Universitat de Girona

Promoting writing through the creation of a picture book with fourth-graders

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DEGREE FINAL PROJECT

"Children's books change lives.
Stories pour into the hearts of children
and help make them what they become"

Jane Yolen

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Abstract and keywords

The main objective of this work is to motivate students to write in English through the production of a picture book that will be printed and given to students. Applying this didactic unit in the classroom has allowed me to study if this proposal is encouraging enough to awaken the interest in taking part in the writing process. Analysing the results obtained from students, teachers, families, and from my observation, I can affirm that an increase in participation and an improvement in students' vision of this competence, has been reached through the creation of the story.

Keywords: ESL, writing, picture book, participation, elementary school

El principal objectiu d'aquest treball és motivar als alumnes a escriure en anglès a través de la producció d'un àlbum il·lustrat que serà imprès i entregat als infants. Aplicar aquesta unitat didàctica a l'aula m'ha permès estudiar si és una proposta prou encoratjadora per a despertar l'interès de formar part del procés d'escriptura. Analitzant els resultats obtinguts dels estudiants, mestres, famílies i de la meva pròpia observació, puc afirmar que un increment de la participació i una millora en la visió dels estudiants en respecte a aquesta competència, ha sigut aconseguit a partir de la creació de la història.

Paraules clau: Anglès com a segona llengua, escriure, àlbum il·lustrat, participació, educació primària

1. Introduction

The current society implies that learning a second language is no longer subjected to personal choice, but a basic knowledge that everyone must have to interact in the globalised world. As English has become a universal language, our obligation as teachers is to enable students to learn it successfully as well as impart to them the importance of using it as a real communication tool.

Specifically, learning how to write is something that students struggle with as it demands taking lots of things into account. Looking back to my time in school, I realise that writing tasks were unmotivating and repetitive, so this is why I was looking forward to developing a project in which children could feel engaged and become active participants in their own writings.

Forgetting the idea of dividing English learning into isolated blocks, I want to allow students to realise that learning is an integrative process. In particular, "Let's create a picture book", a unit focused on a child-centred approach that, through shared writing and cooperative learning, wants students to participate in the process of planning, writing, and creating a picture book based on magic and magicians, is the project that will be developed during the practical part of this investigation and that will help me to achieve the main objectives.

The election of the topic is not left to chance at all. I consider it quite interesting, as these students have been engaged in a project regarding magic and the English area has not yet been taken into account. Further, the proposed activities aim to be as close as possible to children's demands and interests, as the development of the unit will be held to their ideas since they will be the ones deciding the plot, the setting, and the characters of what will be their book.

Since this project is focused on creating a picture book, writing the story will take priority during the sessions. This activity may help students to feel engaged as this genre is a type of text written for pleasure (Christie & Derewianka, 2010).

Moreover, the fact of books having been quite present in children's social and cognitive development will turn this project into an engaging and significant proposal.

Additionally, its development will be carried out in groups, so social skills will take a lead role. This way of organising an activity helps to motivate students, encourages active learning, and develops critical thinking, as it requires solving a situation using communication and strategies of decision-making (Hammar Chiriac & Forslund Frykedal, 2011).

Another important aspect is that it is a project-based learning. This approach is based on proposing real and engaging situations, giving students the chance of solving them in groups and to work toward a clear final product (Blumenfeld et al., 1991). This is why the process of creating a picture book and its physical presence in the classroom, will highly increase the level of participation, motivation, and dedication throughout the writing procedure.

In light of all these issues, carrying out this teaching unit with fourth-grade students not only will boost their interest, motivation, and engagement during the process of planning, organising, and writing a story, but it will allow them to appreciate the value that narrative stories and literacy have on their development.

2.   Theoretical framework

Within the last few years, there has been a paradigm shift in foreign language learning and teaching, since the focus that used to be on the teacher, is now above the learning process and, therefore, on the learner. Actually, this change is more than necessary as, according to Dash (2007, p. 10), "English has been decreed by providence to be the world's common language" and, thus, children must leave the school, prepared enough, in terms of understanding and communication.

Taking the Catalan Primary Education curriculum as a reference (*Currículum. Educació primària*, n.d.), there are five dimensions, regarding English, that should be obtained over the six years: oral communication, reading comprehension, written expression, literary, and multilingual and intercultural dimensions. Children should start learning the language by working on the specific competencies of these dimensions for, in the end, being able to acquire it successfully (Beltrán, 2017).

Focusing specifically on writing learning, it is useful to establish the bases with the correct input, understood as every means used for raising an objective, known as the output (Salam, 2015). Often, this aim can be achieved by establishing a good reading background since pleasure reading and writing proficiency have a strong success relation (Fader & McNeil, 1968).

In light of this, I consider that the project proposed for this investigation will have a satisfactory impact since the creation of the book will encourage writing, but it will also help students to develop a literary background that, in the end, will strengthen both reading and writing skills.

2.1.   What is writing?

Writing has been present for many years and, for this reason, many definitions have been granted to it by linguistics, writers, philosophers, and even mathematicians. But what all of them agree on, is that it is a crucial skill needed for learning as it reinforces both social and academic development.

Elbow (1981) first said that writing was a representation of the oral language with signs and symbols that adopted a common meaning among the society. But its significance moved forward when Arndt & White (1991) stated that it is a thinking process that requests intellectual effort as it entails generating ideas, thinking carefully about how to express them, and being able to revise them by applying skills required for writing (Nunan, 2003). Linked to this idea, Ong (2012) observed that it also helps the human mind while achieving its full potential, since it enables us to connect different knowledge in a more organised way.

So understanding that writing implies such an effort to express one's ideas, feelings, or beliefs, involves being aware that it is necessary to use an exact vocabulary for ensuring that the message is given with enough clearance so that the reader can get it easily, this is why I believe that promoting the development of these skills at school has to be a must for all teachers. Thus, Beringer (2002) defined it as a higher-order self-regulated thinking process as it demands dealing with, not only writing issues but also its planning and sequencing.

2.2.   Creative writing

According to Puchala (2011), text typology is understood as a way of classifying texts based on their genre, aim, and purpose. Actually, there are many ways of dividing them, but the most extended is distinguishing between expository writing, descriptive writing, persuasive writing, and creative writing.

This last typology "goes beyond the traditional realms of normal, professional, academic or technical forms of writing" (Oxford, 2021). In fact, it is a subjective and expressive literature form that seeks to promote creativity and imagination while writing a story and, actually, this is the main reason for my proposal for this project. Creative writing, as Myers (1996) said, is considered to be a creative activity more than an interpretational object as it has an original style and does not follow any existing structure.

2.3. Benefits and importance of writing

Being able to help students and offer them an engaging unit in which writing has a lead role has always been my principal aim, as it is considered to be one of the main skills that students should master because it helps to develop critical thinking (Harmer, 2004), and enables children to promote personal and academic growth. Actually, Graham (2006) defined it as a versatile and indispensable tool for learning, as it helps to accomplish educational goals since knowing how to communicate is essential (Klimova, 2012). Moreover, she stated that not only are these the benefits, but it also helps with the acquisition of listening, reading, speaking, and metacognitive skills, and, the truth is that all of them will appear throughout the development of the unit proposed. Thus, writing helps while expressing one's ideas, fostering communication, developing thinking skills, making arguments, developing other needed skills, and preparing for learning in other life situations.

Talking specifically about creative writing, it obviously plays a crucial role in the development of writing skills. Maley (2009) said that it contributes to the increase of self-confidence and self-esteem amongst students since they learn about language and about themselves enabling linguistic and personal growth. Furthermore, she explained that creative writing helps language development as it demands to play with the language in different ways. Another crucial point is that it has been certified that it concentrates on the right side of the brain and, thus, helps to emotional well-being (Smith, 2013) since it provides intellectual and psychological benefits, as it improves memory and provides feelings of happiness.

2.4. Teaching writing

Writing is one of the most complex activities that students can face in school and this difficulty is boosted greatly when we refer to writing in the L2. In this field, two main difficulties emerge: cognitive task complexity and writing complexity (Frear & Bitchener, 2015). Basically, it is so hard to organise the information and develop the ideas fluently, so I wanted to give students the opportunity of participating in a process of pre-writing, writing, and post-writing, the three basic stages essential to guarantee a good text (Wenden, 1987).

Pre-writing is understood as the moment in which children have to organise their ideas using brainstorming, outlining the main information, and planning the text for being able to create guidance that will allow them to begin writing. The drafting stage is devoted to properly writing the main text, being aware of the structure and the vocabulary used, but also is where students may face more difficulties and, even more, if they are asked to do it in a second language. Finally, the post-writing consists of revising the text and, based on the feedback received, trying to improve it as much as possible.

For teaching students how to develop these stages, several manners can be applied (Brown, 1989). The very first level of learning how to write should be done through *imitation*, meaning that the teacher writes down the text explaining how it is done. *Controlled or intensive writing* is the second step: this one is typical of grammar exercises in which filling some gaps is the objective or those that ask to rewrite some short paragraphs. *Self-writing* is the moment in which a great part of the text should be developed individually, so the ideal is to devote a part of the class to training this skill. Finally, children should be ready for *real writing*, known as the process of creating a text with enough proficiency so that the message can be understood by its readers. So taking into account all these phases, the proposal created for achieving the main objectives of this Project follows them for ensuring that children can truly reach the final product.

2.5.   How to help students?

According to Zamel (1982), it is primordial that children receive a superb education so that they learn to write properly and, furthermore, he stated that teaching consists of showing how to do it. So a good way to scaffold these obstacles is through teacher modelling (Haston, 2007), a demonstration that the teacher does thinking out loud and highlighting the important concepts to show students how to act and behave in front of a paper (*Modelled Reading*, n.d.). Knowing this, the dynamics that I have developed for the creation of the story will follow this idea, so that children experience quite supportive sessions in which they can listen to, observe, and notice how they are supposed to do a writing.

This collaborative experience asks students for their ideas, help, and participation, and, the teacher, writes on the board what the students say, providing extra support and guiding them when necessary (McCarrier et al., 2000). Moreover, these types of actions also respond to the construction of knowledge theory explained by Piaget and Vygotsky, because shared writing looks for providing additional support to learners via social interaction, giving students the chance to "take responsibility for learning by interacting with the rest of the class" (de Lange et al., 2018, p. 34).

Endless are the benefits that this approach provides to students. Beginning with participation is quite an effective way of engaging students who, normally, do not take part in the activities, as they can contribute with their ideas and the teacher helps to improve them (Routman, 2005). As well as that, creativity is also increased as each student can gain from their mates' contributions (Galbraith et al., 2005) and, thus, learn from their peers. Another important point is that this guide covers the hardest part while writing: organising ideas. So by applying it in the class, children will master the process and, in the end, they will be able to spontaneously write independently (de Lange et al., 2018). In fact, the activities proposed for being able to create the picture book ensure the implication of the above benefits. Guiding students by dialoguing, asking every single child in the

class for his or her opinion through several votes, and letting them decide all the aspects of the story will ease the fact of engaging them.

So it is easy to realise how essential is to introduce shared writing in the class, because on the one hand, helps students while developing their writing skills but, on the other, it also strengthens their confidence in their learning process and, as all the ideas are accepted for the final writing, a feeling of importance, contribution, and utility invade students (Routman, 2005). In fact, Rubio (2021) reported that there is clear evidence of a positive relationship between self-confidence and language learning. So, keeping in mind that creating environments where students can feel free and safe for expressing themselves without worrying about their possible mistakes, will help me while trying to guarantee as much success in learning as possible.

2.6.   Narrative writing and picture books

As said, writing is a complex task to be taught and assessed at school. Actually, Wray and Medwell (2006) stated that there is no agreement on what should be explained or what should be considered as an improvement while writing and, for this reason, it is so hard to accomplish that students become familiar with different texts. An interesting point defended by Kaufman (1994) is that focusing, during a certain period, on the same genre is the only manner of ensuring a good acquisition of a text typology, as students will be able to work around it facing every situation that might emerge. But the time spent is not the only key point of this learning, it is also necessary to offer a real and a close context so that children can feel that their writing will be significant as it will have a specific addressee (Castedo et al., 1994).

According to Christie and Derewianka (2010), I believe that writing stories is quite an interesting option to be worked in the classroom as this typology offers many opportunities to promote the expression of children's values, attitudes, and beliefs. Furthermore, they ensured that of all the text types, stories are the most enduring meaning that, as picture books are present during all their life until they are, more

or less, twelve, being also exposed to them during the Primary Stage can be a superb learning experience (Murray, 2015).

Picturebooks are a multimodal text (Martens et al., 2012) that enables children to grasp information generated by the linguistic code (written text) as for the visual one (illustration). Bearing in mind that the illustrations and the text are equally important, that both help each other to complete and contribute to the whole story, and that without one of these elements, the book will be senseless (Lewis, 2001), leads to understanding the reason for its name (Sipe, 2008). Actually, Martens et al. (2012) explained that with this genre, students read the art and integrate its meaning with the text allowing them to figure out new information. So, more than just scaffolding children with abstract ways of thinking, this activity exposes them to learning through reading and, thus, generates a positive attitude for literacy (Enever & Schmid-Schoenbein, 2006). This is why I firmly consider that the idea of creating a picture book between all the students in the class will, not only help them with their writing skills, but it will also build up a feeling of unity among them and, what is more, will enable to develop the artistic ability to express with drawings both the same message that you convey with words and the one that you do not need to write, because only with drawing it can be communicated successfully.

So it is obvious how effective it is to introduce picturebooks for stimulating children's knowledge, but especially, giving them the opportunity to understand the importance that narrative stories and literacy can have in their own learning development is a must while educating primary students'.

2.7. Transversality in picture books

The presence of the picture book in the class will not be something isolated at all. While deciding what the story could be about, I realised that students were doing a project about magic and magicians and that, surprisingly, the English area had yet not been taken into account, so I saw the possibility of keeping working around that topic to introduce transversality into this project.

Transversality is a curricular strategy that refers to the fact of dealing with several disciplines by deciding on a backbone aspect that allows boosting learning experiences around it (Sarria, 2009). Furthermore, it is also defined as an enriching tool as it connects school knowledge with daily life situations and, thus, tries to help children grow competent enough for interacting in the real world (Mora, 2018). Following this idea, Magendzo (1998) stated that the main goal of transversality must be developing students' integral formation through setting out current conflicts that may help when developing abilities and attitudes because, in the end, contributing to the formation of social values will lead into a better actuation on the future world.

Bearing in mind that if this approach is applied with cooperative teamwork it will increasingly enlarge the benefits that transversality promotes, I have wanted to introduce it into my didactic intervention. On the one hand, quite an important advantage is that it gives students the opportunity to become active participants in their learning process while building their own knowledge, promoting autonomy, and strengthening critical thinking (Caballero et al., 2014). On the other, abilities such as dialoguing, negotiating, conflict resolution, problem-solving, expressing thoughts or feelings, arguing or listening, and respecting others' ideas, are social and communication skills developed during these transversal and cooperative practices that, not only will be essential for carrying out the project as well as possible, but they also will take an important role in their everyday life (Pujolàs Maset, 2012). So, knowing these, it is implied that with the development of "Let's create a picture book", students will improve language skills, as well as social and personal ones.

In particular, in the practical part of this investigation, I am going to focus on a project demanding linguistic and artistic skills. Children will have to write a story and think about how pictures can complement it since this is the main characteristic of picture books. Actually, Arellano Yanguas (2008) stated that these are

(...) a type of book in which text and illustrations complement each other to compose an integral story, with a strong graphic preponderance that, through visual reading, incites the reader to a narrative interpretation that goes beyond the words. The key to the genre lies precisely in that relationship between both languages, a connection that can adopt different features depending on the authors' intentions. (Arellano Yanguas, 2008, p. 2).

