really learned the numbers doing these routines? Did it depend on which routine they did?
3. Would you teach numbers in this way?

4. Would you use some other methodology for teaching English numbers? Do you know some other methodology proved for teaching numbers?

→ **Section 4: My teaching**

1. Do you think that giving all the explanations in English is useful and they understand it well?
2. Would you organise the groups in another way?
3. Do you think that I attended the diversity?
4. Do you think that I could improve something? Or maybe I could do it in another way which is more efficient?

To conclude the interview, do you want to say or comment something that I have not asked you yet? Do you want to explain some experience or something that you want to share?

Thank you so much for accepting this interview.

### 7.3.1. Appendix 3.1: Transcription of the interview

Researcher (R): Bon dia.

C: Bon dia.

R: Primer de tot, gràcies per acceptar l'entrevista. Et faré una petita introducció per tal que puguis contextualitzar-la. Vaig decidir realitzar-ne una perquè realment una opinió externa donarà més sentit al treball, ja que si només opino del que jo veig és molt subjectiu. Tenir una opinió externa fa que el treball sigui més objectiu.

Hi ha aquestes dues rutines<sup>3</sup> que són en les que ens basarem al llarg de l'entrevista. Dit això, si estàs preparada podem començar.

L'entrevista l'he dividit en quatre seccions. Aquestes són les mateixes en les que estan dividides les observacions<sup>4</sup>, és a dir, aquests tres blocs (els de les graelles d'observació) i després hi ha l'apartat de la meva avaluació. La **primera secció** seria la metodologia general de les rutines.

C: Dels dos tipus de rutines?

R: En aquest apartat parlarem dels dos tipus de rutines però també de la metodologia basada en rutines, sense focalitzar-nos en els números. La intenció és organitzar-la de general a específic, que així serà més entenedor i coherent. La primera pregunta seria:

**Penses que és una bona idea treballar amb rutines? Penses que és motivador pels infants d'aquesta edat?**

C: Sí, i més per treballar l'anglès. És una manera que els agradi introduir aquesta llengua i fer-ho cada dia o constantment, també fa que ho recordin. Per exemple, jo els hi faig anglès, però els hi faig un cop a la setmana. I sí que els hi agrada molt, però jo crec que és molt millor treballar-ho sistemàticament. Els infants d'aquesta edat, d'infantil, jo crec que els hi va molt bé sempre repetir el mateix. És una manera que se'ls hi queda molt, saben perfectament el que fan i els motiva.

R: També, treballar per rutines fa que ells i elles es puguin anticipar a l'acció.

C: Exacte, saben de que va, saben el context. Els canvis els hi costen molt. A aquesta edat els agrada tenir l'horari molt marcat. Per exemple, saber quan és hora d'anar a

---

<sup>3</sup> Les rutines han estat explicades prèviament a l'inici de l'entrevista per tal de ser recordades. S'ha de remarcar que aquesta mestra les va veure en funcionament en directe.

<sup>4</sup> Les observacions també han estat explicades prèviament a l'entrevista.



esmorzar o tenir una idea general del que faran durant tot el dia. A vegades, els hi canviés alguna cosa i els xoca. Treballar per rutines els hi va molt bé.

**R: De les dues rutines que hem fet, quina creus que els hi va agradar més i que tenien més ganes de fer-la?**

C: El circuit. Perquè no només consistia en aprendre els números, sinó que també es treballava la psicomotricitat. Moltes vegades, quan no fèieu les rutines i anaven al pati, es posaven a fer la rutina sense que es demanés. És millor aquesta ja que ells podien saltar, passar per sota, etc., era molt més motivadora. L'altra rutina, era molt més estàtica, havien d'estar asseguts... I el que dèiem, a la del circuit podien dir tots els números. De l'altra manera només en deien un i havien d'esperar que es donés tota la volta per tornar a col·laborar.

**R: Penses que una classe d'anglès, com ara l'estona que tu fas d'anglès, es podria dividir en rutines?**

C: Sí, i tant. A més a més, activitats molt motivadores, amb molt moviment. El que jo faig és utilitzar cançons, contes, titelles, etc. També es podrien introduir circuits. Els agrada molt més aquesta manera de treballar que no pas activitats de papers, amb fitxes...(que de fet ja no ho fem així). Sobretot, aquestes activitats els agrada anar-les repetint. Per exemple, quan els hi poso una cançó, potser ja l'han escoltat deu vegades, però la volen tornar a escoltar perquè la coneixen i estan més segurs del que fan. Activitats com la rutina del circuit seria una bona opció introduir-la, però sempre que sigui de manera sistemàtica.

