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INGLÉS

THE USE OF RADIO AS AN EDUCATIONAL
TOOL TO IMPROVE SPEAKING SKILLS IN THE
EFL CLASSROOM

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Facultad de Ciencias Humanas y Sociales
Giza eta Gizarte Zientzien Fakultatea

Grado en Maestro de Educación Primaria
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Trabajo Fin de Grado
Gradu Bukaerako Lana

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The use of radio as an educational tool to improve speaking skills in the EFL classroom.

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The Use of Radio as an Educational Tool to Improve Speaking Skills in the EFL Classroom.

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* se aprecia en los contenidos socio-psico-pedagógicos enmarcados en el marco teórico, así como en la realización de la búsqueda bibliográfica del proyecto. La realización del marco teórico nos ha permitido establecer un orden jerárquico de ideas y conceptos y se concreta en la clasificación de los mismos. Así, podemos observar contenidos de carácter sociológico al determinar diferencias sobre el tema en cuestión en diversas partes del mundo y en la referencia a cuestiones socioeconómicas concluyentes para la puesta en marcha de este proyecto. Del mismo modo, permite enmarcar contenidos psico-pedagógicos al valorar los factores personales y emocionales que influyen en la adquisición de una lengua extranjera en los apartados de “teorías de la adquisición de una segunda lengua” y en el “modelo de filtro afectivo” de Krashen. Así, podemos apreciar la disertación de cuestiones pedagógicas del proceso de aprendizaje e que incluye la aceptación del error como parte de dicho proceso, y se encuadra como punto de partida para abordar diferentes estrategias de enseñanza.

El módulo *didáctico y disciplinar* se concreta en la propuesta didáctica del proyecto “*Really rockin’ radio*”, donde quedan reflejados el contenido de las disciplinas, así como su didáctica. A través de esta propuesta didáctica, se permite establecer una respuesta a una necesidad educativa detectada y se ofrece una guía de trabajo clara, ordenada y definida.

Asimismo, el módulo *practicum* se desarrolla en el análisis de estudios de casos que se presenta dentro del marco teórico y que permite observar la metodología de trabajo y la aplicación práctica del tema en cuestión en diferentes contextos escolares. Esta visión aporta al trabajo la praxis de estudios de casos desarrollados en contextos educativos reales, así como el análisis y la aplicación del tema propuesto en proyectos educativos.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “antecedentes, objetivos y cuestiones” y “conclusiones” así como el preceptivo resumen que aparece en el siguiente apartado.

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Resumen

El presente proyecto pretende contribuir al uso efectivo de la radio como herramienta educativa en el aula de inglés, y principalmente se centra en promover la expresión oral de los estudiantes. Mi reciente experiencia en el aula de inglés, así como diferentes corrientes pedagógicas, muestra que no se realizan tantas actividades orales como se planifican y en este contexto, a través de este proyecto, se propone un proyecto didáctico que guiará a los estudiantes a crear su propio programa de radio. Durante el curso de 10 sesiones, los alumnos buscarán modelos, planificarán y escribirán sus guiones y finalmente grabarán su propio trabajo. Es importante reconocer el resto de las destrezas y para ello han sido incluidas varias actividades que desarrollarán la expresión y la comprensión escrita y oral. Además, se proporciona el estudio de diferentes casos donde se puede apreciar la importancia y las ventajas del uso de la radio en escuelas de Educación Primaria.

Palabras clave: radio; expresión oral; podcast; estudio de casos; unidad didáctica.

Abstract

This project will look at the effective use of radio as an educational tool in the EFL classroom, and it will primarily focus on promoting students' speaking skills. My recent experiences in primary EFL classrooms as well as diverse pedagogical trends, has shown that not enough emphasis is placed on speaking tasks and within this context, we propose this project to provide a step-by-step guide that will ultimately lead students to create their own radio show. Over the course of 10 sessions, the students will research current models, plan and write their own features before finally recording their finished work. It is important to recognise that speaking is not the only skill which must be developed in the EFL classroom and this plan also includes many activities that will develop listening and writing skills. Besides, it provides the study of different cases where we can appreciate the importance and advantages of radio and its use in primary schools.

Keywords: radio; speaking skills; broadcast; case studies; didactic unit.