So giving equal prominence to the writing task and to the one devoted to thinking about how the pictures can be, will be the key to success in the creation of a picture book.

Finally, and to sum up, it is obvious the importance and the necessity of introducing transversality into school as it is a practice that, throughout the use of new strategies and methodologies, tries to answer the challenges that today's society is demanding by fomenting, among children, a feeling of responsibility, criticality, and problem-solving. And, moreover, the fact of applying it around working on the creation of a picture book will highly increase its benefits.

3.   Method

In this part of my Final Project, I am going to elaborate on the method to be used for the implementation of the practice that will help me to answer the research question I set myself, as well as achieve the main objectives.

3.1.   Research question

Before starting this research, I asked myself two questions, one general and one specific:

- **General question:** What can be done to motivate learners more during English writing activities?
- **Specific question:** Proposing to create a picture book altogether and telling them that, in the end, they will have it physically in the classroom, will increase their participation and motivation during the process?

3.2.   Hypothesis

Creating stimulating situations with real purposes close to the learners' interests will lead to a significant increase in their motivation and willingness to learn.

3.3.   Objectives

Differentiation can be made between two types of objectives:

- **Main objective**
    - Encourage students to write in English through the production of a real product that can be shared.

- **Specific objective**
    - Demonstrate that providing meaningful activities help to ensure greater involvement and participation of learners.
    - Validate whether creating a picture book is a sufficiently motivating proposal to encourage writing among pupils.

3.4. Participants

This proposal has been carried out in Vedruna Tordera school, a state-subsidised educational centre that covers education from 0 to 16. Specifically, I have been provided with the opportunity of developing this practical part with fourth-graders.

The sample of this project consists of a total of 27 pupils, fifteen girls and twelve boys. Participants in this class are known for committing themselves to every activity proposed, so engagement and participation are two characteristics that, frequently, emerge during the development of the sessions. In addition, the group shows a positive attitude and clear evidence of eagerness to learn as much as possible, as well as an ability to help each other to overcome any difficulty that may appear during the learning process. When talking about English level, they try hard to understand and communicate effectively in this language and, the truth is that they succeed in this endeavour quite well.

3.5. Materials

Throughout the development of the teaching unit created for answering the research question, I created different materials that have helped me while carrying out the sessions. All this material, created solely and specifically to enable children to create a picture book, can be found in the annexes section *(see annex 7.1)*.

3.6. Procedure

The procedure of this project is divided into four sections that make it possible to explain the phases that have been followed.

3.6.1. Phases of the intervention

This didactic proposal was thought for being carried out with fourth graders over seven English sessions: three of them with the whole group, and the remaining four with only half of them, so that two sessions will be attended by group 1 and the other by group 2. Below you can see how the sessions have been organised.

Introduction		Development				Closing
Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7
The whole group	The whole group	Group 1	Group 2	Group 1	Group 2	The whole group

Figure 1: organisation of the sessions

The extended programming of this intervention can be found in the annexes *(see annex 7.2)*. Moreover, there has been a moment before starting the teaching in which I passed a pre-test to these students and, thus, a post-test once the project was finished.

3.6.2.   Data collection instruments

In order to observe students' evolution and to ensure that the results obtained are objective and real, I have developed six data analysis tools. Below is a table that helps to clarify which are the instruments used.

Quantitative analysis instruments	Qualitative analysis instruments
Pre-test and Post-test *(see annex 7.3.1)*	"2 stars and 1 wish" activity *(see annex 7.3.5)*
Rubrics (attitude, English knowledge, auto evaluation, and co evaluation rubric) *(see annex 7.3.2)*	Teacher interviews *(see annex 7.3.6)*
Vocabulary worksheets *(see annex 7.3.3)*	
Questionnaire to families (see annex 7.3.4)	

Figure 2: data collection instruments

Quantitative analysis instruments

Pre-test and Post-test

Pre-tests and post-tests are a type of activities that allow you to see what students think about a particular topic before and after the intervention has been completed. In this way, it is possible to compare the results and to see, objectively, if they have learned and enjoyed, or not. Specifically, the tests used for this project ask children for their opinion on how they feel about the written competence in English.

Rubrics

Having four rubrics will help me to obtain reality-based results. On the one hand, two of these are destined for the teacher so that, through classroom observation, attitudinal aspects and students' English language learning can be assessed. On the other hand, there are two rubrics for students that will ask them to evaluate themselves and carry out a metacognitive exercise, but also their peers.

Vocabulary worksheet

There is a vocabulary worksheet about magic and magicians which will be done twice. The first one will be at the beginning of the intervention and, the second, once the application of the unit is finished. In this way, I will be able to see if there has been an improvement in the vocabulary we have been dealing with.

Questionnaire to families

Asking for feedback from families can also be a good way to find out whether the proposal has been meaningful for the students or not. Moreover, this will be an opportunity to introduce them to school activities and, therefore, to create a stronger link between parents, school, and students.

Qualitative analysis instruments

2 stars and 1 wish

This activity allows students to reflect on the unit itself and to express their opinion, as they are asked to think of two things they liked and one that could be changed, improved, or added. In this way, we can get a real insight into the children's perception of our proposals and can adapt them to suit their interests or needs. In addition, the inclusion of pupils in their learning process is promoted, strengthening a sense of importance and validity among them.

Teacher interviews

Finally, interviewing three teachers at the school, namely the English teacher, the language assistant, and the headteacher of the Primary Education stage, will give me a real picture of what the intervention has meant in the specific context of the school and, moreover, in the group where the proposal has been carried out.

3.6.3. Data collection process

With the use of these instruments, data can be collected during different moments of the intervention to guarantee the highest possible level of objectivity when analysing the results. This is why there is collection before the start of the intervention, during it, and at the end. Below is a table that aims to summarise this information by showing when each one will be used.

	SESSIONS								
	previous	1	2	3	4	5	6	7	final
Quantitative analysis instruments									
Pre-test and Post-test	X								X
Teacher rubrics									X
Student rubrics								X	
Vocabulary worksheet			X						X
Questionnaire to families									X
Qualitative analysis instruments									
"2 stars and 1 wish" activity								X	
Teacher interviews									X

Figure 3: data collection process

3.6.4. Forms of data analysis

Using a variety of instruments that ensure the collection of enough data for being able to produce good results is as essential as knowing what strategies have to be applied while analysing them.

In order to obtain good results from the pre and post-test, as well as from the two vocabulary worksheets, it will be necessary to make a general data emptying. To begin with, the first results analysed are the pre-test and the first vocabulary sheet, followed by the results of the other two. Once this is done, a bar chart can be made to compare the information and, thus, see if there has been progress in terms of vocabulary improvement and, also, to see if students' opinion of writing learning has improved or not. The vocabulary worksheets, in particular, are going to be assessed according to the following criteria: if the student knows less than six words it will be a *Fail*, if he or she knows between seven and nine words, a *Satisfactory* will be given, if there are between ten and twelve correct words, children will get a *Notable*, and finally, the *Excellent* will go to those who get thirteen or fourteen correct words.

Regarding the attitude and the English knowledge rubrics, the same procedure is going to be followed. Making a data emptying for being able to create bar charts of every item will be primordial for the following analysis. Moreover, as the same attitude rubric has been used for assessing students' behaviour during a session in which the teacher follows the textbooks, I will also have the opportunity of comparing the results obtained throughout the development of collaborative sessions and traditional ones.

In the auto-evaluation and co-evaluation rubrics, students have many items to assess and I consider that analysing one by one would be senseless so that, in fact, it would be better to make an overview. Talking about the auto-evaluation, if a student paints 4 or more squares in green, he or she will count as an *Excellent*, if there are 4 or more in orange it will be a *Getting there*, and if there are 4 or more in red, a *Not there yet* is going to be added. In the same way, co-evaluation will

work similarly. In this case, if a pupil paints 3 green boxes, he or she will get an *Excellent*, if there are 2 or more orange ones, it will be considered a *Getting there* and, finally, if there are 3 red squares, it will be a *Not there yet.* Doing it this way, it will be easy to create bar charts and reflect on the results obtained.

Furthermore, the "2 stars and a wish" activity and the questionnaire to families are going to be analysed quite in a similar way. On the one hand, an attempt can be made to gather the students' opinions depending on their meaning, so that clear tables of results and pie charts can be provided and, on the other, a data emptying with the questionnaire is going to be done so that, again, bar charts can be created. This will be a good way to get feedback on the project, as the opinion of the pupils and families will be clearly visible.

Finally, the teacher interviews will only be analysed in a way that will help me to get an idea of how three education professionals have viewed my teaching proposal to promote writing in English.

3.7. Applied research methodology

In order to achieve the objectives set at the beginning, the development of this Final Project follows a mixed methodology, since in certain moments a quantitative method is applied and, in others, a qualitative one is used for extracting relevant dates.

To begin with, the quantitative methodology will give me the opportunity of creating graphics and numerical results that will be useful while elaborating the conclusions. Through two questionnaires, which will be given at the beginning and the end of the intervention, I will be able to compare the answers and assess whether the proposal has served to achieve the objectives set or not. In addition, the observation rubrics will help me to detect the attitude and knowledge of the group in general, as well as their participation and evolution during the sessions. In the same way, the exercise related to the vocabulary adopted during the creation of the story will help me to draw clear conclusions about if working on writing in

this way is beneficial or not. Finally, the questionnaire to the families will allow me to have an idea of what such an important agent for the children's development thinks.

Regarding the qualitative methodology, the results collected with the two instruments, "2 stars and a wish" and teacher interviews, will help me to carry out a self-evaluation process that will be very useful to be aware of the strengths and weaknesses of my proposal, as both students and teacher opinions will be taken into account.

Finally, the content of this Final Project is framed within the typology of action research, since the way to carry it out and, therefore, to achieve the main objectives set, is through the implementation of a didactic sequence in a fourth-grade classroom.

4. Results

The use of various instruments has allowed me to collect a wide variety of data which, in turn, will be useful for the elaboration of the results related to the demonstration of the importance of proposing motivating and meaningful activities to promote English writing.

4.1. Quantitative data results

4.1.1. Pre-test and Post-test

To begin with, I developed five questions to find out students' opinions about writing in English. As this survey was intended to be answered twice, I decided to pass it out before starting the intervention, so that they could answer it referring to the way they had worked so far, and once the intervention was over, so they could then reflect on the teaching unit.

The following tables and graphs show how pupils' thinking has changed after the proposal was carried out.

1. Do you like writing in English?

	Yes	Sometimes	No
Pre-test	1	17	9
Post-test	18	7	2

Figure 4: "Do you like writing in English?" Results
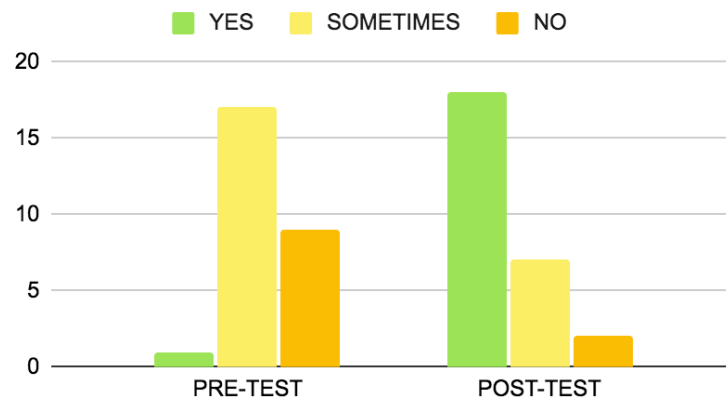
Bar chart 1: "Do you like writing in English?" Results

2. Do you have fun when you do a writing?

	Yes	Sometimes	No
Pre-test	5	9	13
Post-test	20	5	2

Figure 5: "Do you have fun when you do a writing?" Results
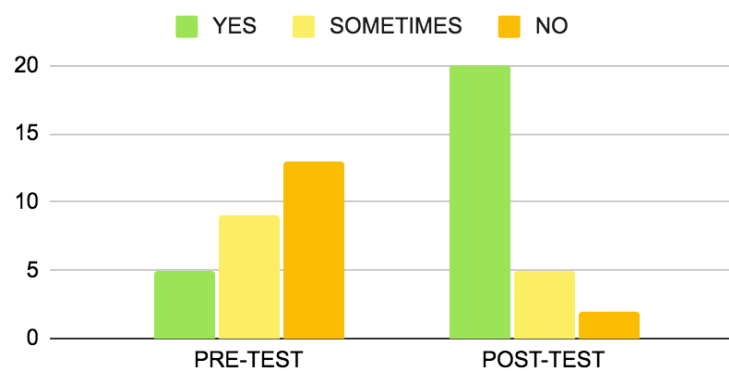
Bar chart 2: "Do you have fun when you do a writing?" Results

3. Do you feel motivated when you do a writing?

	Yes	**Sometimes**	**No**
Pre-test	5	9	13
Post-test	19	6	2

Figure 6: "Do you feel motivated when you do a writing?" Results
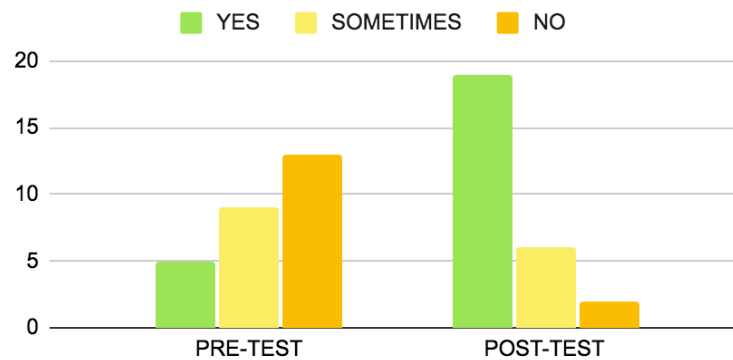
Bar chart 3: "Do you feel motivated when you write?" Results

4. Do you find it difficult to do a writing in English?

	Yes	**Sometimes**	**No**
Pre-test	17	5	5
Post-test	7	7	13

Figure 7: "Do you find it difficult to do a writing in English?" Result
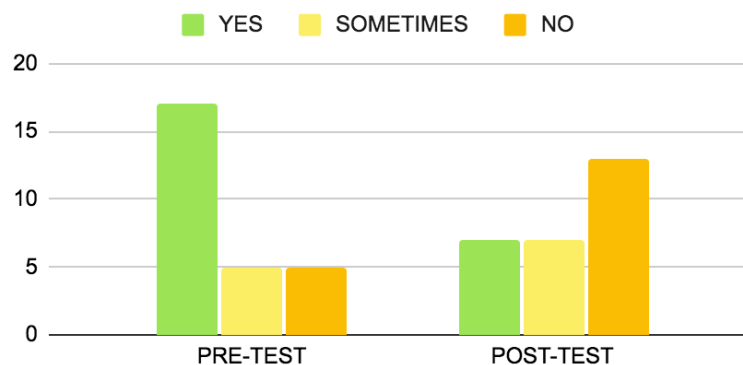
Bar chart 4: "Do you find it difficult to do a writing in English?" Result

5. Do you share your writings with your family?

	Yes	Sometimes	No
Pre-test	7	1	19
Post-test	25	-	2

Figure 8: "Do you share your writings with your family?" Results
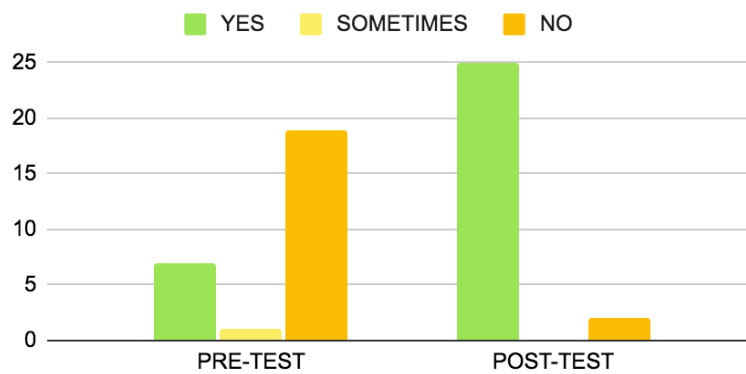
Bar chart 5: "Do you share your writings with your family?" Results

As can be seen, the results of the Post-test are much better than those of the Pre-test, which shows that proposing original and motivating projects contributes to improving students' opinion of English.

