Universidad Internacional de La Rioja
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Learning Stations in Primary Education: Active Methodology for English Language Learning

FDE presented by:	María Tania Martínez Garrido
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Director:	Joyse Ashley Vitorino de Medeiros
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Abstract

The main objective of this paper is to create a didactic proposal based on the Learning Stations methodology for the English language learning in Primary Education. The benefits and implications of this methodology will be explored through a revision of bibliography where the importance of games for English learning will be thoroughly analysed together with the impact of this methodology on students' autonomy and motivation. The didactic proposal that has been designed for this paper includes Learning Stations at the core of its structure. Students move from one station to the next one completing different activities in an autonomous way thanks to the instructions and helping resources available. The combination of this methodology with game-based learning strategies boosts students' motivation and increases their focus. We can conclude that this methodology allows students to be at the centre of their learning process and offer teachers the possibility of tailoring learning around each student's needs.

Key words: Learning stations, games, autonomy, motivation, customised learning

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1. Introduction

"The greatest sign of success for a teacher… is to be able to say, 'The children are now working as if I didn't exist.'" Maria Montessori

Developing learners' agency has become one of the main challenges of education. Since the raise of constructivism by the hand of Piaget, the educational paradigms have been evolving from the traditional teacher-led instructions to a student-driven-process conception. Learners are now at the centre of their learning process and teachers act as guides providing them with guidance and strategies.

This study explores the benefits and implications of the Learning Stations methodology and how it can improve the English learning process in Primary Education. This methodology follows the idea of Vygotsky's "Zone of Proximal Development" (henceforth ZPD). Vygotsky (1978) defined this concept as "*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*." (p.86) (Italics in original)

Following Vygotsky's idea, Learning Stations methodology provides students with infinite possibilities of development. This methodology fosters cooperative work where students are not only guided by the teacher, but also by their classmates.

Closely related to Vygotsky's ZPD is Wood, Bruner and Ross' (1976) theory of "scaffolding". This theory states that learners can progress along their learning paths and have success achieving new goals when they are provided with support from the more capable parents, teachers, other classmates. This is the core theory for the methodology under study where students are provided with help, tasks and material resources that bring forth autonomy.

Learning Stations is an approach to learning that offers teachers the possibility of arranging activities with different levels of difficulty that appeal to different students' interests and abilities. Implementing this methodology in the classroom will lead to their growth and motivation.

It is our duty as teachers to offer students multilevel tasks so that they can regulate their learning process. At the same time, we need to promote personalized guidance in the classroom and nurture each student with feedback to encourage their progress. Throughout this essay we will explore the benefits of Learning Stations for the learning of English in Primary Education and its impact on learners' motivation, autonomy, and agency. It goes without saying that implementing such a methodology in the classroom will bring along some difficulties related to classroom management and students' interaction. We will devote some lines to the description of these difficulties in Section 3.3.

In the first part of this project, the objectives (§ 2) and theoretical framework (§ 3) will be defined. In Section 4 we will provide the description the context in which the project of intervention (§ 5) will take place. Finally, we will offer our conclusions (§ 6) and the list of the bibliography used (§ 8).

2. Objectives of the work

General objective:

The main objective of this work is to create a didactic project based on the Learning Stations methodology for the English language learning in Primary Education.

Specific objectives:

Some specific actions will be targeted for the accomplishment of our main objective:

- To do a bibliographic revision of student-centred theories.
- To describe the use of Learning Stations for English learning.
- To analyse the importance of games for English learning.
- To select five standard stations to be used by English teachers in Primary Education.

3. Theoretical Framework

This section is devoted to the revision of bibliography on the field of second language acquisition and, more specifically, on the Learning Stations methodology.

We will start by analysing the general learning theories that lay at the heart a constructivist approach to learning. Further down this section, we will narrow the focus to concentrate on the teaching of English as a second language giving special attention to the importance of games.

The main objective of this work is to analyse the Learning Stations methodology for the English language learning in Primary Education and its impact on the autonomy and motivation of students, thus, this section will be finished with the revision of the work that has been carried out to analyse the impact of Learning Stations on the learners' autonomy and motivation.

3.1. Student-centred theories and their impact in learning

Constructivism is a student-centred approach to learning where the accumulation of isolated facts and the simple pursue of results are no longer the goal. This approach gives more importance to questions, the learning process itself and the learning that often comes through with direct experience and discovery (Schell & Janicki, 2013).

We can see the differences between traditional and constructivist approaches in table 1.

Table Error! Bookmark not defined.**.** *Traditional versus constructivist learning approaches*

Traditional Learning	Resource-Based Learning
Teacher as an expert model	Teacher as a facilitator/guide
Textbook as primary source	Variety of sources/media
Facts as primary	Questions as primary
Information is packaged	Information is discovered
Emphasis on product	Emphasis on process
Assessment is quantitative	Assessment is qualitative/quantitative

Source: Schell and Janicki (2013:29)

Some famous theories within the constructivist approach to learning are Vygotsky's ZPD or Bruner's scaffolding which have been introduced in section 1. Together with these, it is important for the present work to talk about Gardner's Theory of Multiple Intelligences (henceforth MI).

Howard Gardner theory was published in his book *Frames of Mind* in 1983. He states that there is not a general universal intelligence but multiple ones. He differentiates between eight different intelligences:

1. Visual-spatial
2. Linguistic verbal
3. Interpersonal
4. Intrapersonal
5. Logical-Mathematical
6. Musical
7. Bodily-Kinaesthetic
8. Naturalistic

According to this theory, each student might have strong abilities on a variety of intelligences (it does not entail that each person has only one intelligence but that all people have different intelligences but are more capable with some of them).

This theory is highly present in schools nowadays for it embraces diversity and opens new ways of teaching. As Gardner (1995) states

> When a topic has been approached from a number of perspectives, three desirable outcomes ensue. First, because children do not all learn in the same way, more children will be reached. I term this desirable state of affairs "multiple windows leading into the same room." (p. 209)

Implementing Learning Stations in the classroom favours the introduction of topics in different ways at the same time, thus, sessions can be planned considering the MI theory.

Gardner's MI can be combined with Bloom's Taxonomy. This well-known model classifies thinking into six different levels of complexity which are normally represented under a pyramid shape.