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4.1 Antecedentes, objetivos y cuestiones

Durante mi período de prácticas del 4º año del Grado de Maestro en Primaria he apreciado una serie de cuestiones a mi alrededor que me hacen plantearme los objetivos de este proyecto.

En primer lugar, he realizado unas prácticas en un centro con modelo CLIL (Content and Language Integrated Language) donde se imparten asignaturas troncales en inglés, es el caso por ejemplo de *Science* para la asignatura de Conocimiento del Medio, Natural y Social. Aquí he observado que los alumnos del modelo CLIL cuentan con un nivel superior de inglés frente a los alumnos que no siguen este modelo. Este nivel se observa especialmente en la comprensión, ya que a la hora de producir el lenguaje les cuesta más. He tenido la oportunidad de presenciar clases con este método y al final de mi período de prácticas he podido apreciar que no se llevan a cabo gran cantidad de actividades orales en el aula donde el alumno pueda expresarse realmente e incorporar el uso de esta lengua. Si bien este tipo de actividades para fomentar la expresión oral existen, y están reflejadas en la programación anual de aula, en la práctica del día a día no son tan abundantes como al propio profesorado le gustaría.

Con el objetivo fundamental en mente de fomentar la expresión oral en el aula, se presenta el proyecto "*Really, rockin' radio*" como una estrategia educativa participativa y dinámica. Es a través de esta propuesta didáctica, donde se ofrece crear un espacio de encuentro en el que el alumnado sea el protagonista de su propio aprendizaje.

Para ello, se pone en marcha el proyecto teniendo como eje principal el uso de la radio como herramienta educativa en las aulas de Primaria (en el contexto del vigente plan de estudios). De esta manera, es importante conocer el papel que ha tenido y tiene la radio en el plano educativo en Navarra y el resto del estado español, así como a nivel internacional. A través de las siguientes páginas, se ofrece un análisis y estudio de casos prácticos que nos ayuda a valorar de la importancia de la radio como instrumento educativo.

Durante la realización del proyecto es relevante analizar diversos aspectos emocionales, sociales y pedagógicos que influyen en la adquisición de una lengua extranjera y para ello se facilita información al respecto, de cara a tenerla en cuenta a la hora de para trabajar la expresión oral en el aula.

En la búsqueda de esta información, se ha llevado a cabo una revisión de fuentes, donde destaca un proyecto de interés para el tema en cuestión. Se trata del proyecto que la Doctora Lázaro de la Universidad Pública de Navarra, junto con un equipo de 13 investigadores, lleva a cabo y que ha recibido el reconocimiento por parte del Ministerio de Educación. En el contexto de la investigación de procesos de adquisición, enseñanza y aprendizaje de segundas lenguas, los mencionados investigadores pretenden mejorar la producción oral en inglés a través de la interacción en el aula de primaria. Según la Doctora Lázaro “lo que se ha observado es que los escolares alcanzan un nivel muy alto en comprensión pero la producción está muy por debajo.” Y lo que es más importante y de vital importancia para mi propio proyecto: “los alumnos tienen pocas oportunidades reales de usar la lengua oral en el aula” (<http://www.noticiasdenavarra.es/>)

Se indican a continuación, los objetivos más importantes que se pretenden conseguir con la realización del proyecto:

El objetivo general es utilizar una herramienta en el aula que nos permita mejorar la expresión oral en el aula de un curso de 6º de Primaria.

Los objetivos específicos son crear un proyecto motivador y que se ajuste a las necesidades reales de los alumnos. También se pretende resaltar la importancia de la radio como herramienta educativa en contextos variados.

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Para la realización de este proyecto, se ha partido de las aportaciones de la bibliografía consultada y otros recursos. Así se ha revisado los fondos de:

- Biblioteca Universidad Pública de Navarra
- Biblioteca General de Navarra
- Búsqueda bibliográfica online de la red de Bibliotecas de Navarra
- Bibliografía online
- Artículos de revista de pedagogía y educación
- Prensa local

De cara a poder tener y trabajar con conocimientos relevantes sobre el tema, se ha procedido a realizar un estudio de casos prácticos sobre proyectos similares que están en vigencia o que han supuesto un impulso importante para promocionar el uso de la radio en educación. De este modo, he podido conocer diferentes programas que se llevan a cabo en el Reino Unido, donde la presencia de la radio en escuelas de primaria es más que notable (y podemos apreciar su presencia en la BBC o incluso en universidades británicas), o en países como Kenya, donde la radio se convierte en el recurso ideal para comunidades con pocos recursos económicos y donde adquiere un plano humano, social y cultural que ningún otro medio de comunicación es capaz de ofrecer.