4.1.2.   Rubrics

In the following, I will present the results obtained with the assessment rubrics of English language proficiency and attitude during the sessions, as well as those carried out by the students.

English knowledge results

Comprehension

	Excellent	**Getting there**	**Not there yet**
Oral understanding	15	8	4
Written understanding	10	12	5

Figure 9: "Comprehension" Results
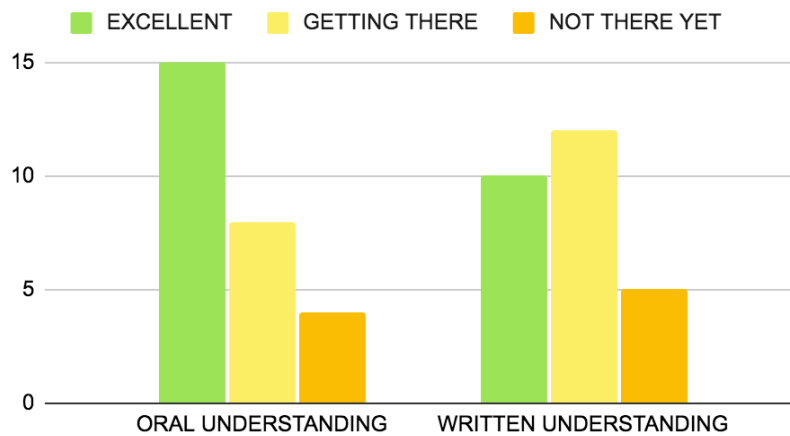
Bar chart 6: "Comprehension" Results

Communication

	Excellent	**Getting there**	**Not there yet**
Oral communication	7	15	5
Written communication	10	1	3

Figure 10: "Communication" Results
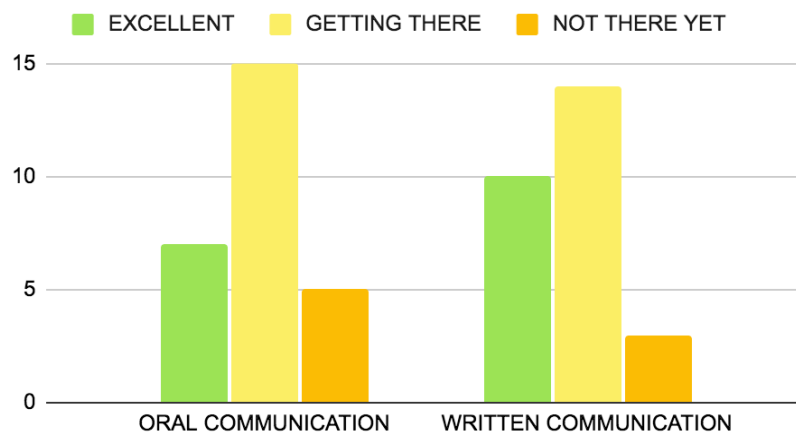
Bar chart 7: "Communication" Results

Story

	Excellent	**Getting there**	**Not there yet**
Coherence of the ideas	21	6	-

Figure 11: "Story" Results
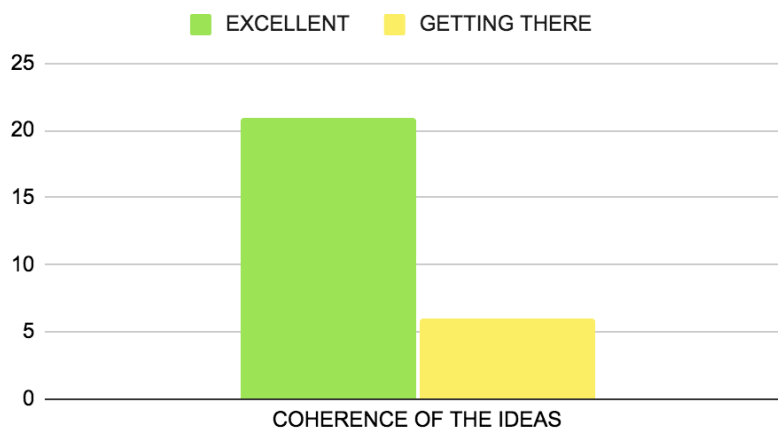
Bar chart 8: "Story" Results

Observing these results, we can ensure that a great number of students have achieved the objectives proposed. In fact, there are only between three and five children that have not reached the minimum required to successfully pass the project appraisal.

Attitudinal results

Straightaway, the results extracted with the rubric used for assessing student's attitude throughout the project and during the development of a traditional unit, are also going to be presented with tables and graphics.

Attitude during my project

	Excellent	**Getting there**	**Not there yet**
Participation	17	8	2
Behaviour	10	16	1
Learning-to-learn strategies	11	12	4
Autonomy	8	14	5
English awareness	9	16	2

Figure 12: "Attitude during my project" Results
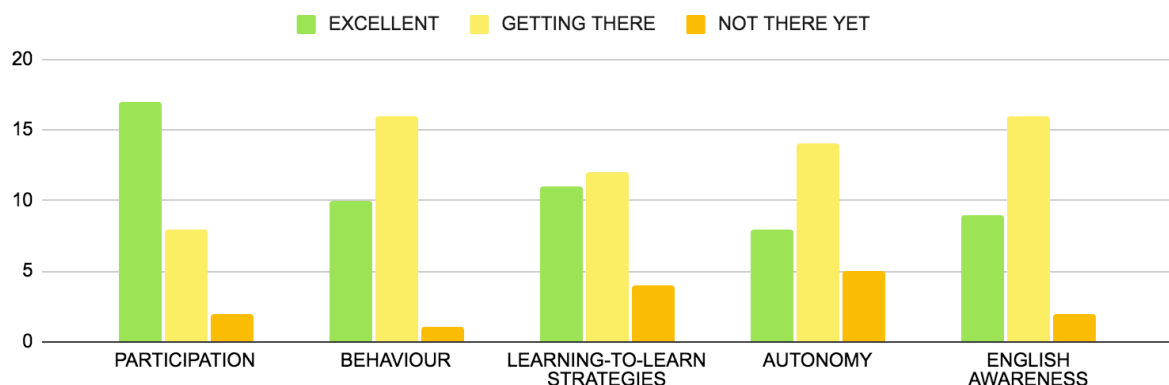
Bar chart 9: "Attitude during my project" Results

Attitude during a traditional session

	Excellent	**Getting there**	**Not there yet**
Participation	8	6	13
Behaviour	10	14	3
Learning-to-learn strategies	6	14	7
Autonomy	7	11	9
English awareness	7	15	5

Figure 13: "Attitude during a traditional session" Results
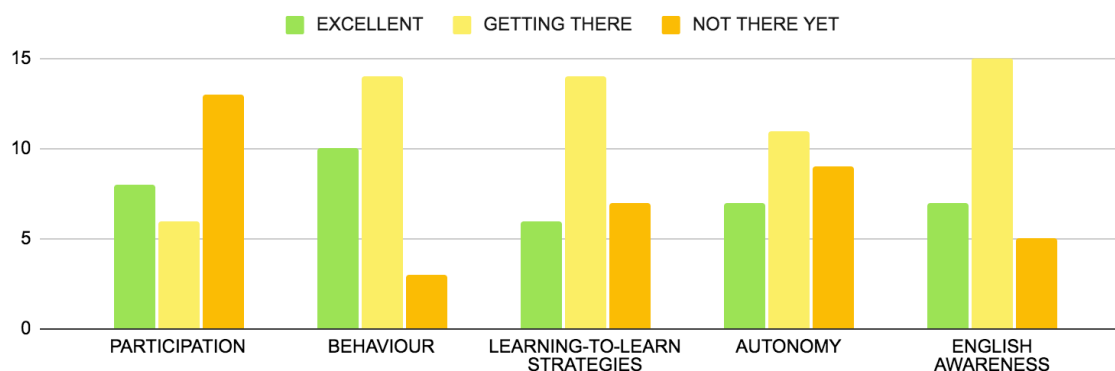
Bar chart 10: "Attitude during a traditional session" Results

Taking a look at it, it is easy to realise that students have been motivated and engaged by the activities during the creation of the picture book since their participation levels are quite higher than those registered along with traditional sessions. Moreover, I have seen how children have improved in their autonomy, also in the more collaborative sessions, as they have become familiar with using learning-to-learn strategies that, in the end, have turned into a better development, knowledge, and result. Talking about behaviour and English awareness, the results obtained are quite similar in both of the cases studied.

Auto-evaluation and co-evaluation results

Finally, the results obtained from the self and the peer assessment done by students are also going to be presented for being able to compare them.

	Excellent	**Getting there**	**Not there yet**
Auto-evaluation	19	6	3
Co-evaluation	15	10	2

Figure 14: "Auto-evaluation and co-evaluation" Results
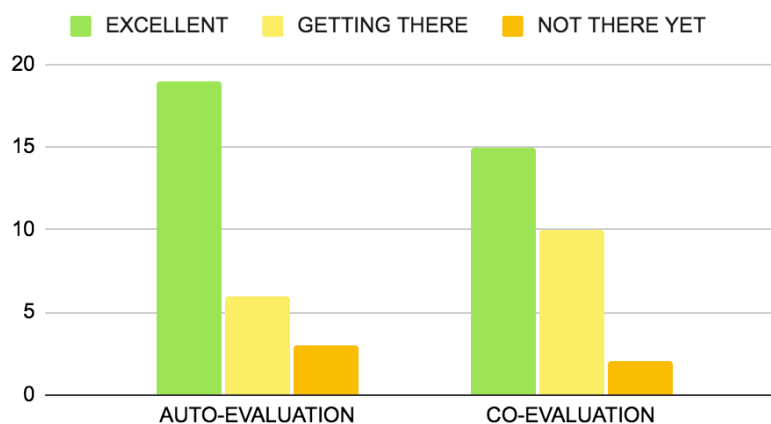
Bar chart 11: "Auto-evaluation and co-evaluation" Results

Comparing these two graphics we can see that the perception that students have of themselves is quite similar to the opinion that the class has of the others. So it can be concluded that fourth-graders have an objective and clear perception of the work and the atmosphere that there is in the class.

4.1.3. Vocabulary worksheet

I will present those results collected concerning the vocabulary worksheet made at the beginning of the intervention and the end.

	Fail	**Satisfactory**	**Notable**	**Excellent**
Second session	7	6	10	4
Last session	2	3	6	16

Figure 15: "Vocabulary worksheet" Results

Second session   _Last session_
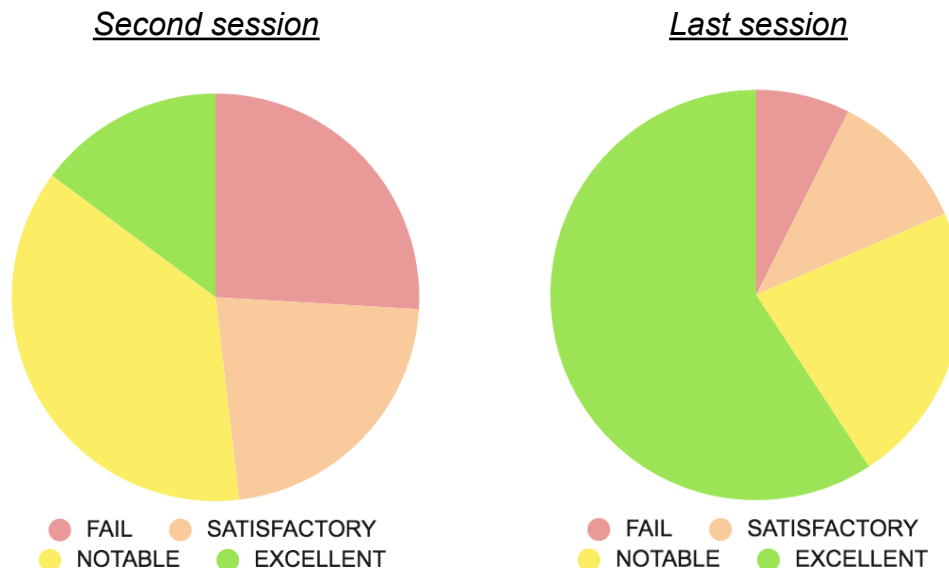
Pie chart 1: "Vocabulary worksheet" Results

Therefore, it is evident that through sessions where the vocabulary has not been worked on traditionally, there has been an improvement in their knowledge. Specifically, the first time the worksheet was done, only 15% of the students obtained a score of _Excellent_, while the second time this percentage increased to 60%. Similarly, 26% of the children scored a _Fail_ on the first attempt whereas on the second one only a 7%.

4.1.4.   Questionnaire to families

Finally, I show the results obtained with the questionnaire made to the families. In this case, I do not have answers from all of them, but only a sample of 15 adults.

Question 1: Does your child usually explain to you writing-related activities done at school?		
Yes	**Sometimes**	**No**
2	7	6

Figure 16: "Question 1" results
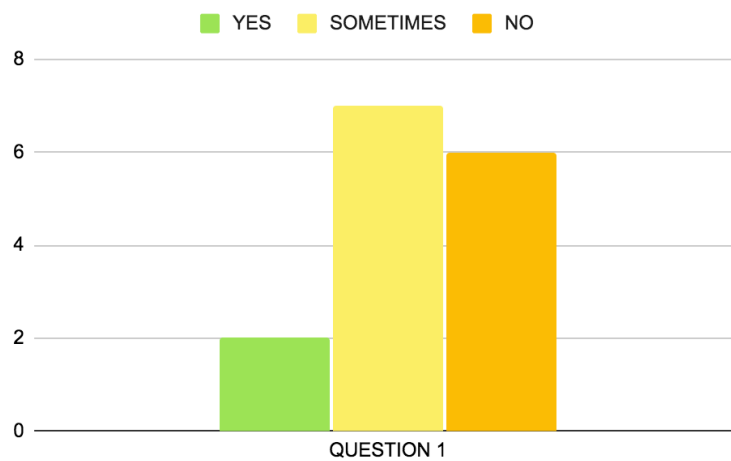
Bar chart 12: "Question 1" results

Question 2: During the time we have been doing the story in class, has he/she ever talked to you about the project?		
Yes	**Sometimes**	**No**
12	0	3

Figure 17: "Question 2" results
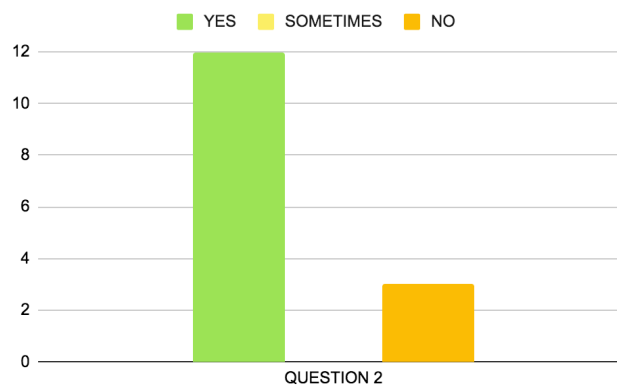
Bar chart 13: "Question 2" results