Figure 1. *Bloom's taxonomy thinking levels*
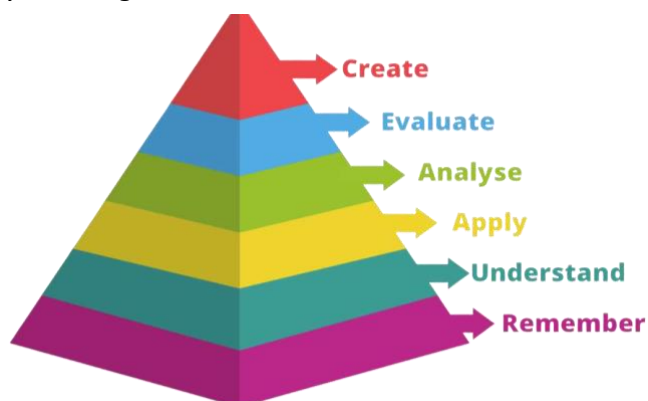
Source: self-elaboration

There are multiple ways in which these two theories can be implemented together in the classroom. Table 2 shows Gray and Waggoner's (2002) design:

Table 1. *Gardner's Multiple Intelligences through Bloom's Taxonomy*

	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmic	Bodily/ Kinesthetic	Naturalistic	Interpersonal	Intrapersonal
Evaluation	recommend verify	assess measure test rank value	critique appraise	critique judge rate	select measure rate	measure select test	defend argue support	evaluate validate
Synthesis	propose synthesize compose	build combine translate formulate	create design invent organize	create produce compose	invent make up construct assemble	organize reconstruct	present summarize	imagine integrate
Analysis	criticize relate question	analyze infer deduce	compare contrast diagram	differentiate distinguish classify	separate diagram sort take apart	sort discover examine categorize	debate draw conclusions	determine simplify
Application	communicate discuss derive	solve prove compute convert	illustrate apply chart	perform produce	demonstrate construct dramatize	record investigate keep records	translate interview discuss	interpret model plan
Comprehension	explain infer describe	simplify account for express	code group locate	recognize show	express locate	group classify recognize	paraphrase report	interpret review
Knowledge	name define state	label find list	select write	state recite	label select	name find identify	recognize quote	memorize know recall

Source: Gray and Waggoner (2022, p.87)

As we can see in this matrix, the authors offer multiple possibilities to plan activities that consider MI and different levels of difficulty.

As our proposal of intervention aims at attending diversity in the classroom offering multilevel activities using the Learning Stations methodology, we will be relying on this classification for the design of our activities.

3.2. English as a second language: the importance of games

"Playing is the highest form of research" Albert Einstein

In traditional methodologies, games are not used as tools for teaching. Nowadays, the situation has changed. We can observe that babies and toddlers learn how their world works by interaction. Our natural way of learning is related to exploration and game. Going back to the classroom, games create a unique atmosphere for learning in which communication is important. They contribute, therefore, to the achievement of the communicative competence which is one of our main goals according to the Royal decree 157/2022, of March 1st, that establishes the basic curriculum for Primary Education.

According to Piaget (1962), games help children to advance through their cognitive developmental stages and help them understand reality and practice solving real-life problems and conflicts.

Authors such as James Asher (1977) focus on the physical development of children and how games help them to improve their control over their body and actions. He developed a method called Total Physical Response (henceforth TPR) that consists of students performing actions when a verbal order is given. A traditional game related to this method is the well-known "Simon Says". It is a perfect way to activate the kinaesthetic intelligence and take students out of their chairs. This method is very popular in second-language acquisition for it allows the teacher to assess the oral comprehension of the language. However, its scope is narrow since the verbal input is mainly based on imperatives.

In addition to this, games help us lower students' affective filter and contribute to favour their learning and understanding. The affective filter hypothesis was developed by Stephen Krashen

in the 80s in the field of second language acquisition. According to this hypothesis students' negative emotions act as a wall that prevents and filters some of the cognitive input received. Contrariwise, if students maintain a relaxed and positive attitude, their learning of a new language will be enhanced. Some of the emotional factors mentioned in Krashen's work are motivation and self-confidence. If we can increase these two factors, our students' learning process will be favoured (Krashen, 1982).

The introduction of games to practice the contents of the lessons will provide our students with motivation and fun. Games can also contribute to the development of different skills. While playing, students develop abilities such as attention, imagination, or memory. They are more focused on the task they are doing. In addition to this, their social skills are developed since they need to follow the rules of the game and be aware of others' behaviour and emotions (Brewster & Ellis, 2002). One important block within the English subject is that of culture, thus, using games will favour students' intrinsic motivation and curiosity and improve their attitude towards the English culture and language.

3. 2. 1. Gamification

Newer trends and methods that include games are arising. One of the most commonly methods used nowadays is Gamification. This method is quite new and consists of "using game mechanics in non-gaming contexts" (Deterding et al., 2011). Gamification is not merely introducing games in the classroom with a didactic purpose. Contrariwise, it consists of taking strategies, tools, narratives, or tokens normally part of any game structure and use them to structure didactic contents.

We can divide the classroom into five groups and tell each one is a spaceship. We can then think about a motivating goal such as the need to reach a planet before they run out of fuel. We can add a purpose that could be taking a treasure that would save humanity. All this will take students mentally out of the classroom and be ready to accept challenges. This is the narrative part. Together with the narrative, we can add costumes, badges or special classroom materials that would complete the narrative and help them be transformed into astronauts. Learning would take place within this package of fiction. This way, we could include different activities and have students rewarded with points or tokens after each activity is completed with success.

"When the concept of gamification is applied to education, the opportunities for experiential, self-paced and lifelong learning expand exponentially. Learners are hooked by fun and then rewarded with knowledge and skills." (Arnold, 2014, p. 33)

Depending on the learning we would like to focus on, we would change the selection of game types. In table 3 there is a classification of game types according to the type of content we are interested in.

Table 2. *List of games according to content*

Instructional focus	Best game types
Teaching facts (declarative knowledge games, i.e. the only way to learn it is through memorization)	matching games, multiple choice, organization – drag/drop
Conceptual knowledge games	examples, non-examples, results of conceptual understanding
Procedural/ rules-based knowledge	board games in which you predict and apply rules, observe consequences of rules
Problem solving knowledge games	Branching simulation, using a virtual world (where a person is behind an avatar which means infinite branching)

Source: Gogos (2013)

Even though gamification seems to be the perfect method to be used in the classroom it might not always be meaningful. Teachers need to plan, prepare, measure, and follow the development of the narrative and the relationship amongst the different activities and rewards. If any part is left to improvisation, the magic would go away.

3.3. Learning Stations: learners' autonomy and motivation

In recent years, with the rise of constructivism, a few guides have been written on how to use Learning Stations in the classroom and the benefits this methodology can offer teachers. But what are Learning Stations? Learning Stations are places devoted to a specific activity in which a heterogeneous group would work for a specific time (normally between 10 and 20 minutes).

Once the time is finished, each group would move to a different station until they have completed all of them. Some studies use fixed stations within their planning, these are: teacher station, individual workstation, collaborative station, and individual-collaborative station (Noriega, Touzard & Atoche,2021)

Sabuco (2021) is one of the most recent works we have found for the present essay on the topic. She lived and worked as a teacher in the United States where she learnt about *work centres*. As she points out, this term has changed in the last years and refers to what we now call Learning Stations. She offers a practical course with all the elements and information we need to implement this methodology in our classroom. This handbook has been used as a guide for the design and planning of the activities in Section 5 .7.

