JOINING STORY BASED LEARNING WITH PROJECT BASED LEARNING IN THE FOREIGN LANGUAGE CLASSROOM

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ABSTRACT

Title: Joining Story Based learning with Project Based learning in the Foreign Language classroom.

This paper is focused on the possible benefits of the use of different methodologies that promote interaction and motivation among students. In order to analyse that, 48 students participated in the study, either in the experimental class or in the observation class. Participants from the experimental group took part in an intervention that was carried out during 18 lessons, while the observation class continued with their regular lessons. The aim was to analyse the effects that those methodologies can have in the acquisition of English as a foreign language. The results showed that the students that participated in the intervention were interacting among them, and therefore they were more motivated. Moreover, the English level from the experimental class ended up being higher than in the observation class. Nevertheless, there is still much to analyse about students' motivation and how to promote it.

Key words: students' motivation, foreign language acquisition, Project-based learning, interaction, story-based learning.

LABURPENA

Izenburua: Ipuin bidezko ikasketa eta Proiektu bidezko ikasketa uztartzen Atzerriko Hizkuntzako ikasgelan.

Lan hau ikasleen arteko interakzioa eta motibazioa sustatzen duten metodologiak erabiltzeak izan ditzakeen onurei buruzkoa da. Hori aztertzeko, 48 ikaslek parte hartu zuten ikerketan, bai ikasgela esperimentalean, bai behaketa-gelan. Talde esperimentaleko partaideek 18 saio jaso zituzten metodologia ezberdin horiek aplikatuta, behaketa taldeak ohiko saioen programazioarekin jarraitzen zuen bitartean. Metodologia horiek ingelesa atzerriko hizkuntza gisa eskuratzean izan ditzaketen ondorioak aztertzea zen helburua. Emaitzek erakutsi zuten eskuhartzean parte hartu zuten ikasleak beren artean interakzioa izaten ari zirela eta, beraz, motibatuagoak zeudela. Gainera, ikasgela esperimentaleko ingeles maila behaketa taldekoa baino altuagoa izan zen azkenean. Hala ere, oraindik asko dago aztertzeko ikasleen motibazioaren inguruan eta hori nola sustatu daitekeen.

Hitz gakoak: ikasleen motibazioa, atzerriko hizkuntzaren ikaskuntza, proiektu bidezko ikaskuntza, interakzioa, ipuin bidezko ikaskuntza.

RESUMEN

Título: Integrando el aprendizaje basado en cuentos con el aprendizaje basado en proyectos en el aula de lenguas extranjeras.

Este trabajo se centra en los posibles beneficios del uso de diferentes metodologías que promueven la interacción y la motivación entre los alumnos y las alumnas. Para analizarlo, 48 estudiantes participaron en el estudio, tanto en una clase experimental como en otra clase de observación. El grupo experimental tomó parte en una intervención que se llevó a cabo durante 18 sesiones, mientras que el grupo control continuó con sus lecciones regulares. El objetivo era analizar los efectos que estas metodologías pueden tener en la adquisición del inglés como lengua extranjera. Los resultados muestran que los alumnos y las alumnas que participaron en la intervención interactuaban entre sí y, por tanto, estaban más motivados y motivadas. Además, el nivel de inglés de la clase experimental acabó siendo superior al de la clase de observación. No obstante, aún queda mucho por analizar sobre la motivación de los alumnos y alumnas y cómo fomentarla.

Palabras clave: motivación del alumnado, adquisición de la lengua extranjera, aprendizaje basado en proyectos, interacción, aprendizaje basado en cuentos.

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1. __INTRODUCTION__

In the last decades, there has been a huge progress when it comes to increasing access to education and school enrolment rates, since education promotes socioeconomic mobility, and it is essential for avoiding poverty (UNESCO, 2022). However, there is still much to do and that is why in 2015, all UN Member States added 17 Goals to the Agenda 2030 for Sustainable Development. The aim was to create a 15-years plan that would enable to achieve all the goals by 2030, and like that ensure to protect the planet, end poverty, and improve the lives and prospects of everyone, everywhere. Among those 17 Goals, there was one centred in Education, The Goal 4, which has ten targets for 2030.

Moreover, in today's world, knowing and learning languages is more and more important, since they are considered our primary source of communication (Ilyosuvna, 2020). That is why schools are responsible for teaching those languages in a way that enables students to use them. Likewise, as it is stated un documents published by the Basque Government (2023), students must act orally, writing and in a coherent and appropriate manner in different fields and contexts and for different communication purposes. Therefore, it is necessary to encourage students to use what they learn, to apply all knowledge they have in real situations. School work should be like that, since school should prepare students to be part of the society where they will have to solve real problems applying all their knowledge. Moreover, in those documents it is also affirmed that children must be able to communicate effectively with other people in a cooperative, creative, ethical, and respectful way. For that, students need to be involved in real situation tasks where they have the need to use all the information that they have.

Taking into account that idea, in 2001 the Council of Europe presented a new action-oriented approach to language education, in which learners are seen as members of society who have tasks to accomplish in different situations. In this new approach it is mentioned that languages must be learned based on competences and language

activities, so that learners can learn how to use those languages in different tasks, situations, and domains.

Nevertheless, there is still much to analyse and research about the topic. That is why this study has as an objective to research how in the light of different methodologies that are being used, it is possible to implement practices that enhance interaction and motivation among students and can help in the acquisition of English as a foreign language.

2. THEORETICAL BACKGROUND

2.1 How to foster language learning.

When talking about language learning, it is important to mention that a language must be learnt in a way that enables learners to use those languages in different tasks, situations, and domains. For that, children must work on language activities where reception, production and interaction are essential; in order to promote their general and communicative competences (Council of Europe, 2001). Moreover, activities in which the students do not need to think because all is indicated should not be used and activities in which students have challenges should be enhanced; in order to promote motivation among students.

Taking that into account, there are two main aspects that must be borne in mind while teaching a language: students' motivation and interaction.

2.1.1 Motivation

In order to achieve the goal of learning, people must act, have needs, and be motivated, which is a combination of effort and desire (Purnama, Rahayu & Yugafiati, 2019). However, when talking about motivation in second language learning, Kong (2009) claimed that motivation is more than just an intense desire to learn or acquire knowledge of the language; rather, it is the inner purpose that a student has in order to learn English with enthusiasm and willingness. Furthermore, Gardner (1985) affirmed that it is the work that an individual does to learn the language because of desire and satisfaction; and he indicated that the motivation for foreign language learning has four aspects: "a goal, effortful behaviour, a desire to attain the goal and attitude".

In the learning process of every language, motivation has huge importance. Without understanding the relationship between motivation and its effect on language acquisition, it is impossible for teachers to teach a language effectively (Oroujilou & Vahedi, 2011). Moreover, Purnama, Rahayu and Tugafiati (2019) corroborated that motivation is the leading factor in the learning activity, since students' effort and desire

affect the learners in achieving the learning process. Thus, without motivation, it is hard to achieve learning goals and implement learning activities.

As reported by Hayikaleng, Nair and Krishnasamy (2016) students can have two different types of motivation when learning a language. On the one hand, there is the intrinsic motivation, which refers to the motivation to participate in an activity because it is enjoyable and interesting. Here, the students learn a language due to their internal urge. On the other hand, we find the extrinsic motivation, which refers to doing something because of an external reason or motivation, such as looking for a job, getting good grades…

Both, intrinsic and extrinsic motivations are essential for language learning, as well as complementary, because not all students have the intrinsic motivation and desire to complete a task or learn about something. That is why, the use of reward in order to foster extrinsic motivation can be complementary and can provide an intrinsic motivation, notably when the rewards are given considering the outcome rather than just the participation. Therefore, to get students started, extrinsic motivations are sometimes necessary (Kong, 2009).

As mentioned above, it is essential for students to be motivated when learning a language, and the teacher can use different strategies to motivate students for learning. According to Kong (2009) there are five different ways to promote motivation: "using various and interesting activities; having high expectations and using rewards appropriately; creating a relaxed and positive learning climate; creating cooperative activities; and providing opportunities for students to experience success". Nonetheless, apart from those five aspects, Girmus (2012) added that it is also important to set a goal, create connections with the real world, and create relevant and meaning-making tasks, since those ways can complement the ones stated by Kong and they could also help to promote motivation.

2.1.2 Interaction

According to Loewen and Sato (2018) interaction has long been considered an important aspect for Second Language Learning (SLA). They defend that there are four keys that construct interaction: input, negotiation, output and noticing. However, Gómez (2011) just mentioned two of those key aspects: input and output. Nevertheless, they all agree on the importance of interaction for language acquisition, due to the fact that interactions enable students to collect feedback, negotiate meaning, pay attention to form and have spaces in which the target language can be used (Gómez, 2011). Moreover, in order to communicate and interact in social actions, language is essential and that is why interaction among teachers and students is considered the basis for acquiring language in the classroom (Hall, 2001).

There are several studies that support the idea that Gómez (2011) stated about input. Muho and Kurani (2011) mentioned the importance of input, and they argued that Krashen's (1985) Input Hypothesis defends the need for comprehensible input for complete language acquisition. However, according to Krashen and Mason (2020) comprehensible input is not enough since it must be optimal. Based on that, they stated four characteristics to define whether an input is optimal or not. Firstly, it must be comprehensible, in other words, you must understand what is said even if you do not understand every word. Secondly, it should be "compelling", that is, it should be so interesting that you forget you are listening to a language that you do not dominate. Thirdly, the input must be rich in order to enable following to the story or text you are working on, and it must support the whole understanding of the language. Finally, input is considered optimal when it provides as much space as possible for the acquisition of the language, and it is abundant.

Nevertheless, the optimal Input Hypothesis does not correspond completely with what Gómez (2011) stated, since Krashen and Mason (2020) assumed that "we acquire language from input, not from output, and it results in subconscious language acquisition". While, according to Gómez (2011), apart from input, it is essential to enable

output among students, because it is the way in which they will process language more thoroughly.