Question 3: Do you think your child has been motivated during the process?			
A lot	**Quite a lot**	**A little bit**	**Not at all**
12	3	0	0

Figure 18: "Question 3" results
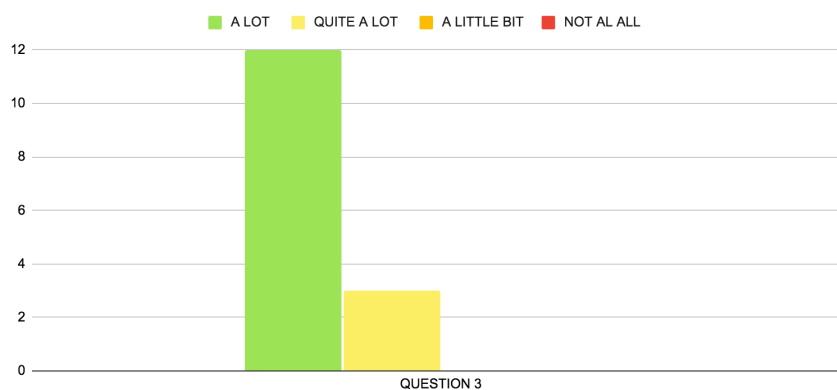
Bar chart 14: "Question 3" results

Question 4: Do you think that being able to have a story made by the whole class is a good proposal?			
A lot	**Quite a lot**	**A little bit**	**Not at all**
15	0	0	0

Figure 19: "Question 4" results
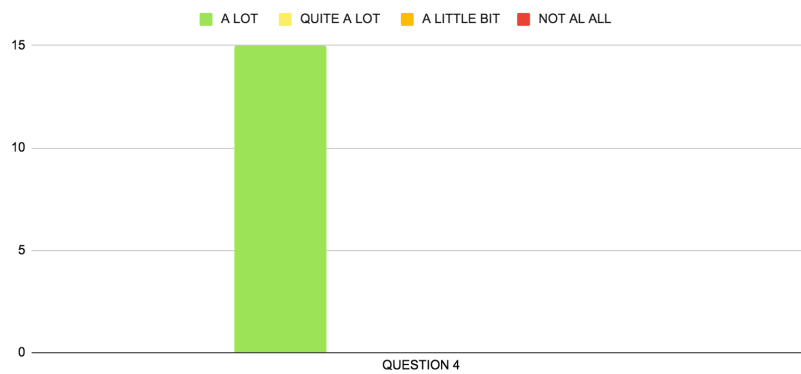
Bar chart 15: "Question 4" results

Question 5: Did you see if your son or daughter was proud of the final result when showing you the picture book?			
A lot	**Quite a lot**	**A little bit**	**Not at all**
13	2	0	0

Figure 20: "Question 5" results
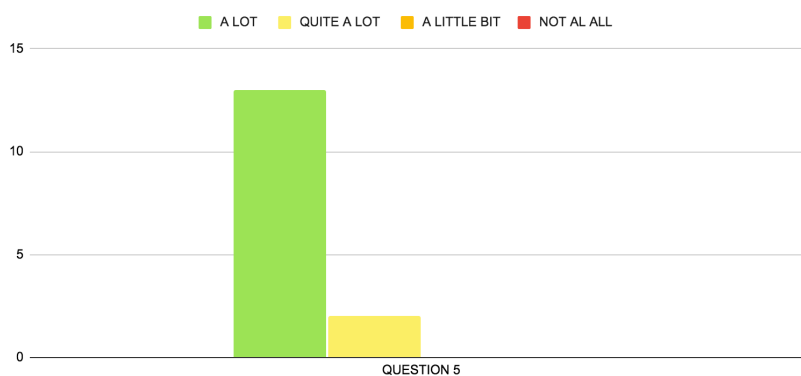
Bar chart 16: "Question 5" results

Question 6: During the day you had the picture book at home, did you talk about how we made it and were you able to read/look at it together?	
Yes	**No**
15	0

Figure 21: "Question 6" results
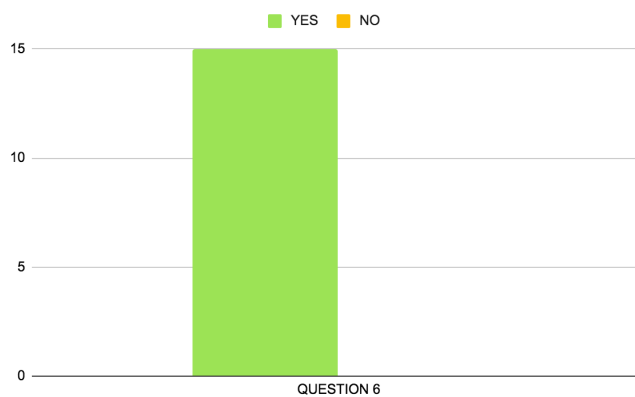
Bar chart 17: "Question 6" results

As can be seen, all the answers show a positive opinion about the project carried out, since the families express that their sons or daughters have been motivated and that they have liked the dynamics followed to create the book. In addition, all fifteen agree that the idea of creating a picture book has been very interesting.

4.2.   Qualitative data results

4.2.1.   "2 stars and a wish" activity

The following graphics refer to the answers obtained by the activity "Two stars and a wish" carried out with the Pear Deck application. In this case, students were asked to express two things they enjoyed and one that could be improved, so I collected 54 likes and 27 proposals.

Stars	
"Deciding the characters, the setting, and the problem"	14
"Writing altogether "	10
"Doing different activities"	6
"It has been funny and original "	13
"Sharing our opinion and ideas"	8
Other	3

Wish	
"Create a longer story"	7
"Draw the illustrations "	16
Other	4

Figure 22: "2 stars and a wish activity" Results

Stars

Wishes
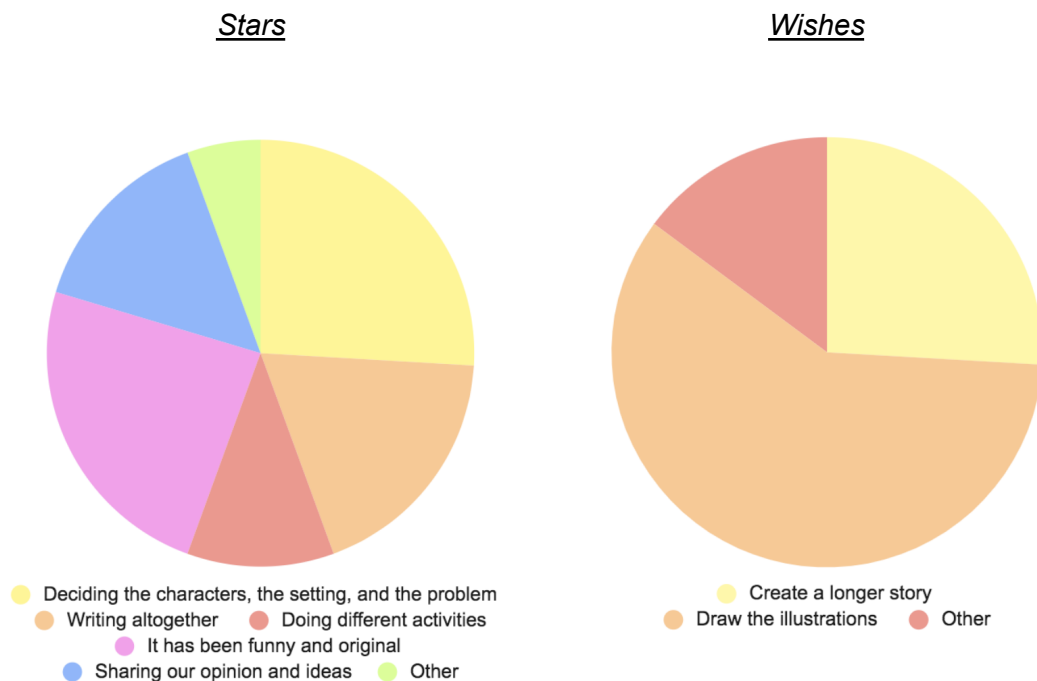
Pie charts 2: "2 stars and a wish activity" Results

Although there are different opinions, it has been easy to put them together to create these graphs which allow us to see that the greatest contribution to improvement would be to take part in the process of illustrating the picture book.

4.2.2. Teacher interviews

In order to carry out the analysis of the answers obtained from the three teachers interviewed *(see annex 7.4),* I will comment, one by one, on the results of the six questions.

Question 1: Do you think that working on writing in school is a difficult task to do during English sessions?

All teachers believe that it is a difficult activity to carry out but, at the same time, they agree that having models of written texts and good oral references will help students to adopt strategies useful for creating writings. In addition, one teacher states that the activities proposed in my project have "made it easier for the children" to elaborate on the story.

Question 2: Do you think that the children have been motivated during the development of the didactic unit? Do you think they liked the proposal?

All agree on the answer: yes. The fact of having a physical book has been very appreciated and kept them attentive to what was being done. Actually, a teacher expressed that I was able to "make a task that could be very boring (such as writing) stimulating and motivating for the students".

Question 3: From your point of view, has it been useful to work on writing in this way?

Although all three say that it has been a great idea, as it encompasses different areas of knowledge and is a motivating proposal, they believe that in certain

schools it would be difficult to apply it, as the traditional methodology is still present in many educational centres.

Question 4: What do you think of the final result of the didactic unit (physical story)?

All teachers consider it an incredible result for pupils, as they have been very excited and, actually, as one teacher said, "they have loved it".

Question 5: Do you think that using the topic of magic, which coincides with the project you had been doing during the course, was a good idea?

The fact that children were able to use a subject that was already familiar to them was a very good thing, since they had the possibility of transferring knowledge and, thus, transversality was applied in the project.

Question 6: Do you have any suggestions for improvement?

Finally, their main proposal coincides with mine. It would have been very interesting to involve pupils in the creation of drawings, but the lack of time meant that the best solution was for them to tell me what they wanted the illustrations to look like and for me to do them.

5.   Discussion and conclusion

Thanks to the work done during the development of this research, I have been able to formulate certain conclusions concerning the importance of planning activities with real purposes and close to the learner's interest for ensuring an increase in their motivation and willingness to write.

For this reason, I can answer the initial questions in an affirmative form: knowing that the final result would be the physical picture book has motivated and made them more involved in the writing process. Anyway, I believe that it was not only this that resulted in a good predisposition, but that having allowed to make a story about a subject so close to them, having let them decide all the aspects of the story, having done it together, and having achieved them to feel like the real creators and writers of the book, has been another key point to take into account.

Moreover, I can affirm that the objectives have been achieved since, through the methodology used, I have gathered results that have allowed me to corroborate this. Taking into account the references set out in the theoretical framework, I have managed the analysis of the results by separating them into four blocks. To begin with, students have shown their liking towards this proposal. Comparing the answers of the Pre-test and the Post-test has allowed me to see that there has been an improvement about the perception of writing. In particular, the question "Do you like writing?" showed that while only 3% of the class enjoyed those activities before my application after I made it, this figure rose to nearly 70%.

Furthermore, teachers have also expressed positive points from this research. It is not only the fact of having a physical result as unique as a book that they have liked but also have seen an improvement in the performance and attitude of children during the development of the sessions. In the same way, families have also been very satisfied with the work we have been doing. In fact, all 15 people interviewed agreed that being able to have a physical book created by the whole

class is a very motivating final product and has helped to maintain the desire to work on the project.

Finally, the results that I have obtained myself through the observation and the correction of worksheets have allowed me to see this improvement. On the one hand, comparing students' participation in traditional sessions and in the ones done during my intervention, I have realised that while 30% of the class participate in common sessions, 63% of them wanted to take part in the process of expressing and sharing ideas during the creation of the book. Likewise, the vocabulary has also improved since at the beginning of the didactic unit only 14% of the learners got an *Excellent* in the exercise, whereas a 60% obtained it at the end of the proposal.

I also would like to express that with this investigation I have felt very fulfilled, as it has always been my dream to publish, at some point, a children's picture book and this has served me as a first contact with this personal goal. Even though I have not created the story, I have collaborated in the process and guided students when necessary. Also, due to time constraints, they have not done the illustrations, so I have been in charge of that part. I started by sketching to show to students, when I got their approval I did it on paper, and I transferred it to cardboard and painted it, so that, finally, I could take it to the printer *(see annex 7.5)*. In addition, in order to continue with the project, an attempt could be made to publish the book and, in this way, take the project a step further.

Although the results obtained have been very satisfying, I am also aware of the limitations of my proposal. Referring to the practical part, I think that having more time would be essential. I wanted to make an original and meaningful proposal for the students and, in fact, being able to work with half groups has helped me to achieve it, but I believe that carrying it out with the whole class would be practically impossible. Moreover, I think that the project could be introduced in schools, dedicating more hours to the elaboration of the story and, above all, making use of the Arts and Crafts sessions to create the illustrations.

In reference to the ethical implications of the work, I will focus on commenting on the values and the aspects that are fostered by its development. On the one hand, respect, listening, and tolerance are the main values that have been worked on in the classroom. But I consider that the main one is having had the opportunity to transmit the value of literature to children. On the other hand, through a meaningful proposal and with an original and unique final product, I have been able to encourage the process of English writing, generating a positive attitude towards it and, at the same time, developing a literary background among students.

Finally, as for the reliability of the results, I have to say that the sample used is only of twenty-seven students from a specific school and that, therefore, generalising the results is not appropriate. Therefore, I consider that this is a very interesting field of work that, unfortunately, still needs a lot of research to provide students with motivating proposals, such as the creation of the picture book *(see annex 7.6)*, that might help them to feel fulfilled with their work.

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7.   Annexes

7.1.   Materials

7.1.1.   Session 1

7.1.1.1.   Canva presentation

Row 1, left cell:
- (1) A VILLAIN WANTS TO ELIMINATE THE MAGIC OF THE WORLD
- (2) THE MAGICIAN'S CLOAK HAS GONE
- (3) A NORMAL KID GOES TO THE MAGIC SCHOOL

Row 1, right cell:
- (1) A VILLAIN WANTS TO ELIMINATE THE MAGIC OF THE WORLD
- (4) A MAGICIAN DOES EVERYTHING BACKWARD
- (2) THE MAGICIAN'S CLOAK HAS GONE
- (3) A NORMAL KID GOES TO THE MAGIC SCHOOL

Row 2, left cell:
- (1) A VILLAIN WANTS TO ELIMINATE THE MAGIC OF THE WORLD
- (4) A MAGICIAN DOES EVERYTHING BACKWARD
- (2) THE MAGICIAN'S CLOAK HAS GONE
- (5) A MAGICIAN ONLY USES MAGIC FOR BAD THINGS
- (3) A NORMAL KID GOES TO THE MAGIC SCHOOL

Row 2, right cell:
- (1) A VILLAIN WANTS TO ELIMINATE THE MAGIC OF THE WORLD
- (4) A MAGICIAN DOES EVERYTHING BACKWARD
- (2) THE MAGICIAN'S CLOAK HAS GONE
- (5) A MAGICIAN ONLY USES MAGIC FOR BAD THINGS
- (3) A NORMAL KID GOES TO THE MAGIC SCHOOL
- (6) A MAGICIAN TEACHES A FRIEND HOW TO BE A MAGICIAN

Row 3, left cell:

Where it is going to happen?

Row 3, right cell:
- (1) AT THE SCHOOL.

Row 4, left cell:
- (1) AT THE SCHOOL.
- (2) AT THE MOON.

Row 4, right cell:
- (1) AT THE SCHOOL.
- (2) AT THE MOON.
- (3) HE/SHE TRAVELS AROUND THE WORLD.

Row 5, left cell:
- (1) AT THE SCHOOL.
- (4) AT HIS/HER HOUSE OR TOWN.
- (2) AT THE MOON.
- (3) HE/SHE TRAVELS AROUND THE WORLD.