Despite the literature about Learning Stations being still scarce, some interesting case studies have been found that support the idea under study in our essay: Learning Stations increase students' motivation and autonomy. Brick (1975) shares her conclusions after using and analysing the impact of Learning Stations in the classroom. She designed a didactic unit combining History and English in which each station would be devoted to a specific skill of English while the contents would be those from the History subject. She concludes her work claiming that "Enthusiasm grew and the children were hard at work (…) The children did not want to stop." (p.1146). These claims support the connection between this methodology and the increase of motivation.

Some years later, Strauber (1981) would write

> I have found learning stations to be very effective. They can be designed to appeal to different students' abilities and interests; they can help correct deficiencies within diverse groups. Offering a broader range of topics to study encourages students to continue taking foreign language from year to year. The list of plusses goes on and on. Learning stations are not a panacea, but they can play a helpful role in programs which respond to the needs of individual learners. (p. 36)

This author's work offers evidence that this methodology favours the attention to diversity, inclusion, and personalised learning.

A deeper analysis on the impact of Learning Stations in learning can be found in Chien (2015). This author analyses the attitudes towards the activities used in the Learning Stations, the characteristics of the activities used and the challenges they found implementing this methodology. In this study, seven undergraduate teachers designed some activities for the English subject that were to be implemented through Learning Stations with 28 elementary school students. Using interviews and observation to gather data, they concluded that using this methodology led to reflection and cooperation. Together with this, there were positive attitudes towards this methodology because it fostered students' cooperation and word-recognition skills.

Educación 3.0. (2021) talks about narrowing the gap between the methodologies used in the Elementary School and those used in the Primary School with the use of Learning Stations. The change in the approaches to learning often produces a great impact on first year Primary School learners as their learning through discovery and games time is reduced and replaced by more academic procedures. Thus, the use of Learning Stations in this case increases learners' motivation and autonomy. We prepare the context for learners to be the protagonists of their own learning process (Educación 3.0., 2021).

Implementing this methodology in the classroom is not always easy and could bring along some difficulties that are often related to classroom management (Sabuco, 2021). To manage and minimize these difficulties, planning is essential. Together with this, we can use tools to control noise in the classroom (voice level posters), improve cooperative work management (giving students a specific role in the group) and to minimize interruptions (by using scaffolding) so that we can observe and offer personalized guidance (Sabuco, 2021).

4. Contextualization

For the present paper we have selected a private school located in the small town of Poio, in the province of Pontevedra. Poio is a coastal town with a population of 17.230 inhabitants according to the statistics National Institute (INE, 2021). The school is situated in the residential area of A Caeira, surrounded by chalets and luxurious villas.

4.1. Features of the surroundings

A Caeira is a well-known residential area situated on a hill closely related to the city of Pontevedra. Even though this hill belongs to the small town of Poio, it is known as the area where wealthy families from Pontevedra live.
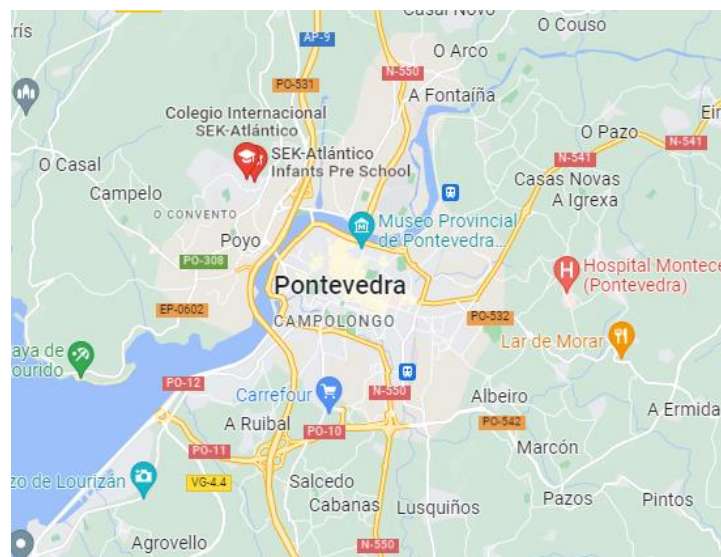
Source: Google Maps (2022)

In this area we can find a tennis club, where many families meet after school and the Liceo Casino sports centre with an area of 12 000^2 and an exclusive membership policy.

4.2. Description of the centre

The school is split into two different buildings: the nursery (0-3 years) and the main school (3-19 years). Following these lines, the main rooms of the school are listed:

- Administration
- Pre-school education
- Primary education
- Secondary education
- Baccalaureate school
- Canteen
- Sports centre
- Outside sports courts
- Pre-school playground
- Primary and secondary playground
- Music classroom
- Mind-lab
- Laboratory
- Library

This bilingual school offers three International Baccalaureate (IB) programmes: Primary Years Programme, Middle Years Programme and Diploma Programme. For the current academic year, more than 700 students have enrolled this school.

4.3. Characteristics of the students

This didactic project is aimed at 3rd grade primary education students. We have 40 students distributed in two groups of 20 students each. In each group there are 10 girls and 10 boys of 8-9 years of age. All these students come from the cities of Pontevedra and Vigo.

Among our students we have a girl who is from a Chinese family, a boy who is from a Brazilian family and a boy who is from a Mexican family. Most of these students come from wealthy families (successful business families, football players, etc.) but there are also three children of teachers.

In this group, we have three children that have been diagnosed with learning difficulties last year. Two are dyslexic and one student is ADHD. There are also a couple of students that are highly disruptive.

5. Project of Intervention

5.1. Introduction

In this section, we will present a proposal of intervention within the area of English for students of 3rd grade of Primary Education. The idea presented in this plan is to offer a sequence that could be adapted to any level in Primary Education.

5.2. Justification

The learning of any foreign language is a complex process since each language has specific structures, rhythm, sounds and ways of conveying meaning through words. However, as Çağaç (2018) points out, it has several benefits when learnt at an early age such as the increase of thinking flexibility or the enrichment of mental development (p. 133).

As stated in section 3, Learning Stations methodology gives learners a higher degree of autonomy and a boost of motivation lowering, at the same time, their affective filter and creating a great atmosphere for learning.

Students spend long hours at this school. Their timetable extends from 9am to 17pm and, additionally, the school is not placed in the city centre, which means that they need to spend some time on the road during mornings and afternoons. Therefore, we consider the methodology under study would ease their learning process allowing teachers to adapt their lessons to the moment of the day (teachers can prepare learning stations to be used in those time slots where students lack concentration or are more tired).

5.3. Legal references

The present project of intervention is addressed at 3rd grade Primary Students of Primary Education. To do this, we should follow the indications made by the Organic Law 3/2020, of December 29th, which modifies the Organic Law 2/2006, of May 3rd, of Education (LOMLOE). This law is concretized for Galicia in the autonomic Decree 155/2022, of September 15th, which

establishes the organization and curriculum of Primary Education in the Autonomous Community of Galicia.