When talking about interaction, it is crucial to mention The Interaction Hypothesis stated by Long in 1996 (apud. Muho & Kurani, 2011). According to this hypothesis, interaction promotes SLA since learners are provided with comprehensible input by different adaptations that the language suffers in a discourse. This idea complements once again what Gómez (2011) mentioned: input is a key aspect for interaction and Second Language Acquisition. Nonetheless, input is not enough for language acquisition and output is essential too, since as quoted by Hall (2003) many different studies have shown that providing participation and giving opportunities for students to be involved in class, by proposing topics of discussion, encouraging them to elaborate their responses and commenting on others, enables learners to develop their linguistic abilities and create meaningful learning.

Going back to what Hall (2001) stated, classroom interaction between teachers and students is one of the means that accomplish learning and there are two main patterns of interaction in second language classrooms that follow a three-part interaction. On the one hand, we can find IRE (Initiation-Response-Evaluation) which refers to the way in which the teacher asks a question to the student, this one responds and, finally, the teacher again evaluates the answer in a short way such as "good" or "bad". On the other hand, we can find IRF (Initiation-Response-Feedback) where once again, the teachers lead the interaction by a question to the student and this one responds. However, in this case, instead of an evaluation, there is feedback: the teacher tries to promote students' learning and interaction by asking them to expand their answer, clarify their opinions, comment on others' contributions…

Hall (2003) also mentioned that those interaction patterns in which the teacher promotes students' contributions and helps reformulating their ideas not only help in an academic way, but also help to develop interpersonal aspects, such as group solidarity, positive energy, and a safe space.

All in all, Hall (2003) stated that creating an environment where students can take part and are allowed to make contributions by expressing their ideas, will enable effective learning and language development. While environments where students' interaction is limited, and they only answer teachers' short questions, will not lead to active involvement and learning development.

Other authors also have advocated the need for interaction in the classroom. Zubiri-Esnaola et al. (2020) claimed that when learners are involved in interactions, they have more possibilities to acquire fluency in the target language. Moreover, they argued that teacher-centred lessons do not promote beneficial learning for all students, since they are usually monopolized by teachers or just some students, while pair work and group work end up being more beneficial for L2 acquisition.

2.2 Methodologies to promote language learning.

In order to promote interaction and motivation among students, as mentioned before, the teacher can use different strategies. But not only strategies can be helpful, but also different methodologies that foster interaction and thus, motivation. There are several methodologies, such as story-based learning, task-based learning, and project-based learning, that can help to achieve the necessary interaction and motivation for learning a language.

2.2.1 Story-based learning

Stories are part of everyday life for most of the children all around the world. "Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later, stories can be used to help children practice listening, speaking, reading, and writing." (Slattery & Willis, 2001). That is why we should use them in primary classrooms also, since as Atta-Alla (2012) claimed, storytelling promotes students' general language competence in different aspects, such as, listening, reading, writing, and speaking. Ellis and Brewster

(2014) also agreed on the idea that storybooks provide an excellent introduction to a new language, since they present a repetitive and memorable context for students, which enables integrating language skills, building vocabulary, and raising grammar learning. Moreover, children enjoy listening to stories once and again, since this repetition contributes to remembering every detail and be able to participate in the story (Ellis & Brewster, 2002).

Ellis and Brewster (2014) stated some ideas about why teachers should use storybooks: "they are motivating, challenging and enjoyable; they exercise the imagination; they enable children to make sense of their everyday life; they promote a shared social experience; frequent repetition enables acquiring certain language items…". Furthermore, storybooks can be added to a whole-school program, providing variety and extra language practice, by four main ways: cross-curricular links; learning to learn; conceptual reinforcement; and citizenship, diversity, and multicultural education (Ellis & Brewster, 2014).

According to Bruner (2002) storytelling could be the dominant form of discourse since it is universal. Green (2004) mentioned that most of the knowledge that someone has comes in the style of stories, and Schell (2004) added that the main communication way of the human relies on storytelling. Slattery and Willis (2001) reinforced this idea of using stories, arguing that children love stories, they know how they work, they are always wishful to listen to, and they want to understand what is happening.

However, not all the stories are equal, since they can be categorized into two groups: graded and authentic (Ellison, 2010). In the first ones, the vocabulary used in the stories is adapted and carefully chosen, in order to make the reading more understandable for students that are not native speakers of that language. In the second group, we can find those "real" stories, the ones that are created for native-speaker readers and are not modified. Those authentic stories seem to provide better exposure to the target language and achieve more natural acquisition, since they include more structures, such as the past tense, and voabulary (Ellison, 2010).

Additionally, Artigal (2005) corroborated that using stories is not something that remains just in class, since those stories are taken home and children use the language at home for telling the stories to their parents. Therefore, using story-based learning will enable students to use the language, something essential for a new language learning (Artigal, 2005).

Apart from academic achievements, there are also aspects that are beneficial from storybooks. For instance, Ellis and Brewster (2014) mentioned that the storybooks used in class can provide to teach the notion of citizenship and multicultural education, as well as awareness of diversity, they can aid in the development of intercultural awareness, understanding rights and responsibilities, promoting equal opportunities, and cultivating attitudes and values of democracy and harmony. Additionally, "Listening to stories in class is a shared social experience. Storytelling provokes a shared response of laughter, sadness, excitement, and anticipation which is not only enjoyable but can help build up the child's confidence and encourage social and emotional development" (Ellis & Brewster, 2014).

Therefore, storytelling is an appropriate methodology when talking about effective language learning, since it can create a happy and enjoyable environment where children gain academic and non-academic achievements that promote an optimum language learning (Mart, 2012).

2.2.2 Task-Based Learning

In task-based learning, learners work on familiar tasks, such as following a map or giving instructions, and the goals are to promote interaction, conversation and to use the language, not only learning the language itself (Lightbrown & Spada, 1999).

According to Nunan (2006) a task is a sample of classroom work that involves learners to understand, direct, produce or interact in the target language, focusing on activating their knowledge to express themselves and solve a problem. Moreover, he

argues that tasks should be able to be carried out alone with a beginning, middle and end.

Richards and Rodgers (2001) argue that Task-Based Learning can be helpful when learning a language, and they define language tasks as: "tasks that can be regarded as a springboard for learning work. […] A simple and brief exercise is a task, and there are also more complex and comprehensive work plans which require spontaneous communication of meaning or the solving of the problems in learning and communicating." (Richards & Rodgers, 2001, p.233).

However, when talking about task-based learning, we do not need to refer to just one lesson plan, but also to a small process in which there can be different mini-tasks cycles. Each mini task can have a different goal and a very brief report afterwards. Furthermore, not all tasks will need a formal reporting phase, since some tasks can grow directly out of others (Willis, 1996).

However, TBL makes a task the central focus of a lesson, thus it only refers to a goal that is accomplished in a short period of time (British Council, 2017). That idea is what differences mostly task-based learning from a newer approach; project-based learning.

2.2.3 Project-based learning

When talking about Project-Based Learning (PBL) we are talking about a student-centred methodology that is based on three constructivist principles: learning is seen as a specific context; learners have an active role in the learning process; and learners achieve their goals by sharing knowledge and understanding in social interactions (Cocco, 2006). Hedge (1993) specified projects as widen tasks that usually consider language skills by some activities that are a combination to achieve the main goal. Moreover, PBL is not centred just in a lesson, but in a whole unit, term or project that takes a long time to be accomplished (British Council, 2017).

With project-based learning, students will develop metacognitive skills since a project is an activity that "involves a variety of individual or cooperative tasks, such as developing a research plan and questions and implementing the plan through empirical or document research that includes collecting, analysing, and reporting data orally and/or in writing" (Beckett, 2002, p.54). Thuan (2018) added that a project combines the four main skills that a learner should gain when learning a new language: listening, reading, writing, and speaking.

According to Papandreou (1994) projects are an outcome of several activities done by students that are organized into a process that will be fulfilled when six different steps are done:

- Step 1 Preparation: In this step the topic is introduced by the teacher, who will ask students to discuss and ask questions about it.
- Step 2 Planning: Here the teacher and the students will determine the way of collecting and analysing information that will be helpful to fulfil the final task.
- Step 3 Research: In this step students will gather information either individually or in groups.
- Step 4 Conclusions: After analysing the collected data students will have to draw some conclusions of it.
- Step 5 Presentation: Students will share the information and the work they have done by a presentation to the whole class.
- Step 6 Evaluation: The teacher will make comments on the students' work and efforts.

However, Booth (1986) defended that there are three different stages that must be covered in a project-based learning process: beginning in the classroom, moving out into the real world, and returning to the classroom.

Considering all those ideas and ways of organizing the PBL process, Alan and Stoller (2005) summarized all the procedure into different steps in which students and the instructor need to work together to agree and structure the final task. Taking that

into account, they underlined the importance of the instructor when preparing students for the final task they will have to present and evaluate, as well as for all the smaller tasks they will be doing during the process.

It has been agreed that PBL has several benefits when it comes to learning English as a foreign language. Because students need to communicate among them to complete authentic activities, what gives them the opportunity to use the language they are learning in a quite natural context (Haines, 1989). According to Levine (2004) one of the most recognized benefits of PBL is increasing language skills. Stoller (2006) also agreed on that idea, since she defended that project-based learning gives space for the natural integration of language skills.

Project-based learning does not have only academic benefits, but also personal benefits. PBL enables students to learn together and therefore develop confidence and independence (Fried-Booth, 2002). Moreover, Farouk (2016) affirmed in his study that PBL is a way of promoting students' evaluation skills for presentation and reducing communication anxiety.

Thus, as reported by Thuan (2018) PBL is based on the following characteristics, which are worthwhile for language teaching and learning: "cooperative learning, student-centred method, life-long learning, self-directed learning, motivation, autonomy, and creativity".

Nevertheless, this topic needs further research, since there are still some gaps that must be filled. With that in mind, this study has the following objectives and has investigated the following research questions.

Objectives:

- To search the effects of using project-based learning on students' motivation and learning engagement.
- To analyse the impact on students' learning when working on real tasks.

Research questions:

- **RQ1:** How does project-based learning affect students' motivation and learning engagement?
- **RQ2:** What is the impact of working on real tasks related to everyday life on students' learning?

In order to find an answer for these research questions, a combination of qualitative and quantitative research was done.

3. METHODOLOGY

After presenting the research questions used to guide the study, this section aims to become an effective means to respond to a specific need in a specific academic context. For that, the context, the participants, the instruments used, and the data collection and procedure done are explained.