R: Sí, exacte, utilitzar la metodologia periòdicament.

C: Exacte.

R: Ara entrem en el **segon bloc**, que correspon als materials utilitzats durant les rutines. Faig un recordatori. A la rutina del circuit utilitzàvem la xarranca, les cadires, la taula que, si no recordo malament a la sessió 6 la vam treure i va anar millor, quadrats dibuixats amb guix i finalment els pneumàtics. A la rutina de la ronda, només hi havia la pilota que se l'anaven passant i era el que marcava el torn de cadascú.

**Penses que aquests materials eren adequats per les dues rutines? O bé penses que alguns els podien distreure?**

C: Penso que eren adequats. Fins i tot si haguéssim pogut fer el circuit al gimnàs<sup>5</sup>, haguéssim tingut més material i enriquir-lo encara més. Vull dir que no els van distreure. I pel que fa a l'altra rutina, el material que vas utilitzar tampoc penso que els distraigués. Aquesta la veig més simple pel fet que només estaven asseguts a terra i era poc motivador i molt monòton. A aquests infants no els distreuen aquest tipus de materials. A més a més, com que és [en el cas del circuit] una activitat de moviment i són moguts, els hi agrada molt.

I com a millora doncs sí, utilitzar aquests materials, i si haguéssim disposat dels materials del gimnàs encara hagués estat millor. O sigui que distracció, zero.

R: D'acord, anoto aquesta proposta a millorar. I la següent pregunta aniria en la mateixa línia.

### **Canviaries algun material?**

C: N'afegiria però per fer-ho encara més enriquidor.

R: I a l'altra rutina, per tal de fer-la una mica més motivadora, posaries algun altre material?

C: No, no veig algun altre material que hi puguis afegir. Com a molt que si us passàveu la pilota, que fos un altre element, un altre tipus de pilota o cada sessió un objecte diferent. Tot i això no hi ha possibilitat de gaire canvi.

### **R: I penses que ells i elles van entendre la funcionalitat d'aquests materials?**

C: Ells i elles jo crec que no. Per a ells era un joc, una manera d'aprendre els números, però també era per passar-s'ho bé. No pensen amb quin tipus de material els oferim, mai, ni aquí a l'aula ni enlloc. Només veuen la part de diversió, la part de passar-s'ho bé. Som nosaltres que valorem si hem posat bé els materials, si els hem encertat, si hem aconseguit l'objectiu que volíem... però ells no tenen aquesta capacitat.

R: Jo, en anglès, els vaig explicar perquè vaig escollir aquells materials. **Penses que és important explicar el perquè?**

C: Sí, sí que és important. Encara que molts no arribin a entendre-ho, perquè estem parlant de P3 o tampoc li donen importància, sí que és molt important. Com també ho és explicar l'objectiu de l'activitat, és important que ho sàpiguen. De totes maneres, és això, a P3 costa molt que hi donin voltes i que ho entenguin.

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<sup>5</sup> No es podia anar ja que estava sempre ocupat per algun grup.

R: A més a més, està demostrat que explicar el perquè dona molt més sentit a l'activitat. I el que volem és que siguin significatives.

C: I moltes vegades quan expliques alguna activitat de la classe, expliques què anem a fer, també els hi fas obrir els ulls i es fixen amb coses que potser, si no ho haguessis dit, haguessin passat per alt. Per això penso que és molt important explicar-ho.

R: I en relació a l'aprenentatge dels números, que seria el **tercer bloc**:

### **Penses que van acabar entenent que l'objectiu era contar?**

C: Potser ells no van entendre que l'objectiu era contar, però sí que va haver-hi una millora, de fet la vam veure perfectament, a l'hora d'aprendre els números. I no només nosaltres [les mestres], sinó que les famílies també m'ho han comentat. Em deien, és que el germà d'alguna nena d'aquí la classe no sabia tants números, això els hi ha agradat molt, parlen molt més en anglès... Vull dir que una millora hi va ser. Que ells se'n adonessin és una altra cosa. Però clar, és que estem parlant d'infants molt petits. Tot i això la millora hi va ser. La vam veure perfectament, també, quan fèiem el Bon dia en anglès<sup>6</sup>, per exemple. Jo no havia vist mai, en els tres anys que fa que faig anglès, que parlessin tant i que diguessin tants números en anglès. Vull dir que una millora hi va ser, tant pel Bon dia com per aquestes dues propostes que vas fer.