They offer a variety of activities for small groups where communication is crucial. This contributes directly to the achievement of the communicative competence which, following the Royal Decree 157/2022, of March 1st, which establishes the basic curriculum for Primary Education, is our main goal.

The Order of September 8th, 2021, that develops Decree 229/2011 of September 7th which regulates the attention to diversity in Galicia states that we should use methodologies that promote inclusion and teamwork. The Order indicates that our methodology should focus on avoiding barriers or obstacles for students to develop their competencies. In this way, Learning Stations allow us to include scaffolding, favours ZPD and offers a perfect structure for us to include cooperative games.

5.4. Objectives of the project and competencies

We have selected one general objective for this intervention proposal together with some specific objectives:

- **General objective:**
  - To describe people according to their physical characteristics using the verbs "have got" and "wear" and understand descriptions done by others.

- **Specific objectives:**
  1. To identify and differentiate the use of "have got" and "has got".
  2. To use the vocabulary of the unit appropriately (body parts, clothes, and shapes).
  3. To name the physical characteristics of a person that identify them.
  4. To write short sentences to describing a person using "have got" and "is wearing".
  5. To follow instructions and respect the rules.
  6. To respect teamwork and demonstrate empathy and active listening.

Following the Decree 155/2022, of September 15th, which establishes the organization and curriculum of Primary Education in the Autonomous Community of Galicia, our project will focus on the development of the competencies in Table 4.

Table 4. *Competencies achieve through the intervention proposal*

COMPETENCY	DESCRIPTION
Linguistic communication competency (CCL)	• Understand a basic description of a person. Identify the main characteristics. • Express doubts and basic questions orally. • Write and understand simple sentences that describe people physical characteristics.
Multilingual competency (CP)	• Uses the second language to take part on simple communicative interactions in the classroom.
Digital competency (CD)	• Fulfil grammar and vocabulary tasks following a learning a Lesson Plan design in Symbaloo. • Use technology with care. • Plug and organize tablets they finish.
Personal, social and earning to learn competency (CPSAA)	• Transfer knowledge from one station to the next one successfully. • Respects others' ideas and communicates their own with respect. • Complete thinking routines showing what they have learnt (3, 2, 1 routine).
Social and civic competency (CC)	• Follow classroom rules. • Collaborate with the group as a team.
Sense of initiative and entrepreneurial competency (CE)	• Develop ideas in a creative way.

Source: self-elaboration

5.5. Contents

The contents of this project of intervention have been selected following the basic knowledge for second cycle of Primary Education described by the Royal decree 157/2022, of March 1st, that establishes the basic curriculum for Primary Education.

- **Conceptual contents:**
  - Verb "have (got)" to describe the physical characteristics of a person.
  - Verb "wear" to describe how a person is dressed.
  - Body parts vocabulary
  - Clothing vocabulary
  - Basic adjectives referred to size, colour, and shape.

- **Procedural contents:**
  - Understanding physical descriptions of people both written and spoken.
  - Speaking about the physical characteristics of a person (body, face, and clothing).
  - Writing a description of a person.

- **Attitudinal contents:**
  - Appreciation of the variety of physical features of people.
  - Respect and value the physical differences among people.
  - Open-mindedness attitude towards oneself and others.

5.6. Methodology

In this project of intervention different methodologies will be used together with the one under study. Despite this being an essay about a specific methodology, it could integrate and be combined with others. For our didactic unit, we have selected the following:

1. Cooperative Learning
2. Learning Stations
3. Game Based Learning
4. TPR

Students will be grouped in heterogeneous groups that will work both cooperatively and individually depending on the station they are at. Each group will be formed by four students.

To observe and assess the process, the activities, and the performance of our students, we will be helped by the teacher assistant who visits our classroom twice a week.

5.7. Sessions and activities

The structure of the unit we are presenting in this section may be adapted to any grade in Primary Education. It has been designed to serve as an example on how we could implement the Learning Stations within our units.

The unit we have designed is aimed at third grade students and has been divided into eight sessions of forty minutes with a total number of fourteen activities. Before going into each activity in detail, we have prepared a summary of the sessions and activities that have been included in this project for easier reference to the reader.

Table 5. *Distribution of sessions and activities*

Sessions	Activities																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Session 1. Introduction	X	X															
Session 2. Practice	X		X	X	X												
Session 3. Stations						X	X	X	X	X							
Session 4. Stations						X	X	X	X	X							
Session 5. Stations						X	X	X	X	X							
Session 6. Practice	X			X							X	X					
Session 7. Final task	X			X									X	X			
Session 8. Reflection	X			X											X	X	X

Source: self-elaboration

In the following tables the reader can find the complete description of each session and the activities included.

Table 6. *Session 1*

SESSION 1. Introduction	
Objectives	**Competencies**
- To identify and differentiate the use of "have got" and "has got". - To use the vocabulary of the unit appropriately (body parts, clothes, and shapes). - To follow instructions and respect the rules.	CCL, CC.
Description of the session	

Warm up: We will start this session presenting the unit and explaining what the contents are. In order to check previous knowledge, we will ask students about the parts of the body and clothing they know, and we'll write their contributions on the board. We will complete a list with all the pronouns and the verb "have got" and we'll leave it written on the board. We'll continue with activity 1.

Activity 1: Listen to the song and repeat the sentences (twice). We will use Studycat Limited (10th November 2011) video from Youtube: **https://www.youtube.com/watch?v=7R-dD7h7FiM**

Activity 2: Simon Says! We will play this game in big group. The teacher will say different parts of the body and students must do what the teacher asks. E.g., Simon says… touch your nose!

Materials	Timing		Spaces	Groups and participants
Whiteboard Digital board	Warm up Activity 1 Activity 2	20' 5' 15'	Classroom	Big group (20 students)
Assessment criteria			**Learning outcomes**	
1. Repeats with adequate rhythm and intonation. 2. Understands instructions to perform an action.			1.1. Repeats the sentences following the song. 2.1. Moves the body according to an oral instruction without delay.	

Source: self-elaboration

Table 7. *Session 2*

SESSION 2. Practice	
Objectives	**Competencies**
- To identify and differentiate the use of "have got" and "has got". - To use the vocabulary of the unit appropriately (body parts, clothes, and shapes). - To understand the physical characteristics of a person that identify them. - To follow instructions and respect the rules.	CCL, CC.
Description of the session	

Warm up: Activity 1.

Activity 3: I have/Who has activity. Each student will be given a card with two sections: "I have got" and "Who has got", the teacher will keep one. In each section there will be a picture of a part of the body. The teacher will start reading his/her card (e.g., I have got a head, who has got a nose?). The student who has the object that answers the question must say "I have got…" and continue with the next object on the card.