3.1 Context

This research has been done in a semi-private school that belongs to the *Ikastolen Elkartea* network in the Basque Country, and most of the families that choose this school have Basque as their first language. In this school we can find five different buildings where education from two- to eighteen-year-old students is offered, with approximately 100 students in each grade. This school works in the context of the cultural diversity that characterizes today's Basque society, even if being a semi-private school makes most of the children to be from a similar background. The model implemented in the school is the D model: Basque is the core and main language, and English and Spanish are taught as subjects.

When it comes to English lessons, in this school, English is taught through two different methodologies according to the grade students are in. In the first cycle (1st, 2nd and 3rd grade) children work on storytelling, what means that students mainly learn the target language through stories. For that, "Hocus and Lotus" material from *Eleanitz Proiektua* that is used in schools from *Ikastolen Elkartea*, is used in the first two grades, while in 3rd grade they work on "Story Projects" book, from *Eleanitz Proiektua* also. In the second cycle (4th, 5th and 6th grade) instead, they start with *EKI Proiektua,* a project-based material that is implemented in all the subjects and it also continues in Secondary.

Considering that context, the study carried out here taked place in a multilingual environment where even if the main aim of the school is to develop multilingual students that have Basque as their first language, there is also space for English.

3.2 Participants

For carrying out this study, the data has been collected from two groups of 24 students from the second grade of Primary Education. One of these groups was an observation group which have continued with the lessons that the school have already planned. While the second group was an experimental group where an adapted program based on project-based learning have been carried out. All the information collected about the participants is confidential and the names had been changed in order to maintain their confidentiality.

The students' L1 is different, even if most of them have Basque as their first language and all of them can speak it; and most of them are also able to speak Spanish fluently. When it comes to English, there were very different levels and the difference between the ones that attend private English lessons and the ones that do not was notable. In both classes, not even a half of the students attend private lessons.

Figure 2: Students that attend private lessons in the experimental class
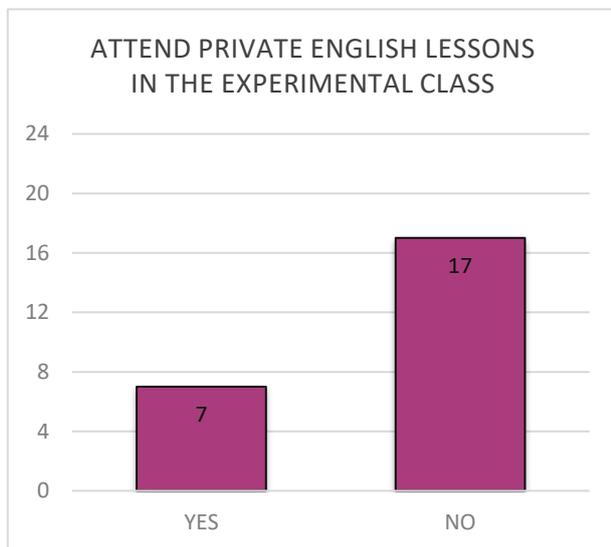
Figure 1: Students that attend private lessons in the observation class

ATTEND PRIVATE ENGLISH LESSONS IN THE EXPERIMENTAL CLASS

ATTEND PRIVATE ENGLISH LESSONS IN THE OBSERVATION CLASS
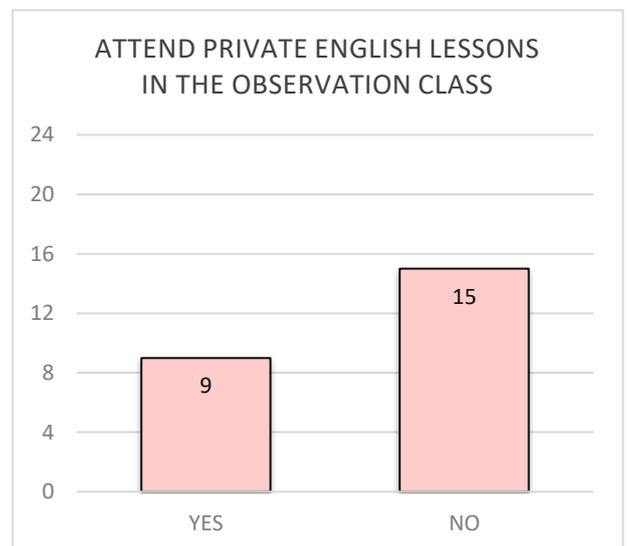
3.3 Instruments

In order to gather all the data needed, different instruments have been used: a (A) pre and (C) post questionnaire for students from the experimental class, a (B) new lesson plan based on the one they had, (D) students' opinion through a focus group, (E) researchers' observation chart and (F) students' assessment chart.

A. *Pre questionnaire for students*

Students from the experimental class have completed a questionnaire created by the researcher to gather information about their personal interests about English and their feelings about their abilities in the language (see annex 1).

B. *A proposal of an adapted new lesson plan based on the one they had*

Lesson planning has been changed by the researcher for 18 lessons; changing the planning from a story based to a project based one, and all the tasks done in class have been focused on a final project related to the story they were working on. For that, most of the activities proposed in "The Adventure of Hocus and Lotus" booklet have been changed and redesigned towards a more interactive and project-based methodology (see annex 4).

C. *Post questionnaire for students*

The same questionnaire that the pre one has been completed after the intervention, once again only by the students in the experimental class, to see whether their interests and feelings have changed (see annex 1).

D. Students' opinion through a recorded focus group

Once the intervention finished, the students from the experimental class participated in a focus group in which the researcher asked several questions according to the whole process of the intervention.

E. Researchers' observation chart

In every lesson (in both, the experimental and the observation class) the researcher completed an observation chart created on her own where different aspects necessary for the study were evaluated. Moreover, it enabled to follow students' learning process. That chart was completed in a general way: considering the class in general (see annex 2).

F. Students' assessment chart

At the end of the unit, the researcher along with the teacher has taken ten students' learning process from each class (the observation and the experimental) and has evaluated their learning process, following the assessment chart presented on the material of "The Adventures of Hocus and Lotus" done by the Plurilingualism Project "Eleanitz" (see annex 3).

3.4. Data collection and procedure

The data was collected for 6 weeks (18 lessons), it started in January 2023 and finished in February 2023. These experimental lessons were based on Project Based Learning.

The data collection began with the researchers' observation about class characteristics, such as the number of students and the methodology used in the school for learning English. After that, students completed a pre-intervention questionnaire in

order to gather information about their feelings and perceptions, necessary for the study.

At that point, when the researcher collected the main data, the intervention started. The intervention consisted of a modification of the course planning for the experimental group, introducing a final project related to the story that children were supposed to work on, whose final task was to do a magic show for first grade students that summarized what students learnt within the whole unit. For that, students had to accomplish different tasks such as, writing the script or the invitations. While in the observation group they continued with the current course planning, and they did activities from the course book.

The intervention was carried out for 6 weeks, where the researcher (in the experimental class) and the schoolteacher (in the observation class) were the ones that taught those 18 lessons. Based on that final project, all the planning was changed and some activities from the material of "Hocus and Lotus" were modified, and others were created by the researcher, with the idea of promoting more interaction and motivation among students. Therefore, the way of working in the experimental class and the observation class was completely different, since in the experimental class all the tasks that were done could be related to children's everyday life, and, therefore, the language that was used for it, could be transferred to and used in everyday life situations. For that, they related the story they were working on with everyday life situations, such as looking for lost things or helping others, and they used the language from the story in those situations.

For example, while in the observation class students were completing an activity about rhyming words from the course book individually, in the experimental class students worked firstly in the big group in order to understand the aim of the task and then, in small groups they completed the task in which they needed to match words and find rhymes, interacting and cooperating. However, the task did not finish there for the experimental class, since once they completed the activity, they needed to apply what

they learnt with objects they could find in class. For instance, they started to rhyme different words they knew and objects they could find, such as rain and pain.

Furthermore, different techniques in which the participation of every group mate was needed were used with the experimental class, so that, interaction was promoted. Different examples of those techniques would be: "arkatzak erdira" and "orri birakaria". In the first one, students had to leave the pencils in the middle of the desk, and they could not start working until they agreed on what they were going to do. In the second one, students completed the work little by little, since they wrote in the same paper one by one and agreeing on what to write.

All in all, during the whole intervention students from the experimental class worked on different tasks in order to accomplish the final task in the best way possible; and like that manage to use the language in an optimum way. (For a detailed account of the 18 days proposal, see annex 4).

During the whole process, the researcher collected data by observation, both in the experimental and the observation class, and using a chart; in which information about students' interaction, motivation, participation, and learning engagement were evaluated.

When the intervention was done, another questionnaire was completed by students from the experimental group regarding whether their feelings and perceptions changed during the process. In addition, an assessment chart was filled by the researcher and the teacher to see which ones were the different learning levels in one class and the other. Moreover, a focus group was done with the students from the experimental class, to gather information about students' personal perception of the whole intervention. That focus group was recorded, not to miss any information.

Finally, all the data collected was analysed and the answers of the pre and post questionnaire were compared, as well as students' and teachers' opinion.

4. RESULTS

In this section, the results will be presented and analysed. For that, the results will be presented according to the order of the research questions. The first research question focuses on how project-based methodology affects students' motivation and learning engagement. The second research question focuses on the impact on students' learning when using real tasks.

In order to answer those questions quantitative and qualitative data was collected and, in this section, it will be deeply analysed.

4.1 The effects of project-based learning on students' motivation and learning engagement.

The first research question was:

RQ1: How does project-based learning affect students' motivation and learning engagement?

The first research question has as an objective to analyse if students' motivation and learning engagement change when they work on project-based learning. In order to answer this question, several instruments were used: an adapted questionnaire at the beginning and at the end of the intervention (see annex 1); students' opinion through a focus group where the participants from the experimental class took part; and an observation chart (see annex 2) that the researcher completed in every lesson.

4.1.1 Students' perception

Table 1 shows the results obtained about students' learning engagement in an English lesson before the intervention was done. Even if most of them (62,50%) admitted having understood the stories they were working in the English lessons, just less than a quarter of the students (20,83%) stated that they liked English, while half of

them (50,00%) admitted not to like the language. When it comes to the English lessons themselves, only a third stated to like the lessons (33,33%), stories (37,50%) and songs (37,50%), and most of them reported neither liking them nor disliking them. Regarding the participants' ability when completing their tasks, the percentage was quite similar in all the options (37,50% yes, 37,50% more or less, and 25,00% no). Nevertheless, the enthusiasm when completing those activities was different. More than a half (62,50%) showed not to feel very motivated, just a third (29,17%) reported feeling motivated and a low number of students (8,33%) showed not to be motivated.