Row 5, right cell:
- (1) AT THE SCHOOL.
- (4) AT HIS/HER HOUSE OR TOWN.
- (2) AT THE MOON.
- (5) IN A TRAIN.
- (3) HE/SHE TRAVELS AROUND THE WORLD.

• AT THE SCHOOL.	:: AT HIS/HER HOUSE OR TOWN.	

• AT THE MOON.	::: IN A TRAIN.
∴ HE/SHE TRAVELS AROUND THE WORLD.	::: IN A CASTLE.

Which other character is going to appear?

• A RABBIT

• A RABBIT
: A LITTLE BIRD

• A RABBIT
: A LITTLE BIRD
∴ A DRAGON

• A RABBIT	:: A FAIRY
: A LITTLE BIRD	
∴ A DRAGON	

• A RABBIT	:: A FAIRY
: A LITTLE BIRD	:: A WITCH
∴ A DRAGON	

• A RABBIT	:: A FAIRY
: A LITTLE BIRD	:: A WITCH
∴ A DRAGON	::: A KING OR A QUEEN

Parts of a story...

Parts of a story...

BEGGINING   MIDDLE   END

7.1.1.2.   Worksheet 1

Worksheet 1

Name:

THE PROTAGONIST

1. The protagonist is a boy / girl.
2. How old is the protagonist? He/She…………………………………………………….…
3. Where is he from? ……………………………………………………………….…
4. He / She wears ……………………………………………………………………
    …………………………………………………………………...……………………
    ………....………………………………………………………………………………
    ……………………………………………………………………………………….…
5. Physically, he / she (talk about the eyes, nose, mouth and hair) ……....…..…………
    ………………………………………………………………………………………
    …………………………………………………...…………………………………
    …………………………………………….……………………………………………
6. The protagonist's name is …………………………………………………………

Physically: físicament	**Blond:** ros	**Brown:** castany
Curly: arrisat	**Straight:** llis	**Cloak:** capa
Top hat: barret de copa	**Magic wand:** vareta màgica	

7.1.1.3. Options for worksheet 2

OPTIONS FOR WORKSHEET 2

AT THE SCHOOL

1. The students in the school are normal / magicians.
2. The teachers are normal / magicians.
3. The colour of the walls, tables, and chairs:……………………………………………………
   ………
4. Describe the teacher ………..…………………………………………………………………
   ………
5. The name of the school is………………………………………………………………………

Walls: parets	**Unpleasant:** antipàtic	**Friendly:** amable
Almost every: gairebé tots		

AT THE MOON

1. He / She has arrived…………………………………………………………………………
   …………………………………………………………………………………………………...…
2. He is alone / There are more people.
3. Where does he / she sleep? …………………………………………………………………
   ……
4. He can / can't speak with people on Earth.
5. Does he / she meet any spatial creature? …..…………………………………...…………
   ……

Alone: sol	**Rocket:** coet	**Meet:** conèixer
Spatial creature: criatura espacial		

OPTIONS FOR WORKSHEET 2

AROUND THE WORLD

1. He / She travels by ………………………………………………………………………….…
2. Does he / she make new friends? …………………………………………………………….
3. To which countries does he / she go? ………………………………………………………
   ………………………………………………………...…………………………………………...…
4. He/She is alone/with more people
5. He/She wants to come back home / keep travelling.

Travel: viatjar	**Country:** pais	**Alone:** sol
Come back: tornar	**Keep:** seguir	

AT THE HOUSE / AT THE TOWN

1. This town is real / imaginary.
2. Describe the town (there is / there are)…………………………………....…………...……
   ………
   ………
3. Describe the house (colour, rooms, size)………………………………………………………
   ………
   ………
4. Who lives in the house? …………………………………………………………………………
   ………
5. The name of the town is ………………………………………...……………………………

Walls: parets

OPTIONS FOR WORKSHEET 2

IN A TRAIN

1. It is a normal / magic train.
2. Where does the train depart from?…………………………………………………………
3. Where does the train arrive? …………………………………………………………..…
4. Are there rooms in the train? ………………………………………………………………
5. Describe the train……………………………………………………………………..………
   ………
   ………

Coach: vagó	**Depart:** sortir

IN A CASTLE

1. Who lives in the castle? ……………………………………………………………………….……
   ………
2. Is it enchanted? ………………………………………………………………………………….…
3. Where is it? …………………………………………………………………………………………
4. Is it easy to enter the castle? Why? …………………………………………………………
   ………………………………………………………………………………………………………...…
5. Describe the castle……………………………………………………………………….…………
   ………
   ……………………………………………………………………………………………………...…

Enchanted: encantat	**Walls:** parets	**Fortress:** fortalesa
Guarded: vigilat	**Moat:** fossat (aigua que rodeja el castell)	**Drawbridge:** pont llevadís

7.1.1.4.   Options for worksheet 3

OPTIONS FOR WORKSHEET 3

A RABBIT

1. Does it speak?...
2. Describe the rabbit ....
    ....
    ....
3. Is it a good or a bad character?..
4. Where does it live? ....
5. The name of the rabbit is...

Den: cau	**Speak**: parlar	**Tail**: cua
Teeth: dents		

A BIRD

1. Does it speak?...
2. Describe the bird...
    ....
    ....
3. Is it a good or a bad character?..
4. Where does it live? ....
5. The name of the bird is...

Speak: parlar	**Wings**: ales	**Beak**: bec

OPTIONS FOR WORKSHEET 3

A DRAGON

1. Does it speak?...
2. Describe the dragon..
    ....
    ....
3. Is it a good or a bad character?..
4. Where does it live? ....
5. The name of the dragon is...

Wings: ales	**Fire**: foc	**Cave**: cova
Horn: banya	**Tail**: cua	**Speak**: parlar

A FAIRY

1. What can she do?..
    ....
2. She wears..
    ....
3. Is it a good or a bad character?..
4. Where does she live? ....
5. Physically, she (talk about the eyes, nose, mouth and hair) ....
    ....
    ....
6. The name of the fairy is...

Glittery: de purpurina	**Dress**: vestit	**Magic wand**: vareta
Wings: ales	**Blond**: ros	**Brown**: castany
Physically: físicament	**Straight**: llis	**Curly**: arrisat

OPTIONS FOR WORKSHEET 3

A WITCH

1. What can she do?..
    ....
2. She wears..
    ....
3. Is it a good or a bad character?..
4. Where does she live? ....
5. Physically, she (talk about the eyes, nose, mouth and hair) ....
    ....
    ....
6. The name of the witch is...

Spell: conjur	**Blond**: ros	**Brown**: castany
Physically: físicament	**Straight**: llis	**Curly**: arrisat
Wart: berruga	**Dress**: vestit	**Broomstick**: escombra màgica

A KING OR A QUEEN

1. This character is a king / queen
2. She wears..
    ....
3. Is it a good or a bad character?..
4. Where does he / she live? ....
5. Physically, he/she (talk about the eyes, nose, mouth and hair) ....
    ....
    ....
6. The name of the king / queen is...

Crown: corona	**Cloak**: capa	**Physically**: físicament
Brown: castany	**Blond**: ros	**Curly**: arrisat
Straight: llis		

7.1.1.5.   Worksheets used during session 1

<u>Worksheet 1</u>   <u>Name:</u>

THE PROTAGONIST

1. The protagonist is a boy / girl.
2. How old is the protagonist? He/She………………………………………………………….
3. Where is he from? …………………………………………………………………………..
4. He / She wears …………………………………………………………………………….
   ……………..……………………………………………………..……..…………………
   ………………………………………………………………………………………………
   ……………………………………………………………………………..……………….
5. Physically, he / she (talk about the eyes, nose, mouth and hair) ……....…..…….…….
   ………………………………………………………..…………………………………….
   ………………………………………………………..…………………………………….
   ………………………………………………………….…..……………………………….
6. The protagonist's name is ……………………………………………………………….

Physically: físicament	**Blond**: ros	**Brown**: castany
Curly: arrisat	**Straight**: llis	**Cloak**: capa
Top hat: barret de copa	**Magic wand:** vareta màgica	

Worksheet 2   Name:

AROUND THE WORLD

1. He / She travels by ………………………………………………………………...
2. Does he / she make new friends? …………………………………………………...
3. To which countries does he / she go? ……………………………………………………
   …………………………………………...……………………………………………......
4. He/She is alone/with more people
5. He/She wants to come back home / keep travelling.

Travel: viatjar	**Country:** pais	**Alone:** sol
Come back: tornar	**Keep:** seguir	

Worksheet 3   Name:

A DRAGON

1. Does it speak?...
2. Describe the dragon..
   ....
   ....
3. Is it a good or a bad character?..
4. Where does it live? ....
5. The name of the dragon is……………………………………………………………

Wings: ales	**Fire**: foc	**Cave**: cova
Horn: banya	**Tail**: cua	**Speak**: parlar

7.1.1.6.   General idea

GENERAL IDEA OF THE STORY

THE PROTAGONIST

NAME	His name is Jak.
HOW OLD IS HE?	He is 32 years old.
WHERE IS HE FROM?	He is from Tordera but we have to imagine that it is a magic world.
WHAT HAPPENS TO HIM?	When it is his birthday he has to do an exam to see if he knows how to do magic or not but he always fails it. One day the teacher tells him that he won't be able to do magic anymore and he is so angry that he decides to eliminate the magic of the world.

HE TRAVELS AROUND THE WORLD

HOW DOES HE TRAVEL?	He uses his unicorn.
DOES HE LIKE TRAVELING?	Yes, he loves it.
WHERE DOES HE GO?	He travels all around the world and visits all the continents.

THE DRAGON

CAN IT SPEAK?	Yes, it can.
IS IT GOOD OR BAD?	It is a good character.
WHERE DOES IT LIVE?	It lives in a cave.
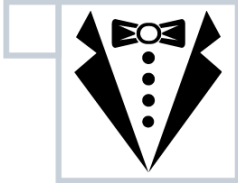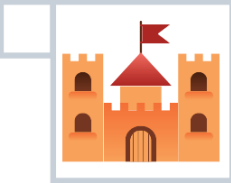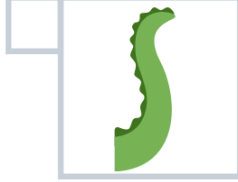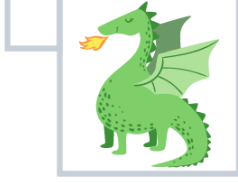
7.1.2.   Session 2

7.1.2.1.   Worksheets (station 1, 2, and 3)

NAME:

STATION 1

RELATE EACH PICTURE WITH A WORD

1- top hat	
2- magician	
3- magic wand	
4- cloak	
5- shoes	
6- shirt	
7- bow tie	
8- wavy hair	
9- dragon	
10-castle	
11- wings	
12- fire	
13- tail	
14- unicorn	
15- horn	

SCORE   /15

STATION 2

COMPLETE THE SENTENCES WITH THE CORRECT VERB

TO BE	GO	HAVE	TRANSFORM	LIVE

1- We _____ to school everyday.

2- Jak _____ a magician.

3- Magicians _____ a top hat.

4- The dragon _____ in a castle.

5- Magicians _____ a prince into a frog.

RIDE	KNOW	CRY	WALK	DECIDE

1- We _____ around the street.

2- Jak _____ to eliminate the magic.

3- Jak _____ the unicorn.

4- Jak _____ when he is sad .

5- A magician _____ how to do magic.

TRAVEL	FLY	ELIMINATE	VISIT	SPEAK

1- A villain wants to _____ the magic.

2- The dragon can _____ with Jak.

3- Jak _____ many countries.

4- Jak _____ around the world .

5- The dragon can _____ through the sky.

SCORE	/15

STATION 3

FIND THE WORDS AND TRANSLATE THEM

A	M	F	T	J	R	D	C	C	J	N	P	O
S	C	A	R	E	D	L	K	A	E	N	M	Y
N	U	U	V	G	R	D	B	L	K	E	F	S
N	I	K	L	M	V	E	S	M	A	X	X	U
E	L	R	T	S	A	D	S	W	V	C	U	R
R	G	T	I	R	E	D	E	S	C	I	K	P
V	W	S	C	O	D	M	R	C	D	T	W	R
O	O	P	T	D	W	O	R	R	I	E	D	I
U	H	A	P	P	Y	V	R	W	S	D	A	S
S	E	F	K	V	E	S	L	O	U	G	E	E
B	C	D	F	E	D	-	U	P	I	O	I	D
A	N	G	R	Y	R	E	W	B	K	O	G	E

WORRIED

NERVOUS

EXCITED

SURPRISED

FED-UP

SCARED

TIRED

HAPPY

SAD
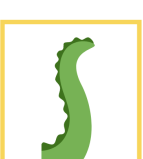
ANGRY

CALM

ENFADAT - SORPRÈS - CONTENT - PREOCUPAT - CANSAT - FART
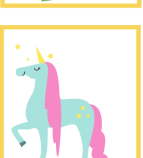
TENIR POR - TRANQUIL - TRIST - NERVIÓS - ENTUSIASMAT

SCORE	/11

7.1.2.2.   Cards (station 4)

MAGICIAN	
MAGIC WAND	
SHIRT	
CLOAK	
MAGIC TRICK	
FIRE	
WINGS	
TOP HAT	

BOW TIE	
WAVY HAIR	
TAIL	
UNICORN	
CASTLE	
SHOES	
DRAGON	
HORN	

SER/ESTAR	TO BE	TO GO
TENIR		
VIURE	TO HAVE	TO TRANS-FORM
SABER / CONÈIXER		
ANAR	TO LIVE	TO RIDE
TRANSFOR-MAR		
MUNTAR	TO KNOW	TO CRY
PLORAR		

CAMINAR	TO WALK	TO DECIDE
VIATJAR		
ELIMINAR	TO TRAVEL	TO FLY
PARLAR		
DECIDIR	TO ELIMI-NATE	TO VISIT
VOLAR		
VISITAR	TO SPEAK	

SAD		
HAPPY		
ANGRY		
CALM		
SCARED		
TIRED		
WORRIED		
NERVOUS		

EXCITED		
SURPRISED	ENTUSIASMAT	SORPRÈS
FED-UP	FART	

7.1.2.3.   "Tip" station 2

present

If we talk about
he / she / it

→

we have to add
- s

He goes to the school
She eats a pizza
It drinks water

7.1.3.   Session 3

7.1.3.1.   Worksheet: beginning of the story

Name:

BEGINNING OF THE STORY

Jak is a little ……..…… that is learning how to do ………..… because she/he lives in a ………..… world where everybody is a …………………….

When it is his/her birthday he has/have to pass an exam to see if he/she knows how to do ………….…. or not.

Today is his sixth birthday and she/he has to do a …………………….……….. He/She has to ………………………………..………………………………………………………………… …………………………………………………………………………………………………..

Everything seems to be going well but, suddenly………….! Jak …………………...…………… …………………………………………………………………………………………………… ……………………………………………………………………………………………………

She/He have/has not passed the exam.

Today is his eighteenth birthday and she/he has to do a ……………………….. He/She has to ………………………………..………..………………………………………………… …………………………………………………………………………..………………………

Everything seems to be going well but, suddenly………….! Jak …………………………...…….. ………………...………………………………………………………………………..……….. ………………………………………………………...……..……………………………………

She/He have/has not passed the exam.

Today is his thirty second birthday and she/he has to do a ………………………….. He/She has to ………………………………..………..………………………………………………… …………………………………………………………………………..………………………

Everything seems to be going well but, suddenly………….! Jak …………………………...…….. ………………...………………………………………………………………………..……….. ………………………………………………………...……..……………………………………

She/He have/has not passed the exam.