Activity 4: We will introduce the question "What are you wearing?" and the answer "I am wearing…"and write both on the whiteboard. We'll play the song from Dream English Kids (26th January 2021) on the digital board. We will listen to it once and we will play it again so that students can sing along and make gestures pointing at the clothing.

https://www.youtube.com/watch?v=FIo1_1-xg60&ab_channel=DreamEnglishKids

Activity 5: We will complete a list of clothing names cooperatively and write the on the whiteboard. After the list is finished, the teacher will take a ball and ask, "What are you wearing today?" and throw the ball to one student. The

student must answer with "Today I am wearing" and one piece of clothing. After this, the student will ask a classmate and throw the ball to continue the game.

Materials	Timing		Spaces	Groups and participants
Whiteboard	Warm up	5'	Classroom	Big group (20 students)
Digital board	Activity 3	15'		
Ball	Activity 4	5'		
	Activity 5	15'		

Assessment criteria	Learning outcomes
1. Repeats with adequate rhythm and intonation. 2. Use "have got" and "wear" to make questions and answers. 3. Understand vocabulary related to body and clothes.	1.1. Repeats the sentences following the song. 2.1. Answers back using the correct structure when asked. 2.2. Asks other classmates about the things they have got. 3.1. Points at the correct piece of clothing. 3.2. Answers back when the name of the picture they have is heard.

Source: self-elaboration

Table 8. *Session 3, 4 and 5*

SESSION 3, 4 and 5. Stations	
Objectives	**Competencies**
- To identify and differentiate the use of "have got" and "has got". - To use the vocabulary of the unit appropriately (body parts, clothes, and shapes). - To understand the physical characteristics of a person that identify them. - To follow instructions and respect the rules. - To foster teamwork and social skills.	CCL, CP, CD, CPSAA, CC, CE
Description of the session	

SESSION 3:

Warm up: We will explain the learning stations dynamic with the help of a Power Point presentation (see Annex 1 and 2). We will leave the Power Point on the digital board with the information about the stations and the turns for the different groups. To organize rotations, we will use the call and response "HANDS ON TOP" (teacher) / "EVERYBODY STOP" (students). When they hear this, they put their hands on top and follow two simple instructions: tidy up and wait. When we see everything is organised, we say "CHANGE" and all the groups should move to the next station.

SESSIONS 3, 4 and 5:

We will start each session at a new station, and we'll change once. That means, students will complete two stations per session.

Activity 6 (STATION 1): "Memory game" with clothing vocabulary.

Activity 7 (STATION 2): "Kaboom game" with clothing and body parts vocabulary. They will have a card with "help". To play this game we have prepared a board with 25 numbers and pictures. Together with the board, we have used 30 wood sticks marked with numbers 1-25 and five "Kaboom!" words. All the wood sticks are placed in a cup with the numbers facing down. Each student must take one stick out and check the number, if:

a) The number leads to a piece of clothing they must say "She/he is wearing + word".

b) The number leads to a body part they must say "She/he has got + word".

If they do it correctly, they keep the wood stick as a point. If not, they return it to the cup.

If the Kaboom word appears, player loses all the points and returns them to the cup.

> *ATTENTION TO DIVERSITY:* in addition to the "help" cards with grammar information, all the vocabulary is written on the reverse of the Kaboom board (see Annex 5). All players can check the words at any time but, if they do so, they cannot keep the point.

Activity 8 (STATION 3): "ICT station" – We will prepare five tablets with a link to a Symbaloo learning path with five activities: an interactive worksheet to choose "have got" or "has got", a game to match picture and word, an interactive worksheet to make questions with "have/has got", a game to organize sentences, an interactive wordsearch. We will use the platforms "Liveworksheets" and "Wordwall" from where we can retrieve students' results.

Activity 9 (STATION 4): "Guess who? game" Students will play in pairs. They will have two game boards and a set of cards with the different characters of the game. The boards are laminated so that they can cross out the characters using a whiteboard marker. They must practice this structure: Have you got…? Yes, I have. No, I haven't. Are you wearing...? Yes, I am. No, I'm not. They will have the syntactic structures written on a "help" card together with some additional vocabulary they can use (accessories, skin tones, hair colour and shape).

Activity 10 (STATION 5): "Teacher station". The teacher (or the teacher's assistant) will be here assessing the understanding of the different contents and practicing spoken skills. We will take the opportunity to solve our students' doubts and have them practicing their communication skills.

Materials	Timing		Spaces	Groups and participants
Digital board	SESSION 3:		Classroom	Five groups of four students each.
Clock	Warm up	20'		
Five tablets	Starting station	15'		
Two whiteboard markers.	Tidying up	5'		
Some tissue paper.	SESSION 4:			
Stations games:	Preparation	5'		
- Memory	Change 1	15'		
- Kaboom	Change 2	15'		
- Guess who?	Tidying up	5'		
	SESSION 5:			
	Preparation	5'		
	Change 3	15'		
	Change 5	15'		
	Tidying up	5'		

Assessment criteria	Learning outcomes
1. Use "have got" and "wear" to make questions and answers.	1.1. Answers back using the correct structure when asked.
2. Understand vocabulary related to body and clothes.	
3. Recognize the vocabulary on its written form.	

4. Retrieve information about the physical characteristics of a person using questions.
5. Work as a team listening to others and giving our opinion with respect.

1.2. Asks other classmates about the things they have got.
1.3. Asks other classmates about the things they are wearing.
2.1. Uses vocabulary correctly to participate in the different games.
2.2. Uses the correct word to refer to their clothes or physical appearance when asked.
3.1. Matches words and pictures.
3.2. Organises words into sentences.
4.1. Uses the vocabulary and structures learnt to guess the physical appearance of a person.
5.1. Talks to other members of the group to agree turns and respects others' opinions.

Source: self-elaboration

Table 9. *Session 6*

SESSION 6. Practice	
Objectives	**Competencies**
- To identify and differentiate the use of "have got" and "has got". - To use the vocabulary of the unit appropriately (body parts, clothes, and shapes). - To understand the physical characteristics of a person that identify them. - To follow instructions and respect the rules. - To foster teamwork and social skills.	CCL, CP, CPSAA, CC, CE

Description of the session

Warm up: Activity 1 and Activity 4

Activity 11: We will modify Activity 5 to include "She/he has got…". Students must choose a classmate when having the ball on their hands. This time they will have to say the name of the classmate first and then say a sentence or make a question using what they have learnt. The teacher will give some examples to be used as models:

    Student 1: Q: Ana, have you got blue eyes?

    Student 2: A: Yes, I have/No I haven't.

        Q: Lucas, what are you wearing today?

    Student 3: A: Today I'm wearing black shoes.

        Q: Elena, are you wearing a T-shirt today?

Activity 12: To practice their reading skills, we will give them a short description of a person. Each student must do a drawing following the description.

Materials	Timing		Spaces	Groups and participants
Whiteboard	Warm up	10'	Classroom	Big group (20 students)
Digital board	Activity 11	15		

Ball	Activity 12	15'		Individual activity (20 students)
Worksheet				
Assessment criteria			**Learning outcomes**	
1. Repeats with adequate rhythm and intonation.			1.1. Repeats the sentences following the song.	
2. Use "have got" and "wear" to make questions and answers.			2.1. Answers back using the correct structure when asked.	
			2.2. Asks other classmates about the things they have got or are wearing.	
3. Understand vocabulary related to body and clothes.			3.1. Answers coherently when asked.	
			3.2. Draws a person attending to the information given in a text.	