Se ha realizado una amplia busque sobre el estado de la cuestión relativa a la destreza de expresión oral y como trabajarla en el aula, aspectos fundamentales del presente trabajo.

Otro elemento característico de este proyecto es el uso de la radio como instrumento para favorecer la producción oral en el aula de primaria. Los alumnos van a desarrollar un programa de radio en inglés en la radio del colegio y de esta forma llevarán a cabo una serie de actividades que les facilitará la adquisición de los patrones de la lengua inglesa, su uso de forma natural y fluida y su asimilación de manera lúdica y dinámica.

Se trata de un proyecto flexible que puede adaptarse a las necesidades de cada clase o escuela en concreto y para alcanzar los objetivos planteados.

4.2 Vinculación con los contenidos del Grado de Maestro en Primaria

4.2.1 Contenidos lengua inglesa (3º Ciclo)

Partiendo del Decreto Foral 24/2007 a través de este proyecto se trabajan:

Bloque 1: Escuchar y comprender, hablar y conversar

- *Comprender, hablar y conversar*
 - Escucha y comprensión de mensajes orales de progresiva complejidad, como instrucciones o explicaciones, interacciones orales dirigidas o grabaciones en soporte audiovisual e informático, para obtener información global y específica.
 - Interacción oral en situaciones reales o simuladas con progresiva autonomía, eficacia y complejidad de las expresiones utilizadas.
 - Producción de textos orales con progresiva autonomía, eficacia y complejidad basados en modelos conocidos y estructuras lingüísticas conocidas, mostrando interés por expresarse oralmente en actividades individuales o de grupo.
 - Interés por expresarse oralmente en actividades individuales o de grupo (canciones, dramatizaciones, trabajos en equipo, etc.) de forma progresivamente autónoma.
 - Disposición para superar las dificultades que surgen habitualmente en la comunicación debido a su dominio imperfecto, utilizando las estrategias de comunicación de las lenguas que conoce.

- *Expresión e interacción oral. Habilidades y estrategias.*
 - Mantener conversaciones, sobre temas cotidianos y familiares o frecuentemente revisados en clase.
 - Inventar diálogos con pautas establecidas.
 - Expresar certeza, posibilidad, hechos y opiniones.
 - Asentir, disentir. Permitir, prohibir, dar órdenes...
 - Expresarse en pasado y futuro.
 - Dar razones, explicar.
 - Realizar descripciones sencillas (de personas, animales, objetos y lugares) breves exposición de conocimientos.
 - Narrar historias y sucesos con ayudas visuales y verbales siguiendo los modelos previamente trabajados en el aula.

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- Efectuar entrevistas a compañeros sobre sus gustos y aficiones con ayuda de un guión previo.

Bloque 2: Leer y escribir

- Lectura y comprensión de diferentes tipos de textos adaptados a la competencia lingüística del alumnado para utilizar información global y específica, en el desarrollo de una tarea o para disfrutar de la lectura.
 - Uso progresivamente autónomo de estrategias de lectura de estrategias de lectura: uso de los elementos del contexto visual y de los conocimientos previos sobre el tema o la situación transferidos desde las lenguas que conoce, identificando la información más importante, deduciendo el significado de palabras y expresiones no conocidas, utilizando diccionarios.
 - Valorar la lectura. Leer textos adecuados a su capacidad e intereses para disfrutar de la lectura.
 - Lectura y escritura de textos propios de situaciones cotidianas de relación social, de medios de comunicación y de textos para aprender y para informarse.
 - Composición de textos propios de distintas situaciones de comunicación, progresivamente más extensos y ricos en léxico y estructuras, para transmitir y compartir información, con diversas intenciones comunicativas.
 - Utilización de las estrategias básicas de la producción de textos (elección del destinatario, propósito, planificación, redacción del borrador, revisión del texto y versión final) a partir de modelos.
 - Utilización de las tecnologías de la información y la comunicación para producir textos y presentaciones y para transmitir información.
 - Valoración de la lengua 2 como instrumento para comunicarse y para aprender.
- *Habilidades y estrategias*
 - Leer en voz alta textos trabajados en el aula con fluidez, pronunciación y entonación adecuadas.
 -
 - *Leer para aprender (lectura comprensiva)*
 - Captar el sentido de los textos escritos significativos, identificando información específica con la ayuda del diccionario.
 - Usar estrategias de lectura transferidos desde las lenguas que conoce, tales como la utilización de elementos del contexto visual, (interpretar ilustraciones para formular hipótesis sobre el tema, verificar o refutar dichas hipótesis...) de los conocimientos previos sobre el tema o la situación...