Once the intervention finished, the participants completed another questionnaire with the same questions in order to see how their feelings towards English and English lessons had changed. Table 2 summarizes those results obtained from the questionnaire. Just two students out of 24 (8,33%) reported to continue not liking English and English lessons, while almost half of the participants answered to like the language (45,83%) and the lessons (50,00%). Moreover, there was none who was not able to understand the story they were working on and almost all of them (87,50%) admitted understanding it well. Additionally, more than a half (58,33%) added they were able to understand what the teacher was saying, while just 12,50% reported not being able to understand the teacher. Furthermore, the number of students feeling motivated when completing tasks also increased and now more than a half (66,67%) felt motivated, while only three students out of twenty-four continued not being motivated. Likewise, after the intervention, half of the participants saw themselves able to complete the tasks done in class, while just a 12,50% felt unable to do it.

Table 1: Prequestionnaire done to experimental class.

EXPERIMENTAL CLASS			
STUDENTS' LEARNING ENGAGEMENT	YES (%)	MORE OR LESS (%)	NO (%)
I like English	20,83	50,00	29,17
I like English lessons	33,33	41,67	25,00
I like the stories	37,50	37,50	25,00

I like the songs	37,50	50,00	12,50
I understand the stories	62,50	37,50	0,00
I try to speak in English	25,00	70,83	4,17
English is interesting	20,83	58,33	20,83
I like working in groups	41,67	16,67	41,67
I understand what the teacher says	33,33	33,33	33,33
I can complete the tasks in class	37,50	37,50	25,00
I can help my classmates with their tasks	20,83	50,00	29,17
I do the activities with enthusiasm	29,17	62,50	8,33

Table 2: Post questionnaire done to the experimental class.

EXPERIMENTAL CLASS			
STUDENTS' LEARNING ENGAGEMENT	YES (%)	MORE OR LESS (%)	NO (%)
I like English	45,83	45,83	8,33
I like English lessons	50,00	41,67	8,33
I like the stories	37,50	41,67	20,83
I like the songs	41,67	50,00	8,33
I understand the stories	87,50	12,50	0,00
I try to speak in English	75,00	12,50	12,50
English is interesting	41,67	45,83	12,50
I like working in groups	45,83	37,50	16,67
I understand what the teacher says	58,33	29,17	12,50
I can complete the tasks in class	50,00	37,50	12,50
I can help my classmates with their tasks	41,67	37,50	20,83
I do the activities with enthusiasm	66,67	20,83	12,50

With the objective of gathering more information about participants' feelings, a focus group was done with all the students from the experimental class that participated in the intervention. In that focus group, they were asked about their perceptions and feelings about the whole intervention and the last task they did (see annex 5, table 3 and 4).

During that focus group, most of the students answered that they enjoyed and liked the final task, even if they had to work hard because of the language. Furthermore, most of them affirmed that they would like to do more similar tasks. Likewise, there are some comments about each question that would summarize what students felt. The first question was: Did you like the show? The second question was: Would you like to do more things like this?

Table 3: An answer to the question: Did you liked the show?

> **S4:** Neri asko gustatu zitzaidan, berriro egin nahi det. Hegoarekin super ondo pasatu nuen. **(I liked it a lot, I would like to do it again. I enjoyed a lot with Hegoa.).**
>
> **S8:** Niri izugarri gustatu zitzaidan eta ez zen gauza bat egon ez zitzaidana gustatu. **(I liked it a lot, and there was nothing I did not liked.)**
>
> **S10:** Gustatu zitzaidan zergatik oso ondo pasatu nuen. **(I liked because I enjoyed it a lot.)**

Table 4: An answer to the question: Would you like to do more things like this?

> **S3:** Nik ondo pasa det prestatzen eta egiten, berriro egin nahi det. **(I enjoyed preparing it and doing it, I want to do it again.)**
>
> **S7:** Nik lotsa pasa nuen baino errepikatuko nuke. **(I was ashamed, but I would like to do it again.)**
>
> **S10:** Bueno, es que da lan pila bat baina dago guay, osea que bai! **(Well, it is hard work but at the end it was nice, so yes.)**

4.1.2   Researchers' observation

In order to gather more information, the researcher completed an observation chart (see annex 2) after every lesson of the experimental class and the observation class. In that chart, students' learning engagement, participation and interaction were evaluated in a likert scale format from 1 to 10 (1 the lowest and 10 the highest).

When it comes to learning engagement (Figure 3), both classes started at the same level, since they both did the storytelling during the first lessons. Those stories motivated children and their learning engagement was quite high. While the lessons went on, students from the experimental class continued being motivated and their learning engagement continued being high. However, just the opposite occurred with the observation class. Students started highly motivated, and their motivation and learning engagement decreased with time. Actually, the general learning engagement rate in the experimental class was 8,28 (SD: 0,67) on a scale of 10, and 6,53 (SD: 1,07) in the observation class.

Figure 3: Students' learning engagement during the intervention.
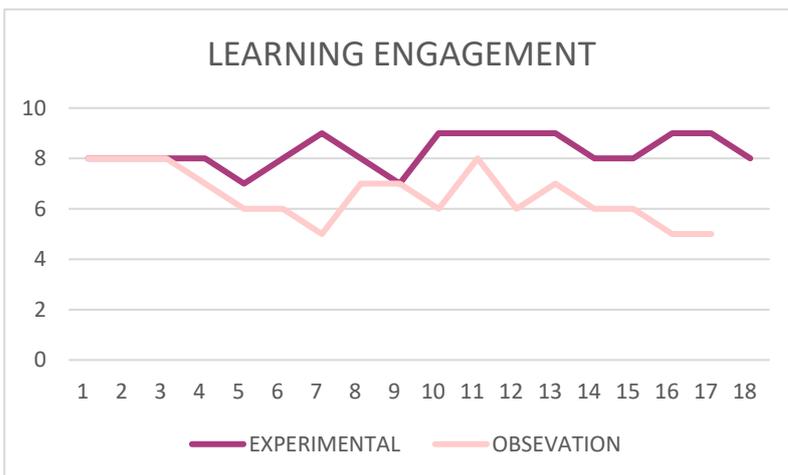
Table 5: Students' learning engagement average during the intervention.

	LEARNING ENGAGEMENT	
	Experimental	Obsevation
Mean	8,28	6,53
Standard Deviation	0,67	1,07

According to participation (Figure 4), the experimental class showed to be more participative during the whole process. Students from that class participated actively in most of the lessons, having a general participation of 8,11 (SD: 1,13) out of 10.

Nevertheless, the participation in the observation class has never been so high and the general average ended up being quite low, a 5,28 (SD: 0,81) out of 10.

Figure 4: Students' participation during 18 lessons.
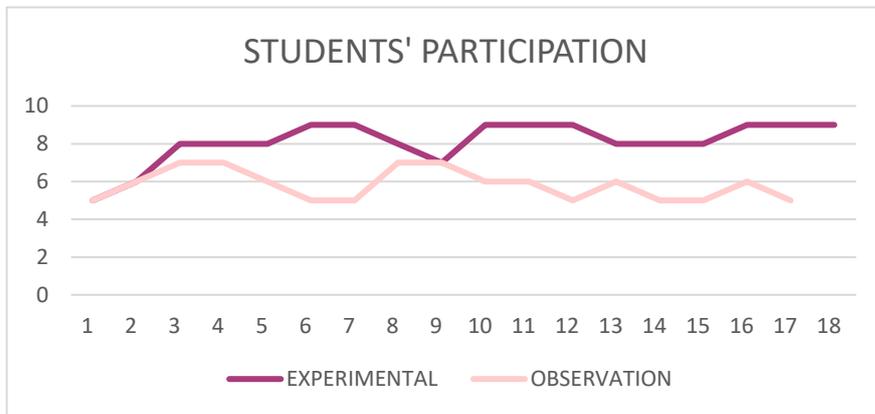
Table 6: Students' participation average during the intervention.

	PARTICIPATION	
	Experimental	Observation
Mean	8,11	5,82
Standard Deviation	1,13	0,81

Regarding to interaction among students during the lessons (Figure 5), it has been noticed that it was lower in the observation class than in the experimental class. While in the observation class, they mostly have worked on individual activities that did not enable any interaction among students. In the experimental class, more group work activities were done, which means that interaction among children was required. However, even if the difference was big, the general average of interaction was not very high in any of the cases. In fact, the general interaction on the observation class was 3,65 (SD: 1,41) out of 10 and in the experimental class it was 6,67 (SD: 2).

Figure 5: Students' interaction during the intervention.

Table 7: Students' interaction average during the intervention.

	INTERACTION	
	Experimental	Observation
Mean	6,67	3,65
Standard Deviation	2	1,41

4.2 The impact on students' learning when they work on real tasks.

The second research question was:

RQ2: What is the impact of working on real tasks related to everyday life on students' learning?

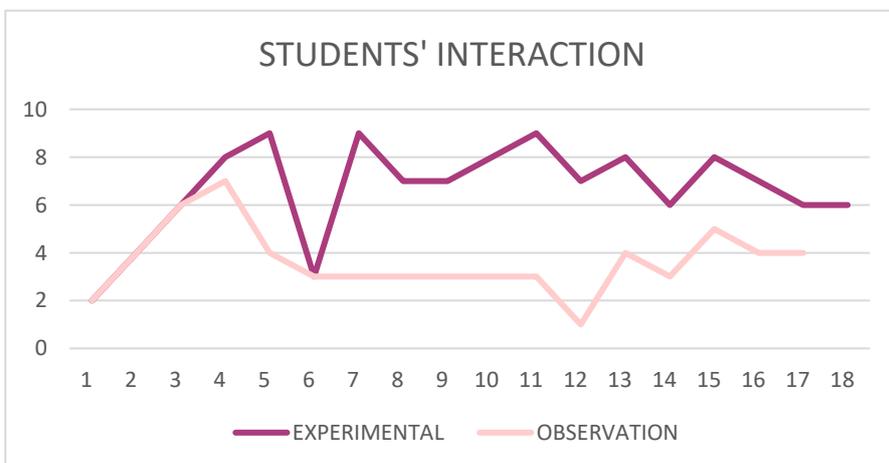The aim of the second research question was to analyse how working on real tasks helps students' second language acquisition. With the aim of answering this question, a students' assessment chart (see annex 3) was completed by the researcher and with the help of the students' teacher. As well as students' opinions through a focus group in which all the participants from the experimental class participated.