Source: self-elaboration

Table 10. *Session 7*

SESSION 7. Final task	
Objectives	**Competencies**
- To use the vocabulary of the unit appropriately (body parts, clothes, and shapes). - To understand the physical characteristics of a person that identify them. - To write short sentences to describing a person using "have got" and "is wearing". - To follow instructions and respect the rules.	CCL, CP, CPSAA, CC, CE
Description of the session	

Activity 13: "Fill in the gaps". Using the songs, we have been practicing in Activities 1 and 4, we will do an activity with the lyrics. Students will be given a worksheet with the lyrics of both songs but there are some words missing. We will play the songs twice. Students must complete the gaps using the correct words. When finished, we will play the songs again to sing them and act out.

Activity 14: "Describing me". In this activity, students will practice their writing skills. They must draw a person or do a self-portrait and describe the drawing using three sentences to say what parts of the body have got (blue eyes, short hair, etc.) and three sentences to say what they are wearing. If they choose a third person to be described, they must change the title of the activity by "Describing + name of the person". They must colour their drawings to match their description.

Materials	Timing		Spaces	Groups and participants
Whiteboard	Activity 13	15'	Classroom	Individual activities (20 participants)
Digital board	Activity 14	25'		
Assessment criteria				**Learning outcomes**
1. Understand vocabulary related to body and clothes.				1.1. Identifies the missing words on a song.
2. Recognize the vocabulary on its written form.				2.1. Uses the vocabulary attending to spelling.
3. Describe the physical characteristics of a person using short sentences.				3.1. Writes a coherent physical description of a person using short simple sentences.

Source: self-elaboration

Table 11. *Session 8*

SESSION 8. Reflection	
Objectives	**Competencies**
- To use the vocabulary of the unit appropriately (body parts, clothes, and shapes). - To write short sentences to describing a person using "have got" and "is wearing". - To follow instructions and respect the rules.	CCL, CPSAA, CE
Description of the session	
Activity 15: Thinking routine "3, 2, 1": To reflect on their learning they must complete this easy thinking routine writing 3 words they remember, two sentences they have learnt and one thing they found challenging. **Activity 16:** Teacher and stations evaluation: Students will be given a worksheet with a thermometer. They must colour the thermometer to measure the teacher performance. That is, how clear the instructions were during the unit. If everything was clear, they would colour it completely. Next to the thermometer they will find the stations with their numbers and five stars. They must rate each station by colouring the stars (see Annex 3). **Activity 17:** Self-assessment: We will give them a worksheet with a drawing of a chewing gum machine. Under the drawing, they will find a colour code: • Blue: I had fun • Yellow: I've learnt • Red: I felt happy • Purple: I didn't understand • Orange: I felt confused They must reflect on their learning process and colour the chewing gum balls (see Annex 4)	

Materials	Timing		Spaces	Groups and participants
Worksheets Pencil Colour pencils	Activity 15 Activity 16 Activity 17	10' 15' 15'	Classroom	Individual activities (20 participants)

Assessment criteria	**Learning outcomes**
We are not assessing the activities in this session. The assessment process is on the students.	

Source: self-elaboration

5.8. Timing and Schedule

This unit has been designed to be implemented during the first trimester during the month of November. We have three sessions of English per week which means the unit will last for three weeks. In table 12 the distribution of the sessions per group are represented. The distribution of the sessions along the month can be seen in Table 13.

Table 12. *English sessions per week*

Monday	Tuesday	Wednesday	Thursday	Friday
English 3B **40'**		English 3B **40'**		English 3B **40'**
English 3A **40'**	English 3A **40'**		English 3A **40'**	

Source: self-elaboration

Table 13. *Didactic unit monthly plan*

WEEK no.	Monday Oct, 31	Tuesday Nov, 1	Wednesday Nov, 2	Thursday Nov, 3	Friday Nov, 4
1	Session 1	BANK HOLIDAY	Session 2		Session 3
1	Session 1	BANK HOLIDAY		Session 2	
WEEK no.	Monday Nov, 7	Tuesday Nov, 8	Wednesday Nov, 9	Thursday Nov, 10	Friday Nov, 11
2	Session 4		Session 5		Session 6
2	Session 3	Session 4		Session 5	
WEEK no.	Monday Nov, 14	Tuesday Nov, 15	Wednesday Nov, 16	Thursday Nov, 17	Friday Nov, 18
3	Session 7		Session 8		
3	Session 6	Session 7		Session 8	

Source: self-elaboration

5.9. Attention to Diversity

As stated in section 1, Learning Stations allow teachers to create and use activities with different levels of difficulty. This way, students with different learning rhythms can interact and learn from each other despite the activity they are doing.

In station 2 students have different tools that can be used as scaffolding for them to take part on the activity. Thus, they can use a grammar help card without losing any points and they can even flip over the game board to check the vocabulary if they need to. As this game is not over until the time given is finished, any student can win. The importance lays on the need to process the information to follow the game which boosts students' motivation. This way, a student with difficulties can enjoy the game autonomously thanks to the visual support whereas a student with high linguistic skills can take the challenge not to use any help and

create a sentence as complex as they need (adding adjectives, for example). Station 4 has a similar structure and station 5 gives the teacher the opportunity to attend each student in a more personal way to give each one the tools they need.

Syntactic structures available at the different stations are written using different colours. We use blue for "wearing" structures and red for "have got" structures. On all other activities that entail reading (e.g., Activity 12) key words in the text are underlined to help those kids with reading and writing difficulties.

Instructions and other key information are always written on the whiteboard or presented in the digital board for reference.

5.10. Assessment system

The assessment of the unit is divided into three different moments:

- **Initial assessment**: This assessment takes place at the beginning of the unit. The main objective is to trigger previous knowledge and to determine the competence of each student on the contents that will be dealt with. This allows us to adjust our activities or design new ones. We will show different pictures of people on the screen, one by one, and we'll ask the kids what they can tell us about these people (body parts, clothing, colours, sizes, etc.). We will take note on the board of the vocabulary they use.

- **Formative assessment:** This is a continuous assessment that takes place all throughout the learning process. We will use observation and a check list to follow the performance and evolution of students. We will also use the notes taken at station 5 and the results from activities at station 3. All this information will allow us to develop strategies that help those students that struggle with the contents of the unit.

  Students will assess their own learning process at the end of the unit. For them to do this, we will use the thinking routine "3, 2, 1" described in activity 15. This self-assessment will foster their metacognition and increase their autonomy in learning. Students will also assess the teacher performance, using a thermometer they will need to colour, and the different stations, giving 1 to 5 starts each.