- *Expresión escrita. Estrategias y habilidades*
 - Utilización de las estrategias básicas en la producción de textos a partir de modelos muy estructurados.
 - Planificar el texto escrito: ideas, vocabulario necesario, estructuras requeridas y orden de ideas Elección del destinatario, propósito, redacción del borrador.
 - Utilizar elementos que dan cohesión al texto (nexos, tiempo verbal, puntuación básica adecuada, etc.)
 - Revisión del texto y versión final.
 - Cuidar presentación, legibilidad.
 - Conocer y usar los elementos básicos de los textos narrativos, descriptivos, instructivos y expositivos.
 - Corregir los textos antes de darlos por terminados preguntándose por su coherencia, adecuación al lector, si se puede mejorar con cambios de expresiones o vocabulario (referencias), ortografía, signos básicos de puntuación.

Bloque: Conocimiento de la lengua.

- *Reflexión sobre la lengua.*
 - Pronunciación cuidada, ritmo, entonación y acentuación adecuados, tanto en la interacción y expresión oral como en la recitación, dramatización o lectura en voz alta.
 - Reconocer y reproducir la acentuación (stress) de las palabras polisilábicas.
 - Diferenciar las terminaciones de los tiempos en pasado acabados en –ed /d;/ /t;/ /id/ (phoned; cooked; landed)
 - Mantener la coherencia de los tiempos verbales (presente, pasado y futuro) en las producciones orales y escritas.
- *Vocabulario.*
 - Utilizar el diccionario para conocer los distintos significados de palabras desconocidas presentes en un texto. Seleccionar, de las definiciones dadas en el diccionario, el significado más adecuado al contexto.
 - Interés por utilizar la lengua de forma correcta en situaciones variadas atendiendo tanto a la corrección como a la progresiva extensión y adecuación de las expresiones.

Bloque 4. Aspectos socioculturales y conciencia intercultural.

- Valoración de las lenguas como medio para comunicarse y relacionarse con compañeros y compañeras de otros países, como posibilidad de acceso a informaciones nuevas y como instrumento para conocer culturas y modos de vivir diferentes y enriquecedores.
- Conocimiento de costumbres cotidianas y uso de las formas de relación social propias de países donde se habla la lengua extranjera.
- Actitud receptiva y de valoración positiva hacia las personas que hablan otra lengua y tienen una cultura diferente a la propia.

BLOQUE 5. Reflexión sobre el aprendizaje de la lengua.

- Uso de habilidades y procedimientos tales como repetición, memorización, asociación de palabras y expresiones con elementos gestuales y visuales, observación de modelos lectura de textos, utilización de soportes multimedia, para la adquisición de nuevo léxico, formas y estructuras de la lengua.
- Conciencia y autonomía progresiva en el aprendizaje. Reflexión sobre el propio aprendizaje, organización del trabajo, aceptación del error como parte del proceso de aprendizaje, autocorrección y autoevaluación.
- Utilización progresiva de medios de consulta e información y de las posibilidades que ofrecen las nuevas tecnologías.
- Confianza en la propia capacidad para aprender la lengua y valoración del trabajo cooperativo.
- Valoración de la lengua como instrumento para aprender, organizarse y para transmitir conocimientos.
- Progresar y profundizar en las estrategias del trabajo en equipo.