R: I relacionat amb això, **creus que realment van aprendre els números o depenia de les rutines?**

C: Vols dir si els van aprendre com una cantarella? Com si s'ho havien memoritzat?

R: Sí, exacte.

C: No, van aprendre els números. Perquè després a anglès també feia amb ells activitats de contar i realment vaig poder comprovar que no era una cantarella en el sentit que se'ls havien après com una cançó. Que moltes vegades aprenen les coses amb cançons.

R: A vegades fins i tot l'abecedari se l'aprenen com una cantarella.

C: Sí, exacte. Però realment era que s'havien après número-quantitat. Inclús, ara que no ho fas, ells m'ho demanen. Fem dos dies el Bon dia en anglès, contem i els hi encanta. Ho demanen. Els hi va quedar molt i els hi encanta.

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<sup>6</sup> Aquesta era la meua proposta de pràctiques a l'escola. Consistia en fer la rutina del bon dia en anglès als tres grups de P3 que hi havia a l'escola.

R: Bé, això demostra que les meves propostes han estat profitoses.

**I tu, ensenyaries els números d'aquesta manera?**

C: Sí, sí. És una bona opció. Vull dir que a mi m'ha agradat molt perquè és una altra manera de fer-ho més atractiu per a ells. És una manera més dinàmica, més motriu i que, a la vegada, estan aprenent els números. És molt atractiu per a ells. I a aquesta edat, els hi has de presentar propostes atractives perquè es nota quan els hi ofereixes activitats més monòtones, s'avorreixen, es cansen i la dedicació és molt curta, s'estan molt poca estona. En canvi, quan els hi proposes alguna activitat més oberta, més de joc, però que a la vegada estàs treballant el mateix sense que ells se'n adonin fa que sigui molt més enriquidora.

R: Sí. De fet, a la rutina del circuit, ells i elles em demanaven poder seguir fent el circuit de manera autònoma, en canvi, a l'altra no. Llavors, es veu molt la diferència.

C: Això a aquesta edat és molt important. És com explicar un conte. Si l'expliques de manera monòtona, els hi cansa. En canvi, si treus personatges, canvies la veu o els hi presentes amb titelles, ells busquen el sentit. Necessiten aquesta motivació. A més a més, aconseguixes molt més l'atenció, que ho recordin molt més...

**R: Utilitzaries alguna altra metodologia, que al llarg dels anys treballats, puguis dir, aquesta també estaria bé per treballar els números?**

C: Amb els números, moltes cançons. I també, tu vas lligar-ho amb la psicomotricitat. No sé com ho faria amb els números però també veig una bona opció barrejar l'anglès amb la plàstica. Perquè la plàstica també és una activitat molt atractiva. De fet, vaig fer fa un any, l'any passat no l'altre, un taller de plàstica en anglès. I potser els números no, però també podries introduir molt els colors... era una manera que ells s'ho estaven passant molt bé i, sense que se'n adonessin estàvem treballant els colors en anglès. Vull dir que la psicomotricitat i l'anglès i la plàstica i l'anglès els veig molt afins. Que ara, amb els números, no se m'acudeix res amb plàstica, però sí que penso que és una bona manera de treballar l'anglès.

R: Sí. De fet de cara a primària més que a infantil, es treballa l'AICLE. Creus que a infantil també estaria bé treballar d'aquesta manera?

C: Sí. Sobretot psicomotricitat i plàstica. Jo són els que veig més afins perquè són dues matèries que són molt fàcils de compaginar-ho. Als infants els encanta i tu pots anar introduint la llengua anglesa, més que fer anglès com a assignatura sola. Jo trobo que és molt més enriquidor.

R: Seria una opció a plantejar-la al claustre.

C: I això seria una proposta per, per exemple, introduir-la a psicomotricitat.

R: O inclús a psicomotricitat també es podrien introduir els colors a partir dels matalassos.

C: O elements, o cercles de colors... Jo veig que la psicomotricitat i la plàstica són ideals. I de fet, el taller que vaig fer va anar perfecte.

R: El vas fer aquí, a aquesta escola?

C: Sí, amb P3. Però treballàvem, bàsicament, els colors. No em vaig centrar en números. Però després treballàvem diferents tècniques, pintura, fang, guix. Tot això en anglès i introduint els colors en anglès. Als infants els encantava. I era això, que no se'n adonaven del que aprenien amb l'altre llengua. I jo vaig veure que realment sabien molts colors. És que jo no estic gaire a favor de fer l'assignatura d'anglès com a assignatura única. Vull dir, m'encanta fer el Bon dia en anglès, el taller en anglès, m'agradaria fer psicomotricitat en anglès... No fer-ho com un àmbit sol, sinó fer-la més complementària perquè als infants els hi queda més i és molt més atractiva.