- **Summative assessment:** This assessment takes place at the end of the unit. Its goal is to compare the performance of students against the initial assessment to see to what an extent they have progressed. In this unit, the main objective is to describe people according to their physical characteristics. The final product of this unit will be a description of themselves or a third person (activity 14). This product allows us to assess their writing skills. For this, we will use a small rubric. Activities 11, 12 and 13 will be used to complete the summative assessment (speaking, reading, and listening skills).

5.10.1. Assessment criteria

In this section we will briefly describe the assessment criteria selected and their connection to the objectives, learning outcomes and activities. The assessment criteria have been also included in section 5.7. to complete the description of the sessions planned.

It is important to notice that self-assessment, and DU assessment will be done in session 8 through activities 15, 16 and 17.

Table 14. *Assessment criteria and learning outcomes*

ASSESSMENT CRITERIA		Learning outcome	Objective	Competencies	Session
Repeats with adequate rhythm and intonation.	a)	Repeats the sentences following the song.	1, 2	CCL	Session 1, 2, 6
Understands instructions to perform an action.	a)	Moves the body according to an oral instruction without delay.	2, 5	CCL	Session 1
Use "have got" and "wear" to make questions and answers.	a)	Answers back using the correct structure when asked.	1, 2, 3	CCL, CP, CPSAA, CC, CE	Session 2, 3, 4, 5, 6
	b)	Asks other classmates about the things they have got.			
	c)	Asks other classmates about the things they are wearing.			
Understand vocabulary related to body and clothes.	a)	Points at the correct piece of clothing.	2, 3, 4	CCL, CP, CPSAA, CC, CE	Session 2, 3, 4, 5, 6, 7
	b)	Answers back when the name of the picture they have is heard.			
	c)	Uses vocabulary correctly to participate in the different games.			

	d) Uses the correct word to refer to their clothes or physical appearance when asked e) Answers coherently when asked. f) Draws a person attending to the information given in a text. g) Identifies the missing words on a song.			
Recognize the vocabulary on its written form.	a) Matches words and pictures. b) Organises words into sentences. c) Uses the vocabulary attending to spelling. d) Writes a coherent physical description of a person using short simple sentences.	1, 2, 4	CCL, CP	Sessions 3, 4, 5, 7
Retrieve information about the physical characteristics of a person using questions.	a) Uses the vocabulary and structures learnt to guess the physical appearance of a person.	1, 2, 3,	CCL, CP, CPSAA, CE	Sessions 3, 4, 5
Describe the physical characteristics of a person using short sentences.	a) Writes a coherent physical description of a person using short simple sentences.	1, 2, 3, 4	CCL, CP, CE	Session 7
Work as a team listening to others and giving our opinion with respect.	a) Talks to other members of the group to agree turns and respects others' opinions.	5, 6	CCL, CPSAA, CC, CE	Sessions 3, 4, 5

Source: self-elaborated

5.10.2. Assessment tools

We will use observation as the main assessment tool. We will use a notebook to take notes of the observations made in the classroom. In addition to this, we will use the following tools:

- **Rubric**: To assess the final product.
- **Results** from the online platforms.
- **Thinking routine** for self-assessment.
- **Chewing gum machine** for self-assessment.
- **Worksheet** from activity 16 for DU assessment.

6. Conclusions

The general objective of this paper was the creation of a didactic project based on the Learning Stations methodology for the English language learning in Primary Education. To meet this goal, a project of intervention has been developed placing Learning Stations at the core of its structure.

Together with this general objective, we have given response to some specific goals that have made this paper possible. In section 3.1., a bibliographic revision of student-centred theories has been presented. Whereas section 3.2. has been devoted to the analysis of games for English learning. Another goal of this paper was to describe the use of Learning Stations for English learning, this has been thoroughly dealt with in section 3.3. Finally, we have designed five different stations that English teachers could adapt to any learning situation in Primary Education. These specific objectives have made it possible to design a project of intervention where students are autonomous and lead their own learning process.

It can be concluded that the combination of this methodology with GBL and gamification strategies can create great impact on our student' motivation and engagement. This methodology places students at the centre of their learning path and gives teachers the tools to personalise learning and give each student what they need. In addition to this, it has been shown in the activities proposal that different work styles can be implemented in different stations. We would have students doing cooperative work, some others working in pairs and some others doing individual work. Thanks to the distribution of work, and the exceptional feedback obtained, teachers can assess the suitability of the activities chosen together with their students' performance.

It is worth noting that this methodology can contribute to reduce anxiety and interruptions as all students know what is coming next and what they will have to do until the end of the stations routine.

As mentioned in section 3.3. this methodology can bring along some difficulties related to classroom management. However, once we establish this methodology as part of our

classroom routines and use a recognizable learning stations structure in the classroom, these difficulties could be easily overcome.

7. Final considerations

Doing this degree final dissertation has entailed a lot of hours and work where I have felt confident and motivated. I have learnt a lot about the topic under analysis and it has given me the opportunity to organise my ideas with regards to this kind of strategies. Thanks to it, I have taken these active methodologies to the classroom and have greatly enjoyed seeing my students becoming more and more autonomous day after day. It has helped me overcome my fears and leave my comfort zone for the sake of improvement.

I have been away from the teaching activity for many years and studying this degree in primary education meant a challenge at first. With the passing of time, the degree has progressively increased my motivation as a learner and has given way to new personal opportunities and expectations. I have profoundly enjoyed studying this degree and now feel I found out where I want to be.

Finally, I consider my training during the degree and the elaboration of this final dissertation have helped me upgrade my teaching methods and strategies. Now I feel ready to face all the challenges of the 21st Century education with optimism.