4.2.1   Researchers' evaluation

Figure 6 represents the level of oral and written comprehension that students have achieved after the intervention of 18 lessons. For that, two items have been evaluated. On the one hand, students' ability to recognise and interpret common words and expressions in short, simple oral, written, and multimodal texts on common and everyday topics of personal relevance and close to their experience, expressed in a comprehensible, clear, simple, and direct way, and in standard language. On the other hand, students' capability to select and apply basic strategies in everyday communicative situations and of relevance for the students, in a guided way, in order to capture the global idea and to identify specific elements with the help of linguistic and non-linguistic elements of the context and the co-text.

Figure 6: Students' oral and written comprehension after the intervention.
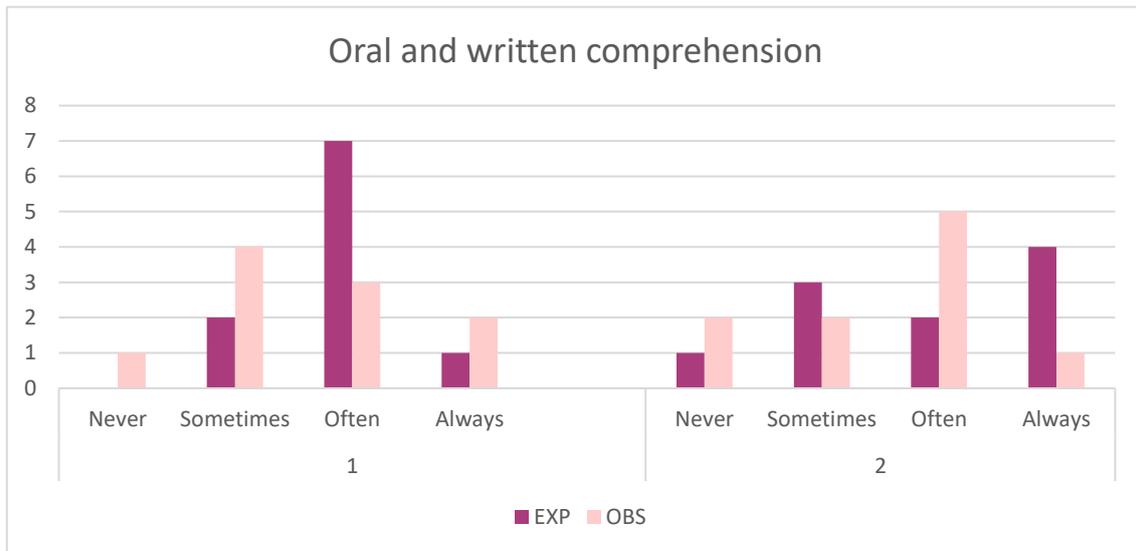
According to that, it was detected that in general terms, students from the experimental class achieved a higher level mostly in the first item. Since seven students out of ten could complete the item often, one was able to do it always and there was not any student that was not able to recognise and interpret common words and expressions. While in the observation class, even if two students were able to complete the item always, just three of them could do it often and there was one that was not able to achieve it.

When it comes to the second item, although there is not much difference, it is still notable. It was noticed that in the experimental class, four students always selected and applied basic strategies in everyday communicative situations, while in the observation class only one was able to do it. Nevertheless, five students could do it often and only two were not able to do it; whereas in the experimental class, only one was not able to do it and two could do it often.
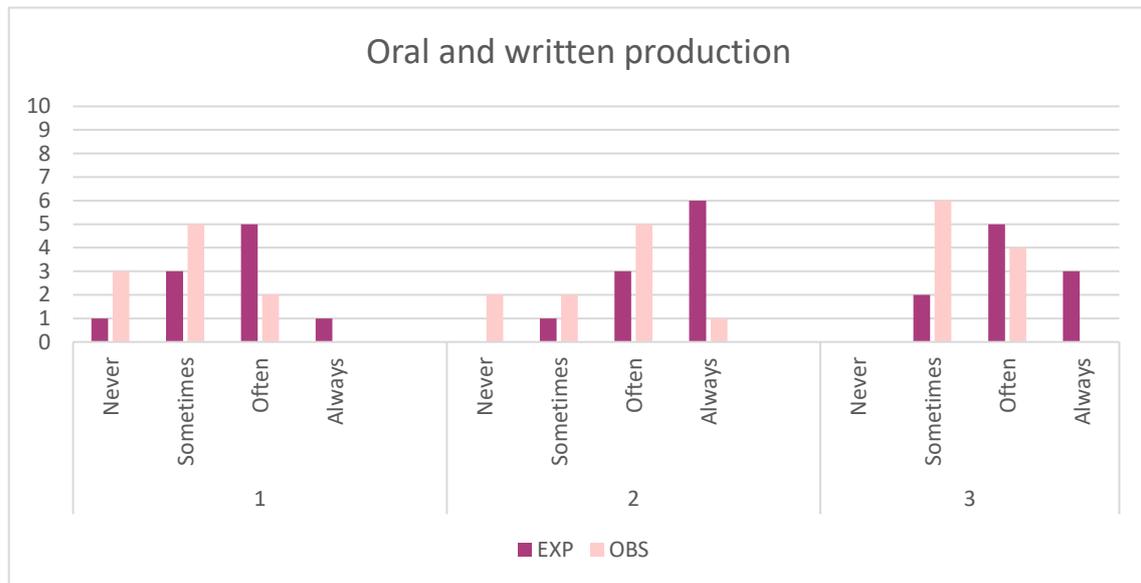
Apart from students' oral and written comprehension, their oral and written production was also evaluated, as it can be seen in Figure 7. In order to evaluate that, three different items were taken into account: expressing short and simple sentences orally with basic information about every day and relevant issues for students, using verbal and non-verbal resources in a guided way, using previously presented models and structures and paying attention to rhythm, stress and intonation; writing words, familiar expressions and sentences from models and with a specific purpose, through analogic and digital tools, using structures and basic vocabulary on everyday issues and of personal relevance to students; and selecting and applying basic strategies in a guided way to produce short and simple messages appropriate to the communicative intentions using resources and physical or digital supports according to the needs of each moment with help.

On the one hand, in item one we could detect that most of the students in the experimental class often completed the statement, while in the observation class most of them did it sometimes. Moreover, in the experimental class, we could see that there was one student who could always express short and simple sentences orally.

On the other hand, item two showed a huge difference between students from the experimental class and the observation class. While in the first one, most of them were able to write words, familiar expressions and sentences from models and with a specific purpose always; in the second, just one student could do it always and most of them did it often. Furthermore, in the observation class there were two students that could not do it.

Finally, the third item demonstrated that most of the students from the experimental class often or always produced short and simple messages appropriate to the communicative intentions. Whereas most of the students from the observation class could do it just sometimes.

Figure 8: Students' interaction after the intervention.
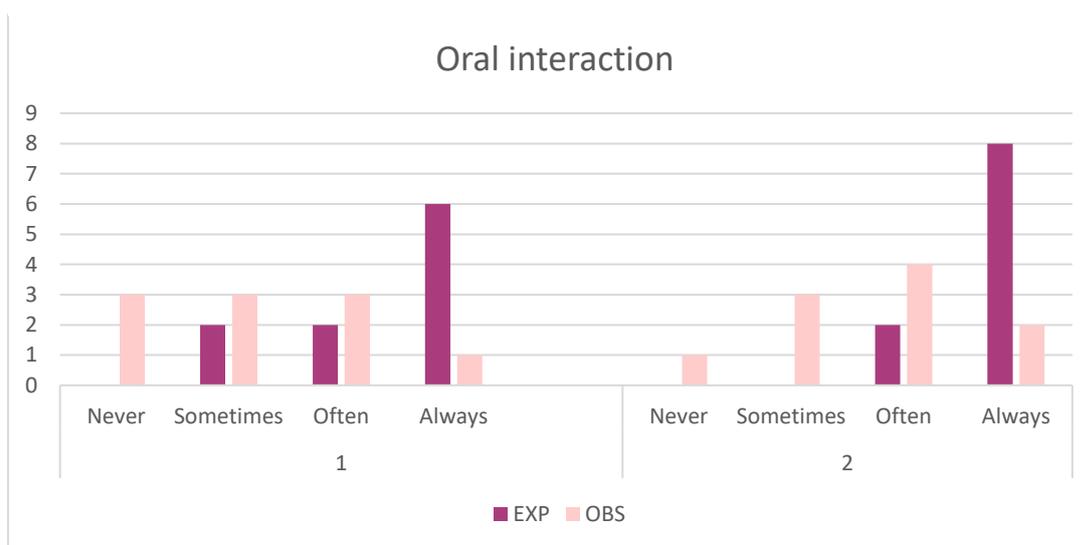
Regarding students' oral interaction, it is important to mention the activities done in class, since in the experimental class the tasks required a higher need of interaction, while in the observation class the activities done were more individual. Taking that into account, two different items were evaluated as it can be seen in Figure 8. Firstly, students' ability to participate, in a guided way, in elementary interactive situations on everyday topics, previously prepared, through various supports, relying on resources such as repetition, slow rhythm or non-verbal language, and showing empathy. Then, the capability to select and use, in a guided way and in close

environments, basic strategies to greet, say goodbye and introduce themselves; express simple, short messages; and ask and answer basic questions for communication.

In both items, students from the experimental class obtained better results, since most of them were able to complete both items always and no one is in the option of never. While in the observation class, the number of students in the four options (never, sometimes, often, and always) was quite balanced.