4.2.2 Contenidos lengua castellana y literatura (3º ciclo)

De acuerdo con el Decreto Foral 24/2007 a través de este proyecto se trabajan:

Bloque 1: Escuchar y comprender, hablar y conversar.

- *Escuchar y comprender*
- Comprensión de textos orales procedentes de la radio, de la televisión o de internet con especial incidencia en la noticia, la entrevista, el reportaje infantil

y los debates y comentarios de actualidad, para obtener información general sobre hechos y acontecimientos que resulten significativos y distinguiendo información de opinión.

- Uso de documentos audiovisuales como medio de obtener, seleccionar y relacionar con progresiva autonomía, informaciones relevantes para aprender (identificación, clasificación, comparación).
- Valoración de los medios de comunicación social como instrumento de aprendizaje y de acceso a las informaciones y experiencias de otras personas.

- *Hablar y conversar*
 - Participación y cooperación en situaciones comunicativas de relación social especialmente los destinados a favorecer la convivencia (debates o dilemas morales) adecuándose a la situación de comunicación, utilizando los recursos lingüísticos pertinentes (elementos léxicos, gramaticales, fonológicos...).
 - Producción de textos orales para aprender y para informarse tanto los producidos con finalidad didáctica como los de uso cotidiano de carácter informal (conversaciones entre iguales y en el equipo de trabajo) y de un mayor grado de formalización (explicaciones de clase, entrevistas o debates).
 - Producción de textos orales de los medios de comunicación social, mediante simulación o participación para ofrecer y compartir información y opinión.

Bloque 2: Leer y escribir

- *Comprensión de textos escritos*
 - Comprensión de textos procedentes de los medios de comunicación social (incluidas webs infantiles y juveniles) con especial incidencia en la noticia, la entrevista, el reportaje y las cartas al director, para obtener información general, localizando informaciones destacadas.
 - Producción de textos de información y opinión propios de los medios de comunicación social sobre hechos y acontecimientos significativos con especial incidencia en la noticia, la entrevista, la reseña de libros o de música, la carta al director..., en situaciones simuladas o reales.

4.2.3 Contenidos conocimiento del medio natural, social y cultural (3º ciclo)

Según el Decreto Foral 24/2007 a través de este proyecto se trabajan:

Bloque 4: Personas, culturas y organización social

- El papel de las comunicaciones y los transportes en las actividades personales, económicas y sociales.

Bloque 7: Objetos, máquinas y tecnologías

Utilización de recursos sencillos proporcionados por las tecnologías de la información para comunicarse y colaborar.

- Búsqueda guiada de información en la red.
- Toma de conciencia de la necesidad de controlar el tiempo de entretenimiento con las tecnologías de la información y la comunicación y de su poder de adicción.
-

4.2.4 Contenidos Educación artística (3º ciclo)

Bloque 3: Escucha

- Audición activa y comentario de músicas de distintos estilos y culturas, del pasado y del presente, usadas en diferentes contextos.
- Grabación de la música interpretada en el aula.
- Valoración e interés por la música de diferentes épocas y culturas.

Bloque 4: Interpretación y creación musical

- Utilización de medios audiovisuales y recursos informáticos para la creación de piezas musicales y para la sonorización de imágenes y de representaciones dramáticas.

5. Theoretical Framework

5.1 Statement of the Topic.

5.2 Radio

5.2.1 Case Studies

5.2.2 United Kingdom

5.2.3 Radio Ecça

5.2.4 History of the radio in Navarra

5.2.5 Case Studies in Developing Countries

5.2.6 Kenya

5.3 Speaking Skills

5.3.1 Teaching Speaking Skills

5.3.2 Emotional Factors of Learning a Second Language

5.3.3 Affective Filter Model

5.3.4 Mistake as Part of the Learning Process

5.1 Statement of the Topic.

At the present time, we all agree about the importance of learning English as a Foreign Language (EFL) to achieve personal and professional goals, to communicate in the context of a globalized world and of course, due to its influence in the media and sociocultural life as the *lingua franca*. Therefore, and being aware of its relevance, it becomes extremely important to approach this concept to schools and to the daily life of young students by incorporating English teaching into the classroom.

The Government and the Regional Governments have been doing a great effort over the last decade to train students and teachers in EFL in order to upgrade the degree of proficiency of the language in Spanish schools. Firstly, they lowered the starting age from 8 to 6 years to adjust it to the development of the speaking area.