7.1.3.2.   Model writing

MODEL WRITING

Andrea is a little girl that is learning to make cakes because she lives in a cooking world where everybody is a pastry chef.

When it is her birthday she has to pass an exam to see if she knows how to make a cake or not.

Today is her sixth birthday and she has to make a cake. She has to make a white chocolate cake with a snowman. Everything seems to be going well but, suddenly…. PLAF! Andrea stumbles and the cake falls down to the floor… She has not passed the exam.

Today is her eighteenth birthday and she has to make a cake. She has to make a milk chocolate cake with a sledge. Everything seems to be going well but, suddenly…. PLAF! Andrea stumbles and the cake falls down to the floor… She has not passed the exam.

Today is her twenty-fifth birthday and she has to make a cake. She has to make a black chocolate cake with a castle. Everything seems to be going well but, suddenly…. PLAF! Andrea stumbles and the cake falls down to the floor… She has not passed the exam.

Pastry chef: pastisser	**Snowman**: ninot de neu	**To be going well:** anar bé
Suddenly: de cop i volta	**Stumbles**: ensopegar	**Fall down:** caure
	Sledge: tobogan	

7.1.4.   Session 5

7.1.4.1.   Live Worksheets used

STORY

Fill in the gaps to complete this part of the story

The 1 .... stop is Asia!

They .... in (decide the name of the school) .... and
they .... to do a ....
to .... the magic of this place.

ASIA

Answer this question

Which magic trick do they do to eliminate the magic?

https://es.liveworksheets.com/5-ym286354tl

STORY

Fill in the gaps to complete this part of the story

The 2 .... stop is Australia!

They .... in (decide the name of the school) .... and
they .... to do a ....
to .... the magic of this place.

OCEANIA

Answer this question

Which magic trick do they do to eliminate the magic?

https://es.liveworksheets.com/5-ka286361ij

STORY

Fill in the gaps to complete this part of the story

The 3 .... stop is Africa!

They .... in (decide the name of the school) .... and
they .... to do a ....
to .... the magic of this place.

AFRICA

Answer this question

Which magic trick do they do to eliminate the magic?

https://es.liveworksheets.com/5-iz286364fq

STORY

Fill in the gaps to complete this part of the story

The 4 .... stop is America!

They .... in (decide the name of the school) .... and
they .... to do a ....
to .... the magic of this place.

AMERICA

Answer this question

Which magic trick do they do to eliminate the magic?

https://es.liveworksheets.com/5-an286365pv

STORY

Fill in the gaps to complete this part of the story

The 5 .... stop is Europe!

They .... in (decide the name of the school) .... and they .... to do a .... to .... the magic of this place.

EUROPE

Answer this question

Which magic trick do they do to eliminate the magic?

https://es.liveworksheets.com/5-xl286370kz

7.1.5.   Session 6

7.1.5.1.   Document with missing words

Jak is really …….**A**……, if he …….**B**…… the cloak he is going to …….**C**……. the magic

of the …..**D**….., but suddenly…

A   - sad
       - angry
       - happy
	B - paints
	        - wears
	        - sings
		C - eliminate
		         - help
		         - say
			D - town
			         - world
			         - moon

He sees something in the …..**E**….. it is very ……**F**……. OOOOH! It is a ……**G**……. Now

Jak is really ……**H**…….!!

E   - sky
      - magic
      - cloak
	F - small
	       - big
		G - bird
		        - rabbit
		        - dragon
			H - sad
			        - happy
			        - scared

7.2. Extended programming

DIDACTIC UNIT			
Area	**Course**	**Trimester**	**Length**
English	4th of Primary	Second	7 sessions
Justification			

"Let's create a picture book" is a project focused on a child-centred approach that, through shared writing and cooperative learning, wants students to participate in the process of planning, writing, and creating a picture book based on magic and magicians. Actually, it asks them to be creative, to develop a story, to think carefully of how to relate the main ideas with clarifying draws, to choose an appropriate title, and, finally, to revise it. So its objective is to promote a competent development of the English language through a meaningful and motivating proposal.

Moreover, as picturebooks have been quite an important element during their social and cognitive development, it would be easier to transform this unit into an engaging and meaningful one. And, what is more, not only they will be dealing with the language for creating their own picture book, but they will also have a physical result to see and share with their friends and families. Additionally, as this teaching unit seeks to promote one of the most complex activities that students can face while learning a language -writing-, it is designed with the aim of getting closer to children's demands and interests, giving them the chance to express themselves by sharing their thoughts and ideas using English in a significant way and for a real purpose.

So considering all these issues, I do believe that carrying out this teaching unit with fourth-grade students not only will boost their interest while writing, as they will have a lead role during the whole process, but it will allow them to see the importance

that narrative stories have in their development given that working around picture books will build a literary background, generating a positive attitude towards it.

Basic competencies
Linguistic and audiovisual communicative competence Artistic and cultural competence
Area competencies

Foreign language area

Oral communication dimension

C1: Get basic information and understand simple oral texts.

C3: Interact orally according to the communicative situation using basic conversational strategies.

Reading comprehension dimension

C4: Apply strategies to obtain basic information and understand simple written texts.

Written expression dimension

C8: Produce simple texts appropriate to the communicative situation and with the help of support.

C9: Revise the text to improve it according to the communicative situation with the help of specific supports.

Art education area

Imagination and creativity dimension

C9: Design and carry out artistic projects and productions

Area of education in social and civic values

Interpersonal dimension

C4: Show attitudes of active respect towards people, their ideas, choices, beliefs, and the cultures that make them up.

C6: Adopt cooperative learning habits that promote personal commitment and

attitudes of coexistence.

Objectives	Contents
1. Encourage English writing. 2. Write a story becoming aware of its structure and characteristics. 3. Promote the process of planning, writing, and revising. 4. Learn and use new vocabulary related to magic and magicians. 5. Improve listening comprehension skills. 6. Foment basic oral interactions in the class. 7. Work cooperatively respecting everyone's ideas.	***Oral communication*** - Understanding simple and chained classroom instructions. - Participation in social exchange situations in the classroom by respecting the rules of oral communication. - Identify basic and specific vocabulary. - Use of language structures in the most common oral productions. - Respect, attention, understanding, and appreciation for others' oral interventions.
Key contents	***Reading comprehension*** - Comprehension of simple texts.
- Strategies for oral and written understanding. - Strategies for expression: planning, production, and revision. - Strategies for oral interaction. - Organisation and structure of the text: adequacy, coherence, and cohesion. - Vocabulary: usual and specific vocabulary. - Spelling of familiar and commonly used words. - Value literary texts.	***Written expression*** - Written production strategies and resources. - Use of simple and familiar expressions and phrases. - Application of language skills in the production of short written texts. ***Knowledge of how the language works and how to learn it*** - Skills and strategies for learning new vocabulary, expressions, and structures. - Recognition and use of vocabulary, forms, and structures previously used.

- Recognise the topic, the main idea, and the secondary one. - Use of TACs. - Responsibility and co-responsibility. - Social abilities. - Attitudes that contribute to the emotional well-being of the group while working in cooperative teams.	*Literary education* - Writing simple literary texts. - Respect for others' productions.

Evaluation criteria

- Capture the global and specific message of the most common oral productions and interactions that take place in the classroom.
- Use oral English in classroom situations.
- Write meaningful sentences and short texts from models with a specific purpose and with an established format, both on paper and digital.
- Appreciate English as an instrument of communication and participate with interest in activities in which it is used.
- Use some learning-to-learn strategies, such as asking for clarification, communicating with gestures, using illustrated dictionaries, and identifying some personal aspects that help you learn better.
- Demonstrate some degree of autonomy in solving learning situations.

Methodology

To begin with, project-based learning is an approach that emerged with the necessity of providing deeper learning by setting out real problems (Pellegrino & Hilton, 2012) and, thus, asking students to be involved in its investigation. Actually, Solomon (2003, p. 1) reported that it allows students to "work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary" and he ensured that their learning is boosted as they can connect knowledge with something real, develop complex skills such as collaboration, reflection and problem-solving, and, finally, increase and improve important attitudes towards learning (Thomas, 2000). Another important aspect is that the teacher

adopts a guidance role and forgets the fact of giving direct instruction on how the problem has to be solved.

Considering this, it is necessary to apply a child-centred approach. This method, as its name indicates, wants to put students right in the middle of the learning process by asking what they would like to learn. Providing them with the opportunity to express their opinions, views, and experiences prevents them from becoming "excluded and silenced" from their own education (Alderson, 2008) as students are given a voice while demonstrating respect for their interests and assents. Moreover, both teachers and students adopt an essential role. On the one hand, educators must notice engaging issues for developing an appropriate curriculum for the group and, on the other, children have to become autonomous while getting control of their own learning, always relying on the teacher's guidance (Bayram-Jacobs & Hayirsever, 2016).

Additionally, cooperative learning does also take part in this project. Balkcom (1992, p. 2) defined it as a "teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject". Therefore, everyone in the group should be responsible for learning, but also for helping their peers to learn. Finally, regarding its benefits, they have been described and grouped into three stages: social, psychological, and academic benefits (Johnson & Johnson, 1989). Stimulating divergent thinking, encouraging the process of forming and expressing ideas, thoughts, or beliefs, improving communication skills, developing positive feelings towards oneself, or promoting critical thinking, is just a little part of the endless list of advantages that this approach entails (Thakral, 2017).

Finally, the last approach that will be used is shared writing, a collaborative task for teaching students how to write by writing with them. They are asked for their ideas, help, and participation and the teacher writes on the board what the students say, providing extra support and guiding them when necessary. With its application, (Routman, 2005) participation and creativity are increased as each student can gain

with their mates' contributions (Galbraith et al., 2005). Another point is that this guide covers the hardest part while writing: organising ideas. So by applying it in the class, children will master the process and, in the end, they will be able to spontaneously write independently (de Lange et al., 2018). Furthermore, writing what students say gives you the opportunity of inviting them to read the word back as you point them out (Peregoy et al., 2008) in a way that is possible to highlight functional writing and illustrate the relation of the print to speech, helping them to develop sight vocabulary, and sound/symbol correspondences.

Diversity attention

Although it is a challenging project, developing a substantial part of it during the sessions in which the group is divided helps to ensure a better learning experience for all students. Specifically, during the first two sessions, each of which will be conducted with the entire class, there will be three teachers in the classroom, so it will be easier to focus on those students needing special attention.

Another important aspect is that as a great part of the project will be developed in groups, mixing students according to their needs by creating well-balanced and heterogeneous groups or pairs could also be an option, so that every child will be able to provide and receive some benefits and, moreover, those students who need special help could count on the other members of the group, as well as the teacher. Many cases of diversity emerge in the class. To begin with, there is a boy with Attention Deficit Hyperactivity Disorder (ADHD), so he finds it so hard to stay motivated and active during the session. Anyway, if he really enjoys an activity, he participates frequently and tries to learn as much as he can about it. Due to this, it is therefore important to anticipate and act according to these characteristics to ensure that he can learn and accomplish as many tasks as possible. Another student to consider is one having Autism Spectrum Disorder (ASD). In general, he is able to follow all the class activities but with a special condition: it is imperative to explain what is going to be done before starting the activity so that he has a clear understanding of what is expected of him. Moreover, there are two students with an individualised plan that struggles with English, so for both of them, two main

scaffolding will be provided. On the one hand, all the explanations will be given to them in English and Catalan for ensuring their comprehension and, on the other, visual aids will also be very present for them, so that it will be easier to relate new English words with a clarifying image.

Finally, other strategies will be used to ease the development of this project for the students in the class. Spell-checking software while using laptops will be at their disposal if necessary, some conceptual and language scaffolding, positive reinforcement, model writings, and questioning and supporting students to guide them in the construction of their learning will be quite present during the sessions.

Evaluation

This teaching unit will be evaluated both for the teacher and the students. Bearing in mind that children can also contribute to the improvement of every teaching practice, will give them a greater sense of participation and, thus, they will feel more integrated and involved in their own learning process. Moreover, this proposal seeks to offer continuous evaluations, assessing the perseverance, effort, and involvement shown by the students.

On the one hand, the teacher will use rubrics to evaluate different activities and attitudes. To begin with, observation will be essential during the whole process. In the class, there will be twenty-seven children working on the same didactic proposals but each one at his or her own pace, level, and according to his or her abilities. Therefore, by observing them, the teacher will be able to evaluate in a more personalised way and take into account the different individual rhythms. Actually, there will be two rubrics. The first one is going to be used for evaluating students' attitude, participation, autonomy, and learning-to-learn strategies *(see annex 7.3.2.1)*, whereas the second is going to be focused on English knowledge, meaning that it will take into account aspects such as comprehension and expression, both oral and written *(see annex 7.3.2.2).* Furthermore, the correction of the worksheets done by students will provide the teacher with extra information about their knowledge and language proficiency.

On the other, students will take an important role at the end of the unit. They will have the chance of reflecting on and communicating their perception of three aspects. The first one will refer to their own work and implication along with the sessions, the following will ask them to be critical with their classmates and, the last one, will be devoted to letting them express their feelings, thoughts, likes, and dislikes about the proposal. This metacognitive exercise will help the students to put together all the knowledge they have gathered and it will be a way to sum up the project and be aware of their achievements. Thus, the first two activities will be carried out with an easy rubric *(see annex 7.3.2.3.),* while the last one will be done through a strategy called "two stars and a wish". Actually, students will do it with the Pear Deck app *(see annex 7.3.5)* where they will be able to write two aspects they enjoyed and one wish as an improvement.

Transverse axes

Through the development of this teaching unit, students will be able to deal with several transversal axes that are essential for their academic and personal growth. These competencies are those that are not directly related to any particular subject, but that should be present during the entire learning process.

To begin with, the *autonomy, personal initiative, and entrepreneurship field* will be present, since it seeks to promote children's motivation by allowing them to decide crucial aspects and, thus, wants to encourage them to express themselves and propose ideas for the outcome. Consequently, it contributes to the development of competent students, both socially and academically.

Finally, *the learning-to-learn field* will also be covered. To be able to organise their own learning, fourth graders will need to be aware of their strengths and weaknesses so they can use cooperative learning strategies to get the objectives of each session, and, furthermore, they must understand what type of scaffolding they need at every moment to become autonomous while seeking help.