Figure 9: Students' mediation after the intervention.
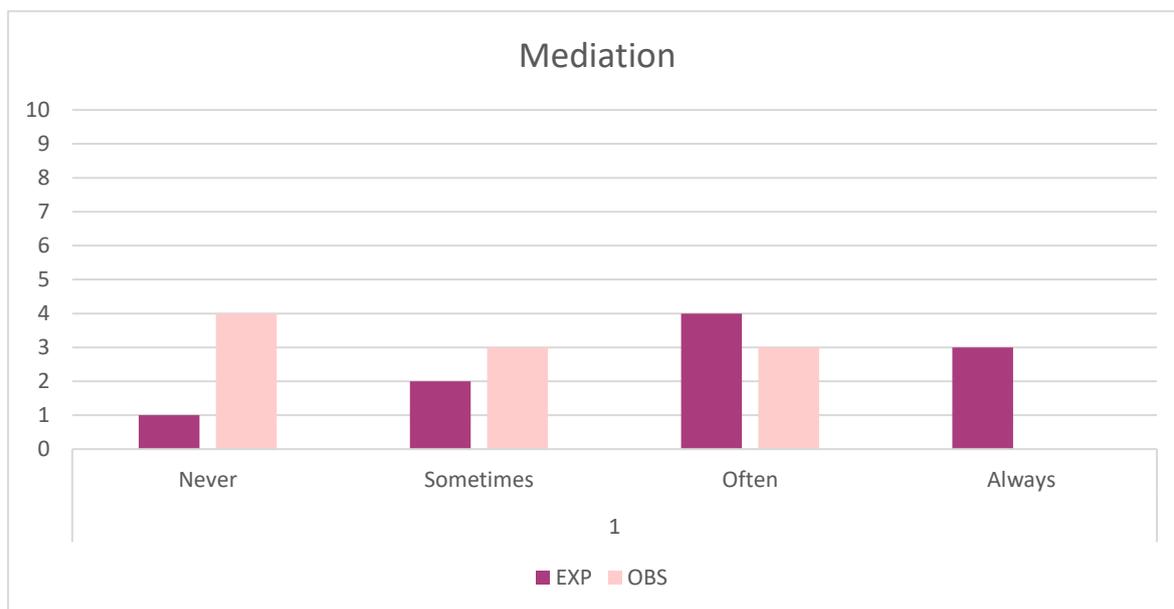
Figure 9 exposed the mediation ability that students had, thus, the capability to interpret and explain basic information about concepts, communications, and short and simple texts, in a guided way, in situations which attend to diversity, showing empathy and interest for the interlocutors and for the problems of understanding in their immediate environment, relying on various resources and supports.

As it can be seen, there was not a huge difference between both classes, but still, the results from the observation class were lower than the ones from the experimental class. On the one hand, students from the experimental class showed to be more capable of interpreting and explaining basic information, because three students out of ten demonstrated to be able to do it always, four of them to do it often, two to do it

sometimes and just one was not able to do it. On the other hand, in the observation class there was not any student capable of understanding and clarifying basic information always, and four of them were not able to do it at least once.

Figure 10: Students' linguistic repertoire and reflection on language learning after the intervention.
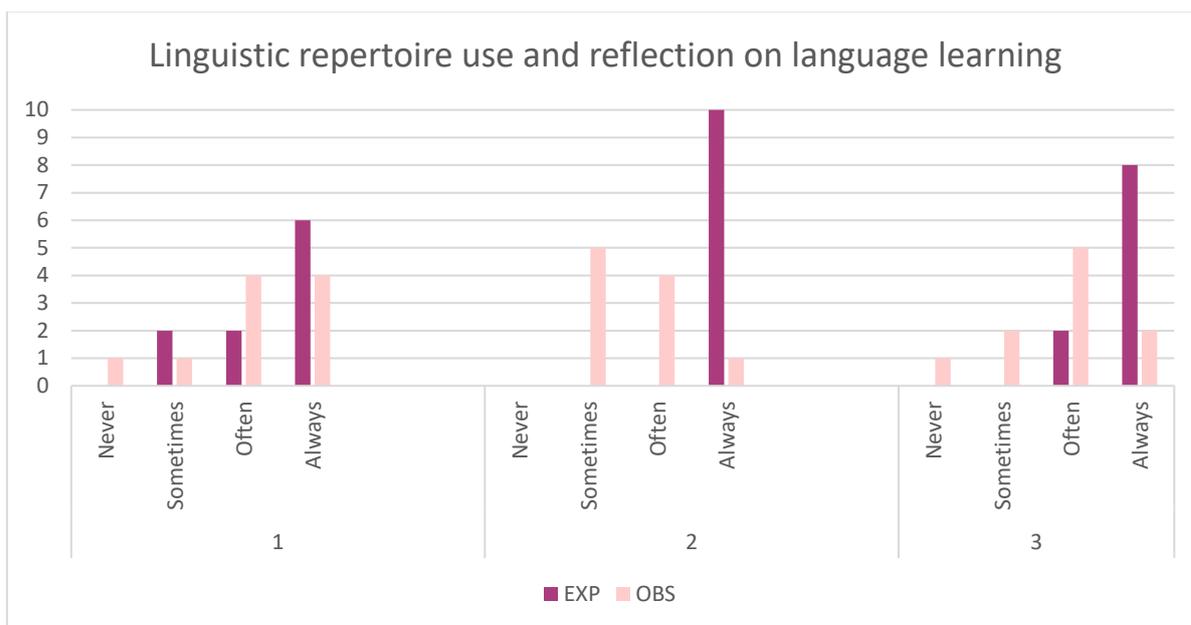
The last aspect of the language that was evaluated after the intervention, was the linguistic repertoire used and reflection done on language learning by students. For that, three different items were considered: Firstly, the ability to compare and contrast obvious similarities and differences between different languages, reflecting, in a guided way, on elementary aspects of their functioning. Secondly, the capability to identify and apply, in a guided way, knowledge and strategies to improve their ability to communicate and learn the foreign language, with the support of other participants and analog and digital support. Finally, whether children were able to identify and explain, in a guided way, elementary progress and difficulties in foreign language learning, or not.

All that can be seen in Figure 10, it was found that students from the experimental class had a higher level in the three of the items, because most of the students were able to complete the three of the items always. In contrast, in the observation class, not even half of the students were able to complete the items always,

and some of them showed not to be able to do it ever. Nevertheless, the results are not that bad since most of the students from the observation class seemed to be able to complete the items at least sometimes.

4.2.2   Students' perception

With the aim of gathering more personal information, students from the experimental class participated in a focus group in which several questions were asked about their feelings and perceptions towards what they had learnt in the whole process. Table 12 and 13 (see annex 5) illustrate the answers they gave to the questions done.

When we asked them whether they thought they have learnt more with this story than in others, most of them admitted having learnt more. They mentioned that they were interested in the task and therefore paying more attention and learning more during the whole process. In fact, two comments to highlight would be (see table 8):

Table 8: Some answers to the question: Do you think you have learnt more with this story and the magic show than in other stories?

S3: Nik asko ikasi det, arreta jarri detelako. **(I have learnt a lot because I paid attention.)**
S5: Gehiago ikasi det, gauza dibertigarriagoak egin ditugulako. **(I have learnt more since we did fun activities.)**

Moreover, when it comes to their feelings towards being able or not to talk in English, most of them recognised that at the beginning they thought not to be able to complete the whole task in English, but once they started working, they saw they were able to do it. Two comments that would summarize that would be the next ones (see table 9):

Table 9: An answer to the question: You thought you would be able to talk everything in English?

S6: Pentsatzen nuen zela super zaia, baina lortu genuen. **(I thought it was very difficult, but we manage to do it.)**
S9: Ez, baina lan egiten ondo atera da. **(No, but working hard it went well.)**

5   DISCUSSION

In this section, the discussion of the study will be presented and for that the research questions will be answered, by analysing the results obtained and comparing them with previous studies. On the one hand, the first research question has as objective to search the effects of using project-based learning on students' motivation and learning engagement in a foreign language classroom. On the other hand, the second research question aims to analyse the impact on students' learning when working on real tasks.

Consequently, the aim of this study was to analyse how a pedagogical intervention based on the combination of story-based learning and project-based learning affects Primary School students in academic and personal aspects. For that, a six-week lesson plan was carried out with a second-grade students' group, in which they worked on different tasks based on interaction in order to accomplish a final project, while another observation class was working on their regular lesson plan.

With the aim of gathering as much information as possible, different instruments were used: a pre and post questionnaire for students from the experimental class, an observation chart, a focus group with students involved in the intervention and a students' assessment chart.

The results obtained after that intervention demonstrated that students' motivation, participation, and interaction were completely related to their learning process. Thus, students that were more motivated and interacting, ended up obtaining better results than the ones with less motivation, interaction, and participation. The results showed how students from the experimental group were more motivated while working in groups and interacting with each other, which enabled them to obtain a higher learning success. These results corroborate what Girmus (2012) reported about the relationship between interaction and motivation: "promoting interaction will enable promoting motivation".

Furthermore, as can be seen in the results, those students who participated in the intervention completed tasks in which they needed to interact with each other and they were motivated, and therefore, they turned out obtaining higher results when it comes to second language learning. All that fits well with what Hall (2003) stated about the influence of interaction when learning a language, that is, that enhancing participation and giving opportunities for students' involvement will enable developing learners' linguistic abilities and will create meaningful learning. Likewise, Zubiri-Esnaola et al. (2020) advocated that interaction helps acquiring fluency in the target language, and Long (1996) concluded that it encourages SLA.

Moreover, the results that showed the importance of motivation for second language learning are consistent with previous results obtained by Purnama, Rahayu and Tugafiati (2019), that stated the importance of motivation in the learning activity, because they defend that students' motivation and effort have an impact on how well they learn. Oroujilou and Vahedi (2011) also shared this idea, by arguing that without students' motivation it is impossible to teach a language effectively.

Finally, the results showed that to promote interaction and motivation that will enable good results in language learning, the Project-based learning methodology is helpful. That is hardly distinguishable from what Haines (1989) mentioned, that is, PBL gives opportunities to use the language and interact among peers. In the same way, Thuan (2018) pointed out that PBL enables developing the four main skills for language learning (speaking, listening, reading, and writing), and two of them are closely related to interaction. Moreover, in PBL students and the instructor need to work together to agree and structure the final task, and the instructor must prepare students to fulfil each task (Stoller, 2005). Thus, there is interaction among teachers and students, what Hall (2003) stated to be key to acquire language in the classroom.