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They continued with scholarship programmes (“becas MEC”) for both teachers and students and encourage opportunities for students to study abroad through different academic programmes. But they made slow progress as a 2010 survey done by CIS (Centro de Investigaciones Sociológicas) revealed. According to the survey, more than half of the population (63%) of Spain couldn’t speak, read or write English.

So, even though we are making progress and aiming to achieve better results, we still can’t appreciate a significant improvement. What is it then? What are we doing wrong?

We can say that we need to focus on speaking skills and work towards their improvement. It is the oral production where we find more difficulties in the Primary classroom. Generally speaking, students find difficulties to speak in the target language at the end of this educational stage (when they have been learning English for several years). Lately, and due to the application of CLIL (Content and Language Integrated Learning) and TIL (Tratamiento Integrado de las Lenguas) the level of comprehension has increased remarkably, but there’s still a lot of work to do when it comes to oral production. Therefore, we can appreciate a positive impact of new models and teaching strategies.

It is necessary to change some situations and to promote interaction in the class, as well as a two-way communication between the students and the teacher, modify methodologies to help the students in oral performances so they can be more natural and spontaneous.

Spanish law contemplates the teaching of oral language in the classroom and teachers recognize its use and significance. However, and according to my own experience during my teaching placements and the chats with the teachers that I have been with, they all agreed that it’s very difficult to incorporate more speaking activities into the classroom. Normally, this kind of activities need the supervision of the teacher and he or she can’t be with all the students at the same time and this way the teaching performance is less effective. There might be a feeling of losing control by some teachers and, if students are not used to that situation they could take advantage of it to speak their mother tongue and not to focus on the English speaking task.

Hence, these characteristics in the classroom can lead to a poor success of the oral production activities.

Basically, the thing here is that although speaking activities are in the year planning and are considered an essential part of learning a second language, we find few occasions for the pupils to speak during the lessons.

What are the reasons to justify the scarcity of speaking activities in the classroom?

According to Álvarez, M. (1999) some of the reasons are:

- Current legislation: Spain and Navarra present in its curriculum framework the learning of the language and its oral expression as one of the most important objectives. They consider it the tool that will bring the child and future citizen better social and communication skills. Even though the possibilities that law itself offers, the need to accomplish ambitious programmes and the diversity in the class, makes its application time consuming.
- Schedule: hours dedicated to oral language learning. Spain dedicates 3-4 hours a weeks with an analytical and conceptual approach of the language and hardly dedicates time to speaking activities. We concentrate on knowing what an adjective is, or how superlatives work and, although this is vital to be able to speak properly, we don't normally put that into practice through speaking activities.

In my opinion, the acquisition of the oral side of the English language is essential to communicate in the world that we are living in. We are combining different methods and strategies to improve the acquisition of the English language in general and its working well after several years of application. We seem to find more complications with the speaking part and is here we need to work. The project is contemplated as a fantastic tool to provide an appropriate physical space where they can share opinions, inform the rest of the students or interact with their class mates. We could say that brings up the perfect excuse to work the objectives of the unit.

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5.2 Radio

Today we live in a different world in terms of communication and sound aspects than the one previous generations experienced. We are in a world full of sound waves: we wake up with the alarm of our mobile phones, we listen to music while we are walking down the street or on a bus. We head to work listening to our mp3 and we carry on through the day with similar examples. Hence, we are living in a new sound context and we have to adapt everything to it. Education for instance and the use of the word for communication purposes as the beginning of a teaching context. From the Greek philosophers until the creation of print, teacher's word was the main and most representative "educative resource". Then, after Marconi's radio and the progressive incorporation of all kind of sound systems and audio players, educators and teachers tried to take advantage of them to enhance the learning levels of the students.

Nowadays, these changes are even more noticeable as we are living in the era of new technologies. We could say that today, the product that comes to the market one day, is practically out-of-date the following day due to the increasing amount of new gadgets available. Companies literally bombard the customer with more and more sophisticated goods and therefore, education needs to incorporate as much as it can this sort of resources in the classroom if it doesn't want to be a fall behind institution. If one of the core commitments of school is to help students to develop their social skills and become integrated citizens of the society there are living in, the school should provide the tools to achieve it.