SESSION 1			
The whole group		Material: canva presentation + worksheets	
Timing and material	**Grouping**	**Description**	**Obj**
<u>10 mins</u> - Canva presentation *(see annex 7.1.1.1)*	The whole group	Show students a *picture book* and a *book* and find the main difference between them. The *picture book* has fewer words and more pictures and the *book* only has words. Moreover, we are going to introduce the topic and explain that, as they are doing the project about magic, they are also going to create a picture book in which the main protagonist is a magician.	O-5 O-6
<u>10 mins</u> - Canva presentation	The whole group	Decide the basic aspects of the story, such as the characters, the setting, and the main problem. There are two possible options: 1. If there is an option that, in general, students prefer, we are going to use that one. 2. If not, as all the options have a picture of a die with a different number, we can choose one student to throw it and this way we will get the option that will help us while creating the picture book.	O-4 O-5 O-6
<u>10 mins</u> - Canva presentation	The whole group	Remind that a story needs to have a beginning, a middle, and an end. Once done, think, altogether, which could be the general idea (for example: A magician has lost his magic wand and he has to	O-2 O-5 O-6

		look for it all around the city).	
<u>25 mins</u> - Worksheet 1 *(see annex 7.1.1.2)* - Options for worksheet 2 *(see annex 7.1.1.3)* - Options for worksheet 3 *(see annex 7.1.1.4)*	3 groups of 9 students	Asking students their preferences, they will organise themselves into three groups as they will have to think about one of the elements chosen before (protagonist, another character, and setting). Also, they will have to complete a worksheet regarding their topic. As I do not know which option will be chosen during the previous dynamics I have prepared a worksheet with all the possible choices. - Group 1: will be in charge of talking and completing the worksheet about the main character (worksheet 1). - Group 2: will be in charge of talking and completing the worksheet about the setting (worksheet 2). - Group 3: will be in charge of talking and completing the worksheet about the other character that will appear (worksheet 3). *(After having developed the session, these are the worksheets that I have used) (see annex 7.1.1.5).* When all this information will be finished, I will write down in a document *(see annex 7.1.1.6)* the general idea of the story so it will be easier, both for students and for me, to have a clearer idea of how the story is going to be.	O-1 O-3 O-4

SESSION 2			
The whole group		Material: Worksheets (station 1, 2, and 3), cards (station 4), and "tip" (station 2)	
Timing and material	**Grouping**	**Description**	**Obj**
55 mins - Worksheets for stations 1, 2, and 3 *(see annex 7.1.2.1)* - Cards for station 4 *(see annex 7.1.2.2)*	5 groups	Devote this session to working on the vocabulary that may appear during the creation of the picture book. There will be five stations in the classroom and students will have to go through all of them, so that a circular circuit will be created. Every ten minutes children will have to leave the station where they will be and go to the following one (a countdown on the digital board can be put on so they can control the time). 1. Station 1: Relate each picture with a word 2. Station 2: Complete the sentences with the correct verb 3. Station 3: Find the words 4. Station 4: Make pairs In station 2 there will be a "tip" *(see annex 7.1.2.3)* to remind them that when using the present simple it is necessary to add the -s at the end of the verbs.	O-4 O-7

		SESSION 3	
Half group (group 1) → 14 students		Material: worksheet (beginning of the story) and model writing	
Timing and material	**Grouping**	**Description**	**Obj**
<u>10 mins</u>	The whole group	This part will be devoted to reminding what they decided in the first session and talking about the beginning of the story. In particular, we will have to decide the three magic tricks that Jak (the protagonist) will be doing during this part.	O-5
<u>35 mins</u> - Worksheet *(see annex 7.1.3.1)* - Model writing *(see annex 7.1.3.2)*	Pairs	After this brief introduction, we will start with the writing. I will give them a worksheet in which they will have to write the missing information regarding Jak's presentation and the three magic tricks that they will have decided on previously. Moreover, they will have a model writing so they find it easier to follow the structure of this one to complete the other.	O-2 O-3 O-4 O-7
<u>10 mins</u>	The whole group	Finally, brainstorming will be done to get ideas of how the story can continue. Moreover, I will also ask them how they want the pictures of this first part to be.	O-5 O-6 O-7

SESSION 4			
Half group (group 2) → 13 students		Material: https://wordwall.net/es/resource/30668025/story	
Timing and material	**Grouping**	**Description**	**Obj**
10 mins	The whole group	Remind the main idea of the story and read to students what their mates did during the last session.	O-5
35 mins - Online game	In pairs	Focus on writing the middle part of the story. With an online game that I have created, children will have the chance to rewrite the sentences in English. For ensuring the right comprehension, I will also write the sentences in Catalan on the blackboard. In pairs, they will have to order the words to get the right sentences and, in the end, we will correct them.	O-1 O-4 O-7
10 mins	The whole group	Finally, and as in the last session, we will devote some time to brainstorming on how the story can continue and how they want the pictures of the part they have written to be. I will write on the blackboard all the ideas that may emerge during this final part for being able to close the session by deciding what may happen after.	O-5 O-6 O-7

SESSION 5			
Half group (group 1) → 14 students		Material: Live Worksheets and Chromebooks	
Timing and material	**Grouping**	**Description**	**Obj**
10 mins	The whole group	Remind the main idea of the story and read to students what their mates did during the last session.	O-5
35 mins - Live Worksheets *(see annex 7.1.4.1)*	5 groups	Focus on finishing the middle part of the story. Being organised into five groups of two or three students, children will have to complete a Live Worksheet (each group will have a different one) in which they have to fill in some gaps and decide on essential aspects of the story.	O-2 O-4 O-7
10 mins	The whole group	Students will share their ideas with the rest of the class to explain what they have decided and, finally, we will, again, talk about the pictures.	O-5 O-6 O-7

SESSION 6			
Half group (group 2) → 13 students		Material: Document with missing words	
Timing and material	**Grouping**	**Description**	**Obj**
10 mins	The whole group	Remind the main idea of the story and explain to students what their mates did during the last session. Moreover, as this session will be devoted to writing the final part of the story, the first activity that is going	O-3 O-5 O-6 O-7

		to be done is deciding if they want a happy ending or not (in particular, according to the story that we have created during the teaching unit, students will have to decide if they want that Jak archives to eliminate the magic or not).	
5 mins	3 groups of 4	Students will have to group with four mates and they will have to offer a possible final for the story.	O-1 O-7
10 mins	The whole group	One member of each group will have to explain their option to their mates and the teacher should write all the possibilities down on the board. Then, students will be asked to vote for the option that they like the most.	O-5 O-6
20 mins -Document with missing words *(see annex 7.1.5.1)*	The whole group	According to the option that has been chosen, we will complete, altogether, a document in which they have to decide on eight missing words. Moreover, shared writing will be carried out. The teacher will be in charge of writing on the board the final part of the story based on students' ideas. This way, children can have a model of how it is to write in English.	O-1 O-2 O-3
5 mins	The whole group	To end up, we will decide on the title of the story. Students will think of one possibility, share it with the class, and, finally, they will vote for the option that they like the most.	O-5 O-6

SESSION 7			
The whole group		Material: Auto-evaluation and co-evaluation rubric, Pear Deck "two stars and a wish" link, and Chromebooks.	
Timing and material	**Grouping**	**Description**	**Obj**
<u>10 mins</u>	The whole group	Deliver the picture book to students and read the story out loud.	O-5
<u>20 mins</u> - Auto evaluation and co evaluation rubric *(see annex 7.3.2.3)*	Individually	The first part of the session will be devoted to asking students to reflect on their actuation during the development of the project, as well as their mates' one. Due to this, an auto-evaluation and co-evaluation rubric will be given to each child.	O-5 O-6
<u>20 mins</u> - "Two stars and a wish" *(see annex 7.3.5)*	Individually	Each student will take a ChromeBook and, individually, they will have to access a Pear Deck link where they will be allowed to express their opinion about the project itself saying two things that they have enjoyed and, another, that could be improved.	O-1

7.3.   Data collection instruments

7.3.1.   Pre-Test and Post-Test questions

Do you like writing in English?

○ Yes, I do

○ No, I don't

○ Sometimes

Do you have fun when you do a writing?

○ Yes, I do

○ No, I don't

○ Sometimes

Do you feel motivated when you do a writing in English?

○ Yes, I do

○ No, I don't

○ Sometimes

Do you find it difficult to do a writing in English?

○ Yes, I do

○ No, I don't

○ Sometimes

When you finish your writing, do you share it with your friends or family?

○ Yes, I do

○ No, I don't

○ Sometimes

7.3.2.   Rubrics

7.3.2.1.   Attitude evaluation rubric

ATTITUDE EVALUATION RUBRIC

NAME:

ATTITUDE	EXCELLENT 2p	GETTING THERE 1p	NOT THERE YET 0p
PARTICIPATION	Participates actively and expresses his/her ideas	Participates at some point, just when he or she is asked	Doesn't participate even if his or her help is needed
BEHAVIOUR	Listens, respects, and helps his/her mates all the time	Listens, respects, and helps his/her mates almost all the time	Does not listen, respect, and help his/her mates
LEARNING-TO-LEARN STRATEGIES	Finds strategies that help him/her to have a better learning	Uses those strategies when is reminded that he/she can use them	Does not use any strategy even if he/she is told to
AUTONOMY	Demonstrate a high degree of autonomy in solving learning situations	Demonstrate a certain degree of autonomy in solving learning situations	Does not demonstrate any degree of autonomy in solving learning situations
ENGLISH AWARENESS	Sees English as a real communication tool and tries to use it	Sees English as a real communication tool but still does not try to use it	Does not see English as a real communication tool nor try to use it

TOTAL POINTS ___

7.3.2.2. English knowledge evaluation rubric

ENGLISH KNOWLEDGE EVALUATION RUBRIC

NAME:

COMPREHENSION	EXCELLENT 2p	GETTING THERE 1p	NOT THERE YET 0p
ORAL UNDERSTANDING	Understands perfectly the whole information	Understands a part of the information	Does not understand pretty anything about the information
WRITTEN UNDERSTANDING	Understands perfectly the whole information	Understands a part of the information	Does not understand pretty anything about the information

COMMUNICATION	EXCELLENT 2p	GETTING THERE 1p	NOT THERE YET 0p
ORAL COMMUNICATION	Knows how to express his or herself orally	Even though knowing what to say, struggles at some point	Does not want even to try to speak in English
WRITTEN COMMUNICATION	Tries hard to express his/her ideas in English	Even though he/she writes in English, tries to do it in Catalan	Does not use English nor try it

STORY	EXCELLENT 2p	GETTING THERE 1p	NOT THERE YET 0p
COHERENCE	The ideas proposed are coherent with the rest of the story	Sometimes, it is difficult to relate his/her ideas with the rest of the story	It is not possible to relate his/her ideas with the rest of the story

TOTAL POINTS ___

7.3.2.3. Auto-evaluation and co-evaluation rubric

NAME:

AUTO - EVALUATION

I have worked hard	
I have participated actively	
I have expressed my ideas	
I have tried to speak in English	
I have learned new vocabulary	
I have helped my mates	

CO - EVALUATION

My mates have worked hard	
My mates have participated	
My mates have helped me	
My mates have respected and listened to my ideas	

YES	SOMETIMES	NO

NAME:

STATION 1

RELATE EACH PICTURE WITH A WORD

1- top hat

2- magician

3- magic wand

4- cloak

5- shoes

6- shirt

7- bow tie

8- wavy hair

9- dragon

10-castle

11- wings

12- fire

13- tail

14- unicorn

15- horn

| SCORE | /15 |

7.3.4. Questionnaire to families

1. **Does your child usually explain to you writing-related activities done at school?**
   a. Yes
   b. No
   c. Sometimes

2. **During the time we have been doing the story in class, has he/she ever talked to you about the project?**
   a. Yes
   b. No
   c. Sometimes

3. **Do you think your child has been motivated during the process?**
   a. Not at all
   b. A little bit
   c. Quite a lot
   d. A lot

4. **Do you think that being able to have a story made by the whole class is a good proposal?**
   a. Not at all
   b. A little bit
   c. Quite a lot
   d. A lot

5. **Did you see if your son or daughter was proud of the final result when showing you the picture book?**
   a. Not at all
   b. A little bit
   c. Quite a lot

d. A lot

6. **During the day you had the picture book at home, did you talk about how we made it and were you able to read/look at it together?**
   a. Yes
   b. No

7. **General comments or remarks (optional)**

7.3.5. "2 stars and a wish" activity link

This link sends you to the presentation used during the development of this activity:

https://docs.google.com/presentation/d/1g05VwWVHjiig40DAKpcN1WCiBXOPEU_M3ISBaBu0QEQ/edit?usp=sharing

7.3.6. Teachers interview

1. Do you think that working on writing in school is a difficult task to do during English sessions?

2. Do you think that the children have been motivated during the development of the didactic unit? Do you think they liked the proposal?

3. From your point of view, has it been useful to work on writing in this way?

4. What do you think of the final result of the didactic unit (physical story)?

5. Do you think that using the topic of magic, which coincides with the project you had been doing during the course, was a good idea?

6. Do you have any suggestions for improvement?

7.4.   Results of the teacher interviews

1. Do you think that working on writing in school is a difficult task to do during English sessions?
Laura (English teacher) "Yes, I think writing is a difficult task when it comes to producing texts because students often want to express themselves as freely as they would in their mother tongue and they lack structures, expressions, and vocabulary. A good way to start writing can be by working in a very scripted and limited way. The way of doing it with the project that Marina proposed has made it easier for the children."
Marta (language assistant) "In my opinion, what makes a task more complicated is not so much the fact of working on the writing itself, but the conditions that may arise in the classroom on the day of carrying out the task. Likewise, activities that may seem simple may end up being difficult and vice versa. However, to work on writing in the English language from the outset requires many more factors to be taken into account in order to ensure that the students, as far as possible, can work autonomously, and nevertheless, a good follow-up will be necessary."
Pere (headmaster) "The process of improving writing is complex in any language, but at the same time necessary and important, as it enables learners to acquire the vocabulary they have worked on and to use grammatical structures. In their mother tongues, learners have heard and internalised many correct structures of varying complexity which they can use when they need them. That is why I think it is also very important to provide learners with good oral models."

2. Do you think that the children have been motivated during the development of the didactic unit? Do you think they liked the proposal?

Laura (English teacher)

"Yes, they have been encouraged by contributing their ideas during the writing process. The fact of having a final product is very motivating."

Marta (language assistant)

"Throughout Marina's sessions, the children have been very open and willing. Marina has been able to capture the attention of the students, and has managed to make a task that could be very boring (such as writing) stimulating and motivating for the students."

Pere (headmaster)

"Yes, since the proposal to elaborate a picture book has been very motivating and has allowed them to follow the thread of the activities."

3. From your point of view, has it been useful to work on writing in this way?

Laura (English teacher)

"Yes, since any activity that involves writing is helpful in learning to write, and even more with this motivating idea."

Marta (language assistant)

"In my opinion, Marina's proposal is a great one, as it encompasses many areas of learning. Unfortunately, there are still schools today where it would be a difficult task due to the working method used in the classroom."

Pere (headmaster)

"In order to improve the students' writing skills, I think it is very important to start from references, from models of correct texts so that they can apply them and integrate the structures they have worked on. A very positive aspect of this project is the final product, the edited picture book, which is motivating."

4. What do you think of the final result of the didactic unit (physical story)?

Laura (English teacher)

"Seeing the final product made them very excited. We have decided that, every day, one child in the class takes the book home, so that a link between the work of the school and English with the families could be created. Being able to materialise all the work in a story has been great fun and they have loved it."

Marta (language assistant)

"I think it is a beautiful product, both in terms of structure and design, and I think Marina has managed to exceed all the children's expectations. The pupils have felt special and proud to have their first book, and thanks to her constant and motivating work, all the pupils can explain the story and make it their own."

Pere (headmaster)

"It is a very good proposal that allows students to have a physical result of the work they have been doing."

5. Do you think that using the topic of magic, which coincides with the project you had been doing during the course, was a good idea?

Laura (English teacher)

"It was a very good idea to take advantage of the magic theme because they could feel like magicians in some way, they were able to empathise more easily with the main character and expand the vocabulary and stories that a magician can experience."

Marta (language assistant)

"It was a great idea to use a topic that had already been worked on because in this way the pupils were able to transfer knowledge and they also had the opportunity to introduce the area of English in the project."

Pere (headmaster)

"It is important to carry out activities in contextual situations that are useful for

children. It is not a question of doing many isolated things, but of globalising learning as much as possible since we don't learn in blocks but in a transversal way, so everything that goes in this direction is enriching."