On the other hand, Fried-Booth (2002) determined that PBL helps developing confidence and independence, what is connected to students' motivation. Additionally, when working on PBL, students must fulfil a final task, what can be considered as Extrinsic Motivation (Hayikaleng, Nair & Krishnasamy, 2016) because students have an

external reason for doing something; and as Kong (2009) affirmed Intrinsic and Extrinsic Motivation are essential for language learning.

6   CONCLUSION, LIMITATIONS AND FURTHER RESEARCH

This chapter presents the conclusions that have been drawn related to the aim of the study, that is, to what extent the different methodologies help promoting motivation and interaction among learners, that will enable a good acquisition of the foreign language. These general conclusions were drawn after analysing the data collected and comparing the results with the previous research done in the field of foreign language acquisition.

First of all, students' motivation, interaction, participation and learning engagement were observed in an English classroom. After seeing that those aspects were not as high as expected, an intervention started in an experimental class, in order to foster those aspects and help to promote good language learning. During the intervention students' interaction and participation average showed to be higher in the class in which the intervention was carried out than in the observation class; and once the intervention finished, students that participated in it ended up interacting more among them and therefore, being more motivated. Moreover, the learning engagement average during the hole process was higher in the experimental class also, what helped children being motivated.

All that enabled them to acquire better results when it comes to language learning, while in the observation class the results were not as high as in the other one. Moreover, those high results have been analysed in different aspects of the language: oral and written comprehension, oral and written production, oral interaction, mediation, and use of linguistic repertoire and reflection on language learning; and in all of them, the students from the experimental class obtained higher results than in the observation class, since most of the students that participate in the intervention reached to fulfil the items always or often, whereas the ones that did not participated in it were able to accomplish them just sometimes.

Apart from the academic results, students' perception towards English and English lessons changed during the intervention, since those students that were involved in the intervention admitted liking English lessons more after the intervention. Furthermore, they mentioned that once the intervention finished, they felt more comfortable and able to speak in English and to understand the language.

All in all, it can be concluded that different methodologies such as, Project-Based learning can help promoting interaction among students and motivating them to participate and use the language. Something that can be seen that is helpful for an optimum language acquisition.

Regarding to the limitations of the research, it is important to mention that the number of students was limited, since even if two classes were analysed, just one class of 24 students participated in the intervention. Moreover, the intervention was done in a specific context and with specific conditions.

According to further research, it would be interesting to analyse how teachers' motivation can influence students' motivation, as well as the learning process. Furthermore, in order to have more accurate results, it could have been more truthful if the intervention was carried out in more contexts, such as, different classes, schools or levels.

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8   ANNEXES

Annex 1: Pre and post questionnaire for students

	😃	😐	😩
INGELESA GUSTATZEN ZAIT			
INGELESEKO SAIOAK GUSTATZEN ZAIZKIT			
IPUINAK GUSTATZEN ZAIZKIT			
KANTAK GUSTATZEN ZAIZKIT			
IPUINAK ULERTZEN DITUT			
INGELESEZ HITZ EGITEN DUT			
GELAN INGELESEZ PARTE HARTZEN DUT			
INGELESA ERABILTZEN DUT NAHI DUDANA AZALTZEKO			
TALDEAN LAN EGITEA GUSTATZEN ZAIT			
IRAKASLEAK ESANDAKOA ULERTZEN DUT			
PROIEKTUAK EGITEA GUSTATZEN ZAIT			
GELAKO ARIKETAK EGITEKO GAI NAIZ			
GELAKIDEEI ARIKETAK EGITEN LAGUNTZEKO GAI NAIZ			

Annex 2: Researchers' observation chart

DAY: CLASS:

TASK	ORGANIZATION	STUDENTS' LEARNING ENGAGEMENT	PARTICIPATION	INTERACTION	COMMENTS

- TASK: The task students will be working on

- ORGANIZATION: How they will work to accomplish the task (In pair, in groups, individually…)

- STUDENTS' LEARNING ENGAGEMENT: From 1 to 10 students' learning engagement will be evaluated according to what is observed.

- PARTICIPATION: From 1 to 10 students' participation will be evaluated according to what is observed.

- INTERACTION: From 1 to 10 students' interaction will be evaluated according to what is observed.

- COMMENTS: Any interesting idea seen in class will be noted in order to gather more information.

Annex 3: Students' assessment chart

STUDENT CLASS: STUDENT NUMBER: _____

ASSESSMENT CRITERIA	ASSESSMENT RUBRIC			
	Never	**Sometimes**	**Often**	**Always**
Oral and written comprehension				
Recognize and interpret common words and expressions in short, simple oral, written and multimodal texts on common and everyday topics of personal relevance and close to their experience, expressed in a comprehensible, clear, simple and direct way, and in standard language.				
Select and apply basic strategies in everyday communicative situations and of relevance for the students, in a guided way, in order to capture the global idea and to identify specific elements with the help of linguistic and non-linguistic elements of the context and the co-text.				

Oral and written production				
Express short and simple sentences orally with basic information about everyday and relevant issues for students, using verbal and non-verbal resources in a guided way, using previously presented models and structures and paying attention to rhythm, stress and intonation.				
Write words, familiar expressions and sentences from models and with a specific purpose, through analog and digital tools, using structures and basic vocabulary on everyday issues and of personal relevance to students.				
Select and apply basic strategies in a guided way to produce short and simple messages appropriate to the communicative intentions using resources and physical or digital supports according to the needs of each moment with help.				
Oral interaction				
Participate, in a guided way, in elementary interactive situations on everyday topics, previously prepared, through various supports, relying on resources such as repetition, slow rhythm or non-verbal language, and showing empathy.				
Select and use, in a guided way and in close environments, basic strategies to greet, say goodbye and introduce yourself; express simple, short messages; and ask and answer basic questions for communication.				

Mediation				
Interpret and explain basic information of concepts, communications and short and simple texts, in a guided way, in situations which attend to diversity, showing empathy and interest for the interlocutors and for the problems of understanding in their immediate environment, relying on various resources and supports.				
Linguistic repertoire use and reflection on language learning				
Compare and contrast obvious similarities and differences between different languages, reflecting, in a guided way, on elementary aspects of their functioning.				
Identify and apply, in a guided way, knowledge and strategies to improve their ability to communicate and learn the foreign language, with the support of other participants and analog and digital supports.				
Identify and explain, in a guided way, elementary progress and difficulties in foreign language learning.				

Annex 4: New lesson plan

OBSERVATION CLASS	EXPERIMENTAL CLASS
9th of January **30 min**	**9th of January** **1 hour**
- Routine: What did you do at Christmas? - DRAMA story	- Routine: What did you do at Christmas? - DRAMA story - Song
10th of January **30 min**	**10th of January** **30 min**
- Routine: How do you feel today? - DRAMA story	- Routine: How do you feel today? - DRAMA story - Song
13th of January **1 hour**	**12th of January** **30 min**
- Routine: What's the weather like today? - Story picture cards - Song	- Routine: What's the weather like today? What day is it today? - ACTIVITY: Story picture cards
16th of January **30 min**	**16th of January** **1 hour**
- Routine: What's the weather like today? What day is it today? - Story picture cards - Flashcards	- Routine: What's the weather like today? What day is it today? - ACTIVITY: The story pictures with bubbles and tell the story
17th of January **30 min**	**17th of January** **30 min**
- Routine: What are you wearing today?	- Routine: What are you wearing today?

- Song	- ACTIVITY: What are they saying?
20ᵗʰ of January **1 hour**	**19ᵗʰ of January** **30 min**
- Routine: How do you feel today? - ACTIVITY: Tips. What can they do? - Song	- Routine: How do you feel today? - Flashcards and games with them
23ʳᵈ of January **30 min**	**23ʳᵈ of January** **1 hour**
- Routine: What did you do at the weekend? - ACTIVITY: Rhyming words	- Routine: What did you do at the weekend? - Rhyming words game on the screen - ACTIVITY: Rhyming words
24ᵗʰ of January **30 min**	**24ᵗʰ of January** **30 min**
- Routine: Review the story and warm up for the booklet. - ACTIVITY: Booklet	- Routine: Review the story and warm up for the booklet. - ACTIVITY: Booklet (with something they have in class, and they might lose)
27ᵗʰ of January **1 hour**	**26ᵗʰ of January** **30 min**
- Routine: Remember what we were doing. - ACTIVITY: Booklet	- Routine: Remember what we were doing. - ACTIVITY: Booklet
30ᵗʰ of January **30 min**	**30ᵗʰ of January** **1 hour**
- Routine: What are you wearing today? - ACTIVITY: Booklet	- Routine: Talking and warming up about the show - Explain the show and decide who is going to do what

31ˢᵗ of January **30 min**	**31ˢᵗ of January** **30 min**
- Routine: What's the weather like today? - ACTIVITY: Word search	- Routine: How do you feel about the show? - ACTIVITY: Write the invitations
3ʳᵈ of February **1 hour**	**2ⁿᵈ of February** **30 min**
- Routine: How do you feel today? - Reading the story	- Prepare what we are going to say to first grade students and give them the invitations
6ᵗʰ of February **30 min**	**6ᵗʰ of February** **1 hour**

- Routine: What did you do at the weekend?
 	
- ACTIVITY: The song
	- Routine: What are we going to do? Talking about the show.
	
	- Prepare the show
	
	  • Presenters: with option of writing by talking they start preparing what they want to say
	
	  • Storytellers: with the story picture cards and the story book started preparing the story telling
	
	  • Magicians: Write and prepare what they have to say
	
	  • Singers: They worked on the song with an activity from the playbook.

7ᵗʰ of February **30 min**	**7ᵗʰ of February** **30 min**
- Routine: What day is it today? - ACTIVITY: What's in the picture?	- Routine: Remember yesterday's task - Decide the activities we are going to do in the show and what material we need for that

	- Write all together the planning of the show
10th of February **1 hour**	**9th of February** **30 min**
- Routine: What's the weather like today? - ACTIVITY: What is Lotus saying?	- Routine: Review the planning of the show to ensure they have it clear - ACTIVITY: Who says what? • Each group will have some sentences and they will have to classify them among the characters of the show: presenters, storytellers, magicians and singers
13th of February **30 min**	**13th of February** **1 hour**
- Routine: What did you do at the weekend? - Tearing off the activities we have done from the book.	- Finish preparing the show and start to rehearse
14th of February **30 min**	**14th of February** **30 min**
- Routine: How do you feel today? - Finish tearing off the activities and take it home.	- Final rehearsal
17th of February **1 hour**	**16th of February** **30 min**
NO CLASS: Carnival	- Feedback and last day

ACTIVITIES FOR THE EXPERIMENTAL CLASS:

ACTIVITY NAME: FORMAT DRAMA*

- Material: There is no need of material
- Procedure:
    - The teacher acts out the story with gestures, positions, and dramatization.
    - Students will try to anticipate, repeat gestures and what the teacher is saying.