The use of radio for educational purposes started with the BBC's schools broadcasting services in 1924 and it will continue through diverse programmes. Presence in education became prominently important during the 20th century's education scene.

Why radio and not any other new technology gadget? There are some reasons that took me to feel confident and sure about radio as the most appropriate and useful tool for the purposes that I aim to achieve during the project.

- Radio as a basic element of audiovisual education: radio is without doubt, the mass media less used in the Spanish educational system. Therefore, we need to promote its uses and educational features and integrate the radio work in scholar tasks. Radio is a media that stimulates communication, facilitates reading and understanding of text as it makes possible as well the improvement of the speaking skills. Radio tasks is an incentive for young students, that promotes school activities from diverse perspectives:
- Reinforces team work: students have to work together in collaborative tasks to accomplish a common goal.
- Promotes debate of different topics and provides a space of communication and interaction in the school, where pupils can speak up their minds and be a relevant part of the school community.
- Promotes an active listening attitude: facilitates situations to show reflection and respect for the listeners and talkers.
- Stimulates speaking and writing skills: students can be the authors of the scripts of the radio programme and they learn how to express themselves in an effective way.
- Implies students in a very particular task that goes beyond curricular activities.
- Students can assess their own work.
- Promotes study, debate and reflection in a fun and playful way.

The range of opportunities of radio shows is extremely varied. To develop a project of this characteristics teachers and schools can opt for local radios, school radios, "PA system to broadcast daily announcements about school activities" (<http://www.wisegeek.org/>) or just listening to their podcast in front of the class or year group.

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The importance of radio in society is unquestionable and it affects in main aspects of learning like reading, speaking, intonation, writing or structure of ideas. Thus, how can we not take radio into account in schools? Incorporation of radio activities into the curriculum is not as complicated as this task might seem at a first glance. Anticipating some questions about it, I will mention specific factors to highlight the influence and relevance of this tool and its benefits.

- Creation of radio workshops
- Organization of radio work teams in the class
- Use of audio files in curricular activities
- Audio files as evidences of the learning progress and academic portfolios
- Creation of a sound library
- Pupils are motivated and interested as they feel part of it
- Creative results
- Practical and manipulative work
- Provides a meaningful learning scenario
- Develops autonomy and responsibility in the students
- Learning takes place through different subjects

Besides, we find specific quotations that indicate the relevance of radio in education and its advantages as an educational tool.

“Studies conducted by the Open University UK have demonstrated that, when used as a supplementary learning tool, radio benefits weaker students” (Tripp and Roby, 1996).

“The Agency for International Development has shown radio to be more cost-effective and capable of exerting greater learning effects than textbooks or teacher education” (Tripp and Roby, 1996)

5.2.1 Case studies

We can find plenty of models around the world about the use of radio as an educational tool and we can draw a few conclusions about its praxis through practical cases and the study of different cases.

5.2.2 United Kingdom

One of the first points to consider is the importance of radio in Primary schools in the United Kingdom (UK). It is apparent that there are many projects where children (with the support of the teaching staff) broadcast a radio show and work as part of a collaborative team and carry out engaging tasks. It is significant that the television channel of the BBC has its own website about “podcasts, downloads, audio video clips and learning resources for primary schools” (<http://www.bbc.co.uk/schoolradio>) where we can find audio resources for primary schools. “There are also teacher’s notes available to support most programmes” of the different subjects (Early learning, history, citizenship, mathematics, dance, geography and music).

We can also find websites like “School radio solutions” which is a company that “has been manufacturing radio broadcasting equipment for more than 40 years and is firmly established as one of the leading radio broadcast suppliers in the UK with equipment in almost every radio broadcast studio. The simple to use, reliable radio studio packages are ideal for use in primary schools, secondary schools, college and university environments and give a true feel for what it’s like to be in a radio station because the equipment is broadly the same as that used by professional broadcasters, just discounted for use in education.” [Available on (24/5/13): <http://schoolradiosolutions.co.uk/>] They consider radio broadcasting as a way of “improving speaking and listening skills”, along with other personal issues such as “motivation, confidence and self-esteem”.