6. Do you have any suggestions for improvement?

Laura (English teacher)

"A difficult challenge to solve (in terms of time and aesthetics) would be to make students participate more in the process of making the drawings of the story."
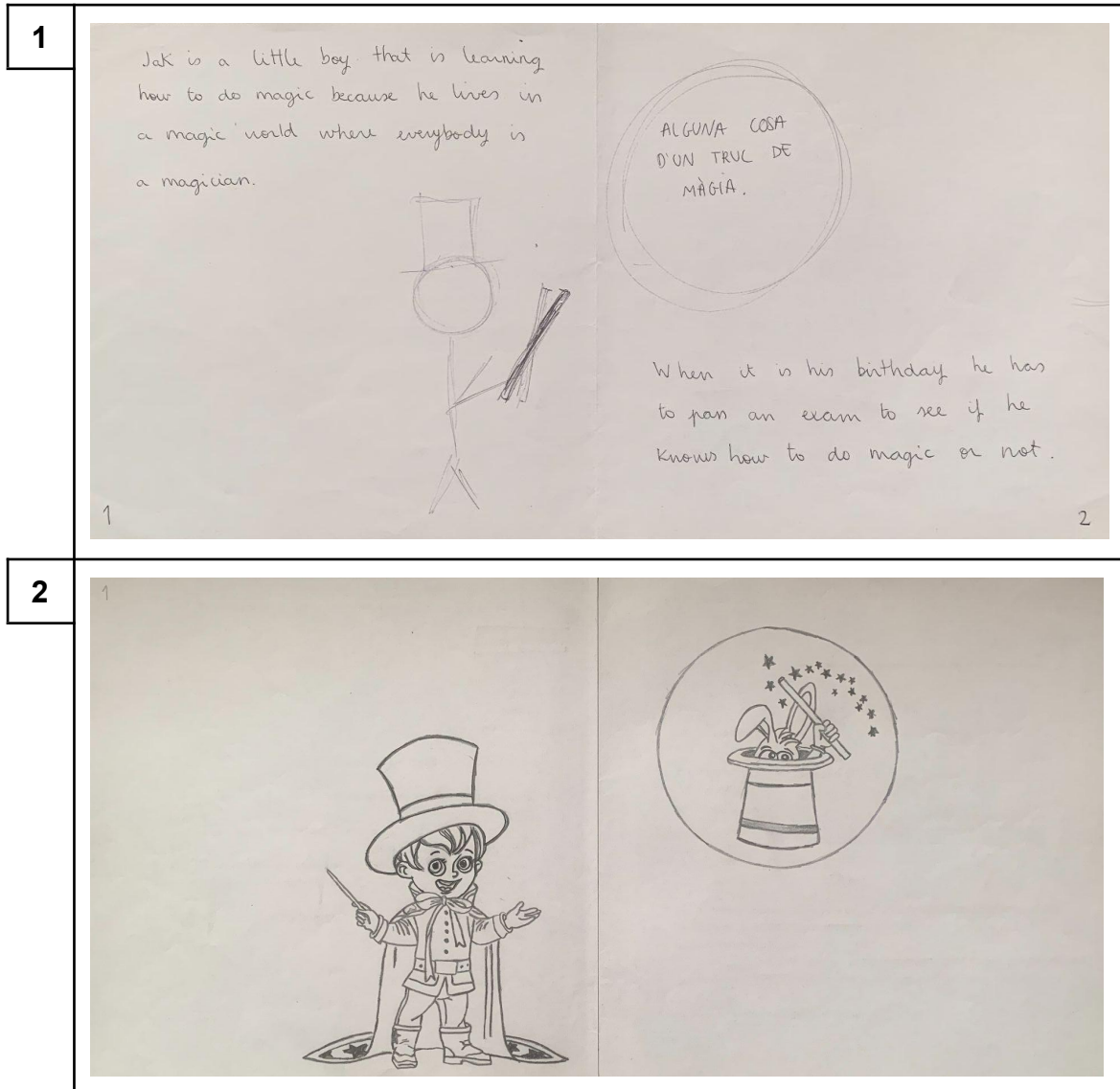
Marta (language assistant)

"If this proposal was part of a school project, it would be interesting to give students the possibility of illustrating the picture book, but as Marina only had seven English sessions for doing it, it was impossible to involve students in making the drawings."
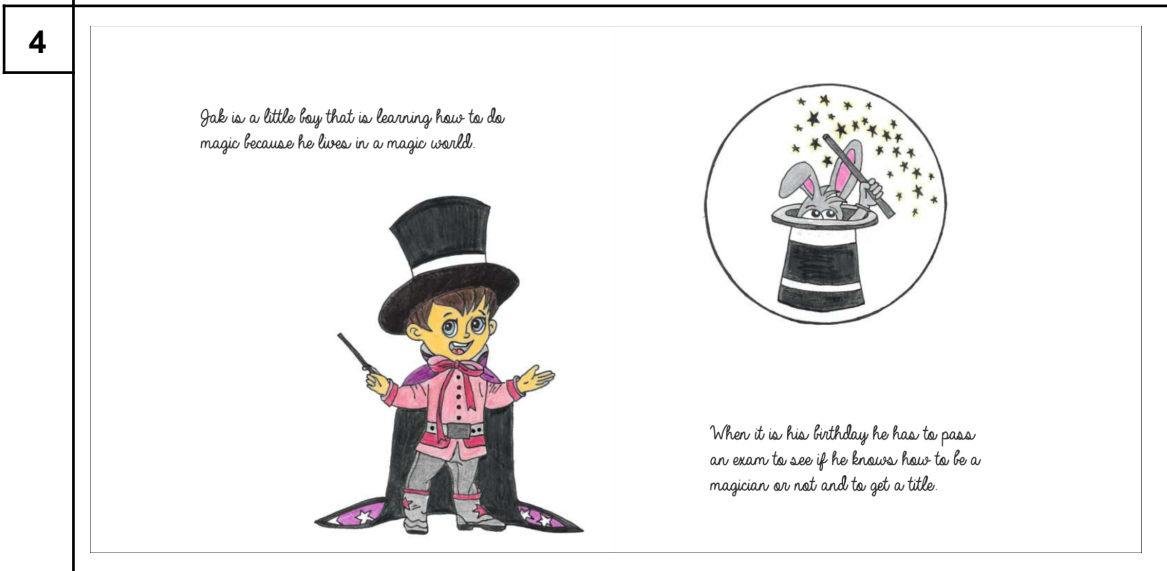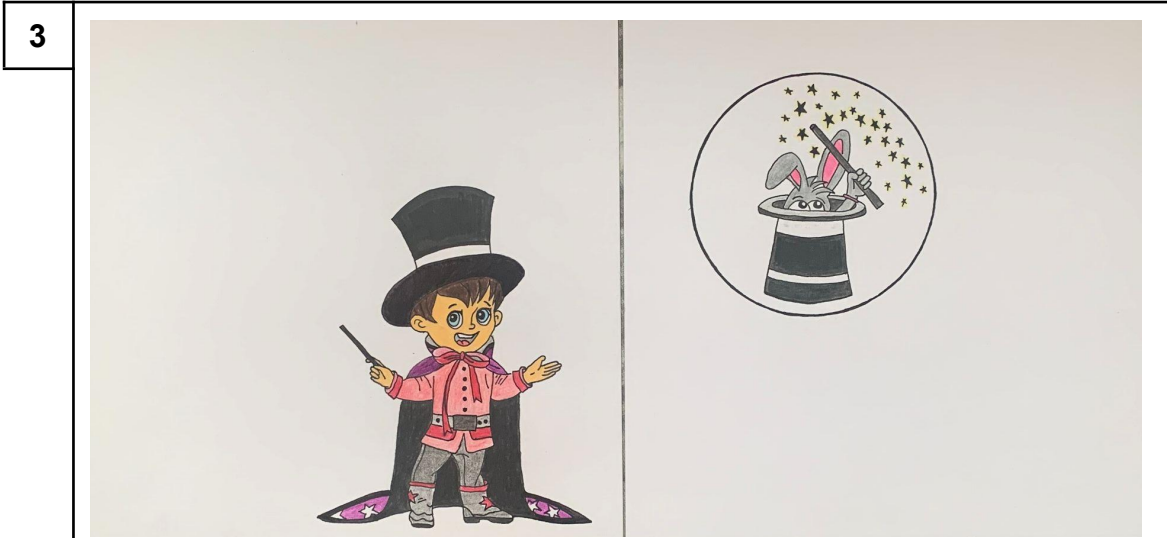
Pere (headmaster)

"It would be interesting if they could also participate in the elaboration and/or layout process (illustrations, design, choosing the cover,...)."
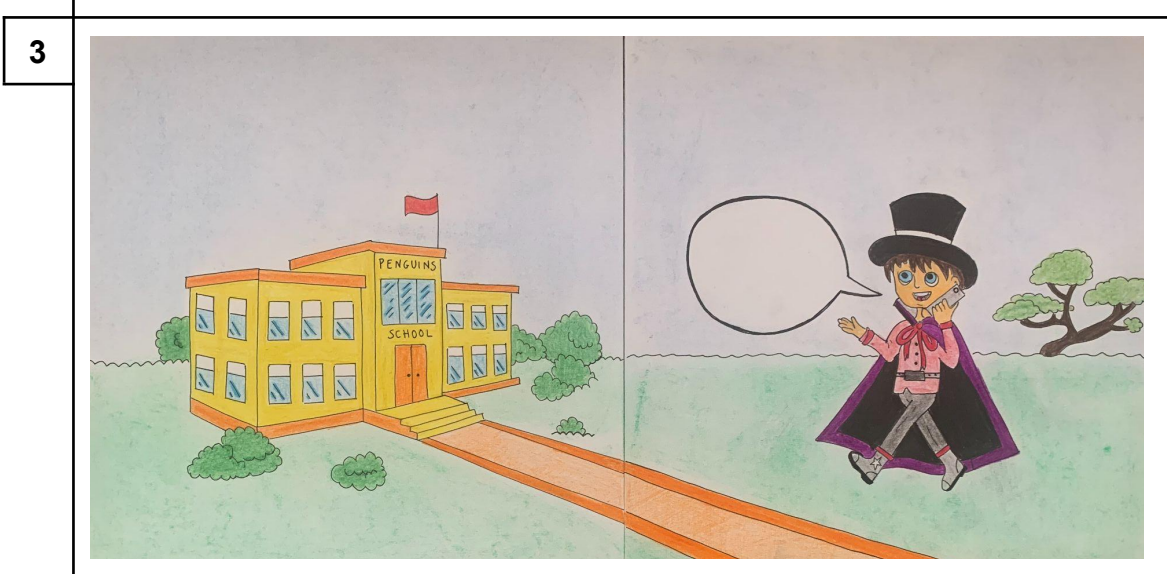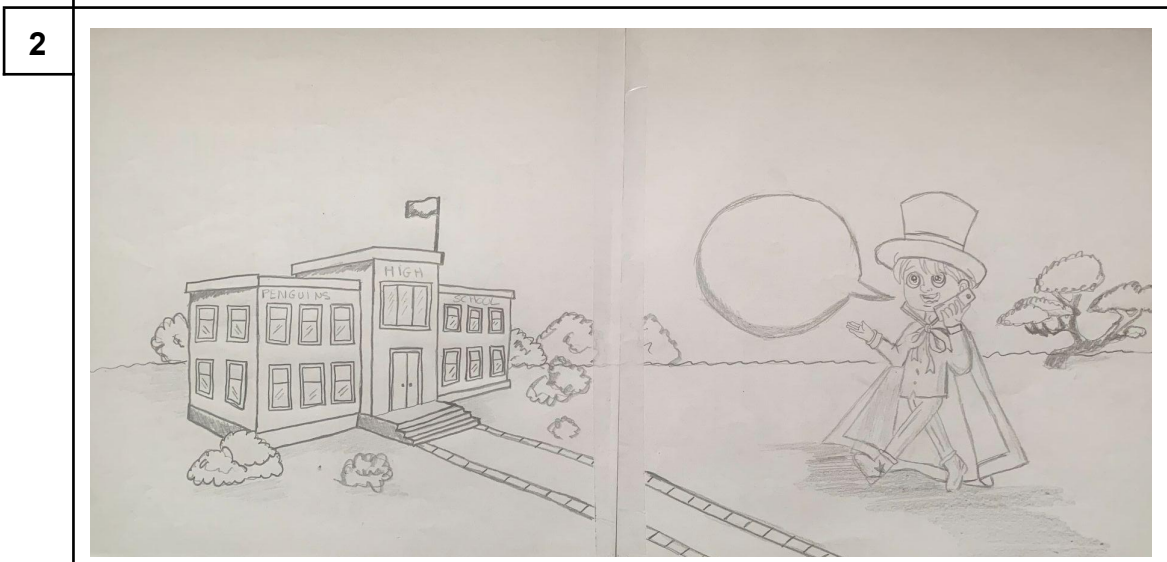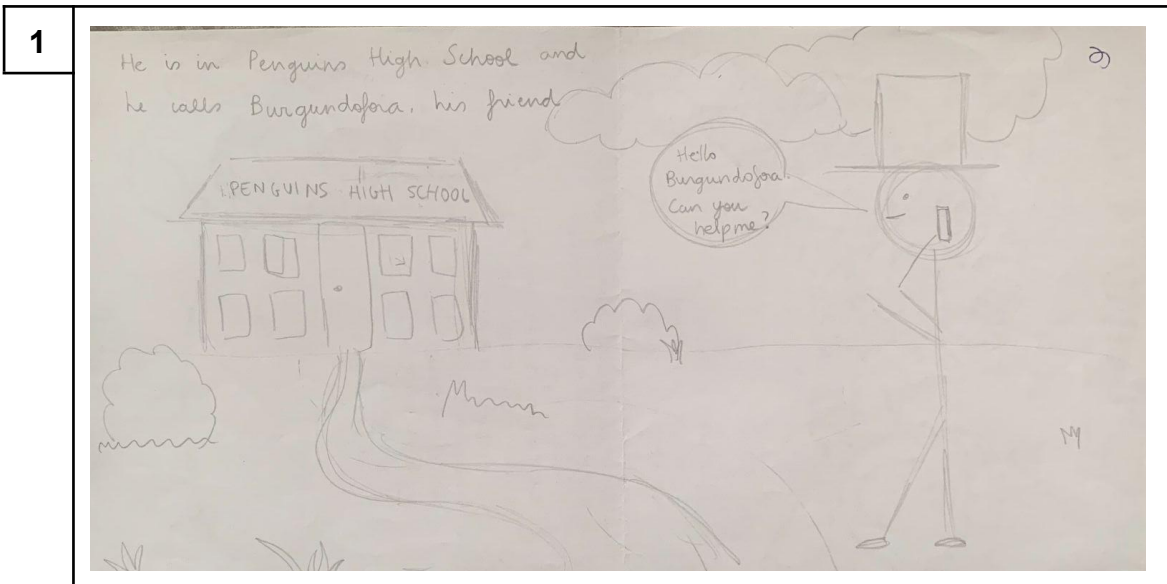
7.5.   The creation process of the picture book

<u>Example of the creation process of the pages 1 and 2</u>

1	Jak is a little boy that is learning how to do magic because he lives in a magic world where everybody is a magician. ALGUNA COSA D'UN TRUC DE MÀGIA. When it is his birthday he has to pass an exam to see if he knows how to do magic or not. 1 2
2	

3	
4	

Jak is a little boy that is learning how to do magic because he lives in a magic world.

When it is his birthday he has to pass an exam to see if he knows how to be a magician or not and to get a title.

Example of the creation process of the pages 27 and 28

1	
2	
3	

| 4 | |

He is at "Penguins School" and he calls his friend

PENGUINS SCHOOL

Hi, Burgundofara, can you help me?
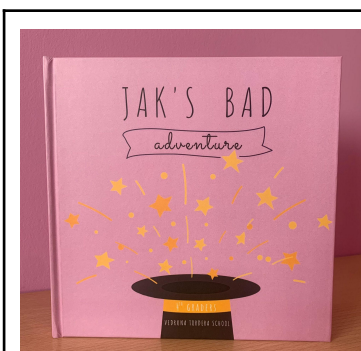
7.6.   The picture book

| | The following link will send you directly to a video that not only shows the whole picture book but also contains a read aloud by me:

https://youtu.be/mm997P_36Zs |