R: Clar, i de fet, hi ha molts dels infants d'aquesta escola que no saben el català encara. Llavors, introduir l'anglès com una assignatura sola no seria el més adequat per a ells.

C: Exacte. I potser, quan l'introdueixes com a llengua complementària, de per exemple psicomotricitat, hi haurà aquells infants que sí que entendran i aprendran els números i la llengua i n'hi hauran que es quedaran amb les activitats pròpies de psicomotricitat. I no passa res perquè aniran escoltant la llengua igualment. Cada infant necessita el seu temps i va al seu ritme per aprendre.

R: I dius, d'acord, si tu treballes l'anglès en assignatures com plàstica o psicomotricitat o qualsevol altra, per la llengua catalana també tenen altres estones.

C: Sí, tot el dia.

R: No és que deixis de treballar el català sinó que el treballes d'una altra manera.

C: I a més a aquesta escola, que a P3 ens arriben infants marroquins i d'altres cultures, prou feina tenen a entendre el català com per introduir l'anglès, com a assignatura. Que ja ho fem molt dinàmic, amb moltes cançons... que això si que abans no es feia. Vull dir que quan vaig arribar es feia molta fitxa, molt marcat tot com per exemple, ara avaluem vocabulari, ara una altra cosa... i d'aquesta manera molts infants es perdien. En canvi, d'aquesta manera, fent-ho amb cançons, titelles, contes, etc., per a ells és molt atractiu.

Però també es podria fer el que hem dit, vincular-ho amb psicomotricitat i plàstica, per exemple. I també les rutines del Bon dia. Això sí perquè d'aquesta manera se'ls hi queda molt. És molt important a infantil, per molt que sigui pesat per nosaltres, repetir, repetir, repetir contínuament. Per als nens i nenes és seguretat i és aprenentatge. Perquè els hi canviés algun dia que esmorzin més tard o quan vas començar a fer el Bon dia que els hi dèiem "no endreceu", ells deien "com que no endrecem?". És que ells funcionen així, funcionen amb pautes d'ara toca això i després toca allò. I quan els hi trenques aquestes pautes, no entenen el perquè. Que, a veure, de mica en mica ja van canviant, però ara és també seguretat, se senten més segurs i tranquils. I per exemple diem "què farem demà?", i se saben molt bé l'horari i diuen "demà gimnàs", perquè ja saben que demà toca psicomotricitat. No els hi canviïs. Ara toca això i divendres toca una altra cosa.

R: Sí, i de fet és del que tracten les rutines. La focalització és l'aprenentatge i en aquesta edat, aprendre amb aquesta metodologia està demostrat que és millor pels infants.

C: Sí, sí. Totalment.

R: Llavors, **l'últim bloc**, correspondria a com em vas veure a mi portant a terme les rutines. Clar, s'ha de tenir en compte que vaig explicar totes les instruccions en anglès.

C: La primera sessió també la vas explicar en anglès?

R: Sí, però sí que és veritat que necessitaven que traduís alguns aspectes. De fet, un ítem de les graelles d'observació era si havia de traduir al català. I els primers dies ja pots veure que sí.

C: Bé, és el que dèiem un dia. Potser la primera sessió sí que és important traduir-ho en català, però com que és una cosa tant sistemàtica, vull dir que sempre és la mateixa, ja no cal després a les altres sessions explicar-les en català perquè ells ja saben el que van a fer.

R: I inclús hi havia alguns infants que a la quarta o cinquena sessió ja ho explicaven ells mateixos.

C: Clar, perquè ja sabien de què anava. Això és el que és important d'una rutina. Si tu ara per exemple, bé la meva opinió, cada sessió els hi haguessis presentat una activitat diferent, després sí que es perden. En canvi, sempre fent la mateixa, ells ja sabien el que anaven a fer. I després tu sí que els hi podies explicar totalment en anglès perquè ja ho entenien. I llavors és quan anaven construint aquest aprenentatge en anglès. A la primera sessió segur que no el van construir, però a les altres segur que sí.