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9. Annexes

Annex 1. Learning Stations Presentation
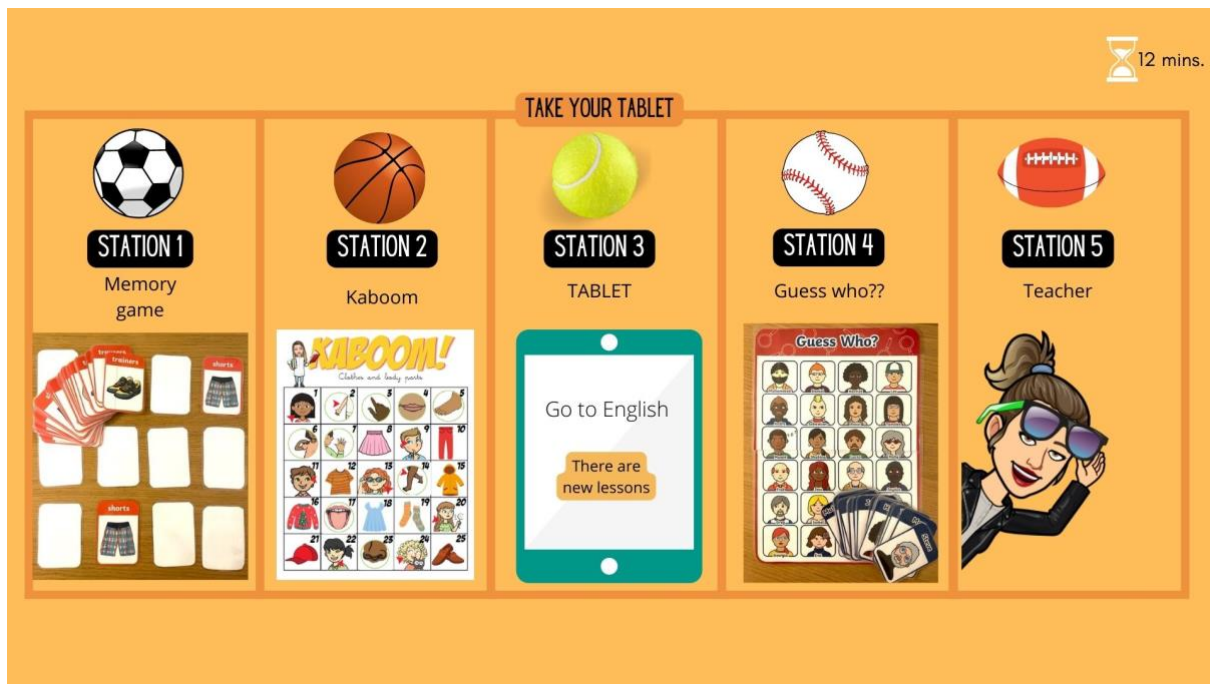
Source: self-elaboration

Annex 2. Groups distribution.
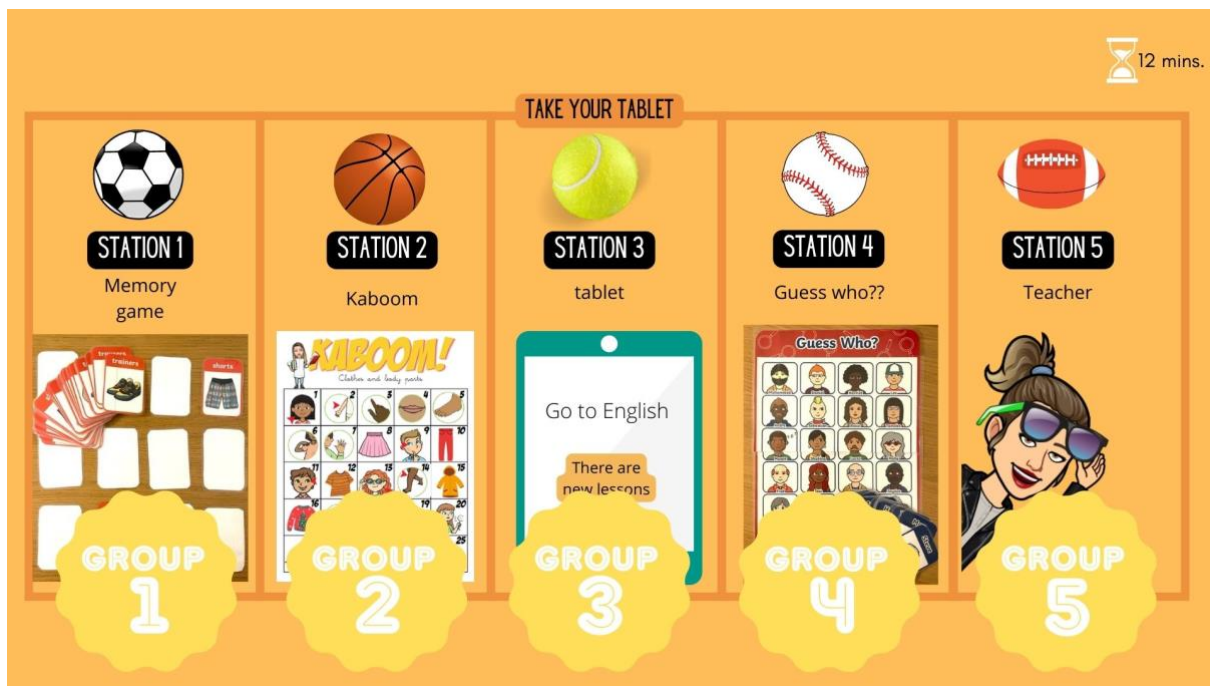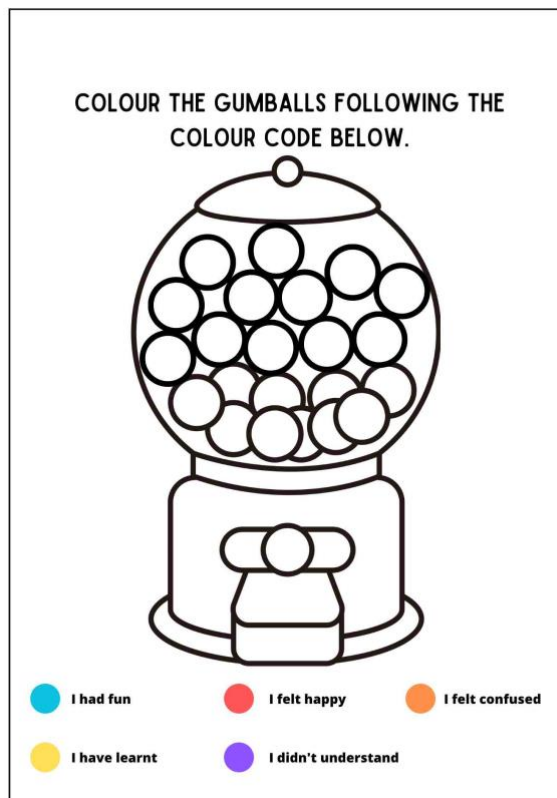

Source: self-elaboration

Annex 3. Teacher and stations assessment
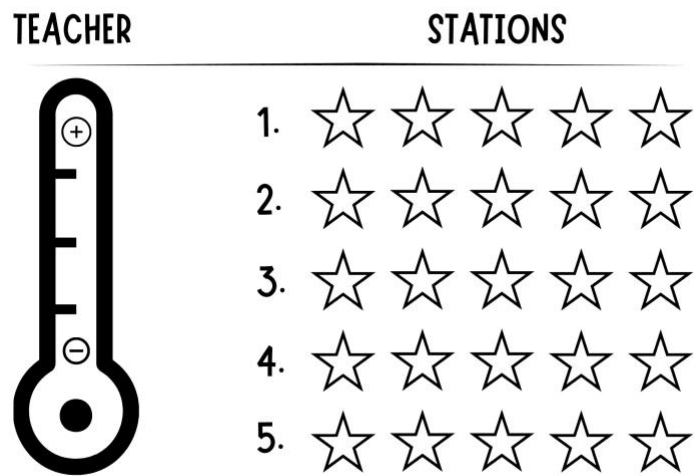
Source: self-elaboration

Annex 4. Students' self-assessment

Source: self-elaboration

Annex 5. Station 2 help boards

Source: self-elaboration