ACTIVITY NAME: STORY PICTURE CARDS*

- Material: Big cards with pictures of the story
- Procedure:
    - The teacher will show cards with pictures from the story.
    - Between what children remember and what the teacher says they will tell the story all together.
    - In order to help children remember, the teacher will do all the gestures that she has done previously in the dramatization.

ACTIVITY NAME: STORY PICTURES WITH BUBBLES*[1]

- Material: Pictures from the story with bubbles for the characters
- Procedure:
    - Each group will have two pictures from the story and will have to decide what is happening.
    - Once they have prepared their pictures, we will get together in the storytelling corner and we will tell the story all together.
    - While each group is telling what happens in their pictures, others will add ideas.

ACTIVITY NAME: WHAT ARE THEY SAYING?*

- <u>Material:</u> Playbook
- <u>Procedure:</u>
    - Comment all together what we can see in the pictures and what is happening.
    - Students in groups will have to read the bubbles, decide which are the correct ones, cut them and stick them.
    - Some of the students will read it aloud and we will comment all together which are the correct answers.

ACTIVITY NAME: WHAT IS LOTUS SAYING?*

- <u>Material:</u> Playbook
- <u>Procedure:</u>
    - Comment all together what we can see in the pictures and what is happening.
    - In groups they will decide what and how they are going to write.
    - Ask for ideas and write them on the board in order to correct the writing.
    - Ask students to pay attention to important words (feather, rain, wet…) while correcting.

ACTIVITY NAME: RHYMING WORDS*

- <u>Material:</u> Playbook and online platform
- <u>Procedure:</u>
    - We will listen and play the game of rhyming words they have on the platform.
    - Comment all together what we can see in the pictures of the playbook.

- o Write the words they say on the board.

- o In groups ask them to match the words that sound the same.

- o Correct the matches.

- o Create oral examples for those words like "Ham da la, ham da la, ham da la hop, open my eyes and the rain will stop".

- o Create new example with different objects they can find in class.

ACTIVITY NAME: BOOKLET*

- • Material: Playbook
- • Procedure:
    - o Show an example of what they must do.
    - o Let them complete the booklet encouraging them to create a final situation in which there is a problem, and they can solve it using objects in the classroom.

ACTIVITY NAME: WHO SAYS WHAT?*[1]

- • Material: Sentences from the show
- • Procedure:
    - o Each group will have different sentences that the participants of the show have to say.
    - o They will have to classify those sentences among the characters of the show: Presenter, storytellers, magicians and singers.
    - o Once they know where each sentence goes, they will paste the sentences in the correct place in a big cardboard.

ACTIVITY NAME: THE SONG*

- Material: Playbook
- Procedure:
    - The technique "orri birakaria": Each student will leave his/her pencil in the middle of the table.
    - They will read the song.
    - After reading the song they will have to fill the gaps and for that all of them will have to agree.
    - Once they all agree on what they are going to choose for filling the gap, they will take their pencils and fill it.

ACTIVITY NAME: INVITATIONS*[1]

- Material: Sheet of paper
- Procedure:
    - Students will decide what they want to say in the invitation for first graders.
    - Once they have decided what to write, they will use the technique "arkatzak erdira" and one of the members of the group will start writing.
    - After writing a sentence, next member will continue writing, until they all write something, and they finish the invitation.
    - Once the teacher has corrected what they have written, they will al write again the invitation on a paper for their first-grade pair.

*Adapted activities from "The Adventure of Hocus and Lotus" booklet.

*[1] Activities created by the researcher.

Annex 5: Answers of the focus group

Table 10: Answers to the question about whether they liked to final task or not.

Teacher: Atzo egindako show-a gustatu zitzaizuen? (Did you like the show we did yesterday?)

S1: Erdipurdi, ingelesa ez zait gustatzen eta zaia da. (More or less, because I do not like English, and it is difficult.)

S2: Guk egin genion inglesez, euskeraz, inglesez. Ondo ulertzeko eta oso ondo. (We spoke to him in English, Basque, English. To understand it better, and very well.)

S3: Ni super gustora egon nintzan, gustatzen zait. Eta Dylanekin super ondo. (I was very comfortable, I liked it. With Dylan very well.)

S4: Neri asko gustatu zitzaidan, berriro egin nahi det. Hegoarekin super ondo pasatu nuen. (I liked it a lot, I would like to do it again. I enjoyed a lot with Hegoa.)

S5: Izugarri ondo! Egitea the magic feather hoberena, super guay. (Very very well! Doing the magic feather had been the best, amazing.)

S7: Kimetz eta ni oso ondo Unaiekin. (Kimetz and I very well with Unai.)

S8: Niri izugarri gustatu zitzaidan eta ez zen gauza bat egon ez zitzaidana gustatu. (I liked it a lot, and there was nothing I did not liked.)

S9: Ingelesa ez zait gustatzen, nahiago det euskeraz egin. (I do not like English, I prefer doing it in Basque.)

S10: Gustatu zitzaidan zergatik oso ondo pasatu nuen. (I liked because I enjoyed it a lot.)

Table 11: Answers to the question about whether they would like to do it again or not.

Teacher: Gustatuko litzaizueke horrelako gauza gehiago egitea? **(Would you like to do more things like this?)**

S1: Ez dakit, hasieran zen super zaia baina gustatu zait osea que bai. **(I do not know because it was hard work, but I liked it, so yes.)**

S2: Ematen zian lotsa escenarioan egotea baina guay zegoen gero, ahal degu egin berriz. **(I was ashamed of being on the stage, but I enjoyed it finally, we could do it again.)**

S3: Nik ondo pasa det prestatzen eta egiten, berriro egin nahi det. **(I enjoyed preparing it and doing it, I want to do it again.)**

S4: Super bai! Horrela egiten det presenter hurrengoan. **(Absolutely yes! Like that I can be presenter next time.)**

S5: Nahi det hau izatea hilabetero bat. **(I want to do this every month.)**

S6: Gustatzen zait pila bat eta nahi det berriro gertatzea. **(I liked it a lot and I want to do it again.)**

S7: Nik lotsa pasa nuen baino errepikatuko nuke. **(I was ashamed, but I would like to do it again.)**

S8: Ni berdina Jare eta Ekiñe, berriro egin. **(I think like Jare and Ekiñe, I want to do it again.)**

S9: Bai, baina beste batzuekin ez berriz lehenengo maila. **(Yes, but with other, not again first grade students.)**

S10: Bueno, es que da lan pila bat baina dago guay, osea que bai! **(Well, it is hard work but at the end it was nice, so yes.)**

Table 12: Answers to the question about their learning process.

Teacher: Ipuin honekin eta magic show-arekin beste ipuniekin baino ingeles gehiago ikasi dezute? Eta zergatik? **(Do you think you have learnt more with this story and the magic show, than in other stories? Why?)**

S1: Ez zait inglesa gustatzen baño ikasi det pila bat. **(I do not like English, but I have learnt a lot.)**

S2: Zegoen super guay eta ikasi det. Inglesez hitz egin detelako. **(I enjoyed it a lot and I learnt because I have spoken in English.)**

S3: Nik asko ikasi det, arreta jarri detelako. **(I have learnt a lot because I paid attention.)**

S4: Nik ere asko, gustatzen zitzaidalako. **(I also learnt a lot because I liked.)**

S5: Gehiago ikasi det, gauza dibertigarriagoak egin ditugulako. **(I have learnt more since we did fun activities.)**

S6: Horrela da dibertigarriago liburua baino eta ikasi det gehio. **(Like this is more fun than with the book and I have learnt more.)**

S7: Nik bai, ariketak interesgarriagoak izan dira. **(Yes, I did because the activities were interesting.)**

S8: Nik asko, ze gero erabili det inglesa. **(I learnt a lot because I have used the English.)**

S9: Asko ikasi det ze asko hitz egin degu inglesez. **(I learnt a lot because we spoke a lot in English.)**

S10: Nik ikasi det esaten gauzak inglesez ez nekila, ba como umbrella eta pencil. **(I learnt saying things in English that I did not know, such as umbrella and pencil.)**

Table 13: Answers to the question about their capability to speak English.

Teacher: Gai ikusten zenuten zuen burua dena ingelez hitz egiteko? **(You thought you would be able to talk everything in English?)**

S1: Uste nun igual ez, igual bai. Baina lortu det azkenean. **(I thought that maybe yes and maybe no. But I did it at the end.)**

S2: Ni Telmo bezela. **(Me like Telmo.)**

S3: Hasieran zaia zen baina gero ondo. **(At the beginning was difficult but then was okay.)**

S4: Nik nekan beldurra, ze ez nekien inglesa. **(I was afraid since I did not know English.)**

S5: Ematen zuen lehengo mailakoak egingo zigutela guri farre baina ez zen horrela izan, oso ondo portatu zien eta egin genuen inglesez. **(I thought that first grade students would laugh at us, but it was not like that, they behaved very well, and we talked in English.)**

S6: Pentsatzen nuen zela super zaia, baina lortu genuen. **(I thought it was very difficult, but we manage to do it.)**

S7: Bueno ez dakit, es que da zaia inglesa. **(Well, I do not know because English is very difficult.)**

S8: Nik uste nun ezetz eta horregatik nahi nuen izan singer, baina orain nahi det berriro egin eta izan magician ze badakit inglesez orain. **(I thought that I would not be able and that why I wanted to be singer, but now I want to do it again and be magician, because I know English now.)**

S9: Ez, baina lan egiten ondo atera da. **(No, but working hard it went well.)**

S10: Hasieran uste nuen baietz, baina gero hasi ginen eta ez, baina azkenean ondo. **(At the beginning I thought that yes, but when we started to prepare it I thought that we would not be able, but at the end it went well.)**