R: Vam decidir, conjuntament, dividir els grups, perquè realment és com treballem l'anglès vosaltres i també perquè com hi ha molts infants no que saben la llengua catalana, era millor per poder atendre la diversitat. Però, **penses que es podrien haver organitzat d'una altra manera?**

C: No. Jo amb mig grup ho veig bé. Clar, també es podria haver fet amb tres grups, encara menys alumnes. Però jo amb mig grup ho veig bé. Trobo que és un número encertat. Amb tot el grup classe, que jo a vegades he hagut de fer-ho, és massa. Vull dir, que és una gran sort poder-ho fer amb mig grup. Moltes escoles potser no tenen aquesta possibilitat. Jo ho veig bé. Sí que clar, amb tres grups, menys infants, potser encara millor, però jo crec que com ho vas fer és correcta. Què sortien, nou nens i nenes no?

R: Sí, nou a la del circuit i deu a la de la rotllana.

C: Bé, no ho sé, tu també ho vas veure bé d'aquesta manera?

R: Sí, jo ho vaig veure bé. De fet, clar, vosaltres teniu dinou infants, vull dir que no són vint-i-cinc.

C: No exacte, que tampoc queden molts infants en un grup. I també, ho vam fer amb diferent nivells a cada grup. Això també ho veig molt important perquè uns aprenen dels altres.

R: **I penses que vaig poder atendre a la diversitat?**

C: Sí, amb nou o deu infants, sí. I a més a més, amb el tipus d'activitat que era, et donava molt per estar per tots i totes. Vull dir que mentre un estava fent el circuit, podies estar potser per l'altre que li costava més. Era una manera fàcil d'atendre a la diversitat.

R: I per últim, **penses que podria millorar en alguna cosa o que podria haver utilitzat alguna tècnica que fos més eficient?**

C: No, jo potser el que hagués dit és el lloc. Perquè la rutina del circuit la vam fer al pati. I aquí hi ha molts estímuls perquè sortien infants de les altres classes, veien l'altre grup jugant... És l'únic que diria. Per exemple, hagués estat molt encertat, que no vam poder perquè el gimnàs està sempre ocupat, però poder-ho fer al gimnàs. Perquè haguessis tingut el mig grup només per tu, no es distreuen tant, estan més atents. Al pati estaven més distrets, hi havia molts estímuls que els podien fer distreure. Tot i que, de totes maneres, va anar molt bé. L'altra rutina no perquè ja la feies a la classe i aquests estímuls externs ja no hi eren. Però el circuit, de l'enriquidor que va ser, perquè els hi va

agradar molt, encara ho hagués estat més si ho haguéssim pogut fer en un espai com el gimnàs i tenint també material del gimnàs.

R: Estic totalment d'acord. I per anar per concloure l'entrevista, **vols comentar alguna altra cosa que no hagi preguntat o si vols compartir alguna experiència que hagi tingut al llarg dels teus anys com a mestra? O penses que ja s'ha preguntat una mica tot?**

C: Sí, jo crec que ja ho has preguntat una mica tot. I això ho has fet amb els números, però també es podria fer amb un altre tema. Vull dir que tu ho has centrat amb els números però es poden fer moltes coses a partir d'aquesta metodologia. Jo crec que és una manera que crec que a aquesta escola l'hem de tenir present i que la cap d'estudis també ho ha vist. També li hem comentat que l'anglès s'hauria d'enfocar d'aquesta manera. Fer-ho amb rutines, amb activitats més obertes, més dinàmiques, més atractives pels infants... I de fet, nosaltres, les tres tutores de P3 hem mantingut una mica aquestes activitats, des que has marxat, perquè els infants també ho reclamen. Diuen "perquè no ho fem aquestes rutines?".

R: Clar és que nosaltres de cop com que els hi vam tallar el ritme que portàvem. De fer-ho cada dia durant tres mesos, de cop els hi talles i canvies d'activitats.

C: Sí, exacte. I ho han demanat, el hi ha agrada molt i les famílies ens han comunicat que han notat molt el canvi perquè em deien "que feu més anglès? Com és que se saben tant els números?". Vull dir que ha estat un gran aprenentatge. I que hagin reclamat, una vegada tu has parat de fer aquest treball, és que els hi agradava i el demanen, el reclamen. Vull dir que ha estat súper positiu i una molt bona tasca.

R: Doncs moltes gràcies i de veritat que em servirà molt aquesta opinió. I també me'n alegro que hagi servit per a l'escola.

C: Sí i tant. I ja t'ho dit que ho estem fent i estem continuant, en certa manera, amb el que estaves fent.

I jo, a la cap d'estudis ja li havia proposat però, de cara a l'any que ve tornaré a insistir a veure si es pot treballar l'anglès d'aquesta manera. A veure si ho aconseguim.