According to “School radio solutions” it is important to point out that “the use of radio broadcasting in education links in directly to the Every Child Matters agenda”. We must ensure to remember main aspects of the philosophy of *Every Child Matters*. This organization was “introduced as a new move to help promote the well-being of children and young people” (<http://www.everychildmatters.co.uk/>) in order to look after all children. They work in cooperation with local policy and social workers of the community among others, so they can provide a comprehensive education for every child.

“School radio solutions” benefits of school radio broadcasting are:

- Improve self-development skills
- Expand communication skills
- Develop creative thinking
- Increase awareness of current affairs
- Improve presentation and research skills
- Give pupils a voice

Along the same lines, we can find “School radio” or “Radio anywhere” which provides educational equipment to run your own school radio station and they supply all the materials. They have launched the school radio station of more than 200 schools in the UK, which give us an idea about the relevance of this resource across the United Kingdom.

It is not only primary schools that recognize the valuable work of radio stations as many secondary schools and even further education institutions such as universities encourage student’s participation in developing radio shows. The most representative British universities have their own radio launched by students. For example, Cambridge University has Cam FM and is a student-run radio station that broadcast since 1980. CAM FM is a member of the Student Radio Association, and in 2007 won Best Station 2007 at the Student Radio Awards. Student Radio Association is a “the representative body which supports and acts on behalf of students radio in the UK, representing any radio station linked to a place of education” (<http://www.studentradio.org.uk/>)

The world- wide well-known university of Oxford has its own radio station represented by Oxide Radio, which is run by members of the college and Oxford Brookes University in Oxford, England.

Many other universities along the UK have their own student-run radio station. We could mention Edinburgh University in Scotland, University of Liverpool, Manchester, Leicester, Birmingham, West London or Sunderland in England or Cardiff University in Wales as some of the educational centres that provide the opportunity to students to express themselves and give them a voice.

5.2.3 Radio Ecce

Secondly, Radio ECCA as one of the most representative's educational radios in Spain. During the 1960's, Francisco Villén (a Jesuit priest) arrived to the Canary Islands with the revolutionary idea of running a radio dedicated exclusively to teaching and education. No one believed in that project and they considered it a not sensible and feasible plan. Therefore, fundraising was a tough and exhausting mission. In fact, teaching through radio shows was an ambitious project and pioneer in Europe, but however it was not a new idea. Villén based his plan in the Colombian radio "Sutatenza", that taught lessons to underprivileged children of rural areas of the country. In one year they had more than a thousand students and they could consolidate the project in the Canary Islands to expand it later on to the rest of Spain.

After its long career, Radio ECCA has been awarded numerous public prizes and its work has been recognised by society. As an example, we can mention its 3 "Premios Ondas", the first one of them being in 1967 for its invaluable educational work. In addition, it won the "Premio Nacional de Radiodifusión y Televisión, granted by the "Ministerio de Información y Turismo" and it has received distinctions from diverse institutions. (<http://www.radioecce.org/index.php>)

The dedication and involvement of their team and pupils, has made Radio ECCA one important and relevant project in education and nowadays has more than 2 million students in the Canary Islands and Vigo.

It is remarkable to think about the significant role of radio ECCA in response to a social need. They provided an educational context to stimulate the minds of young learners and they offered different courses from those already available in regular schools. As a result, during the 2011-2012 academic year, the institution offered 378 training activities, that cover largely, the demands and new needs of society in general. The educational radio station develops radio programmes to promote lifelong learning of the students.

5.2.4 History of radio in Navarra

“History of radio in Navarra” (historia de la radio en Navarra), is a book published in 1995 by Carlos Albillo Torres and José Javier Sanchez Aranda where we can discover the history of radio in Navarra and its different stations and schedules, since its creation and first moves until the mid- 90’s.

It was the 27th of May of 1933 when Radio Navarra was launched in the popular street Calle Mayor of Pamplona and from the beginning, there were not many educational programmes featured in the schedule. The first schedule was focused on these topics: weather forecast, movie reviews, employment news, music, information on the latest bull fights and breaking news.

It was not until March of 1958 when educational contents were included in Radio Navarra broadcasted by the central station in Madrid. The name of the programme was “la letra con radio entra” (alluding the Spanish saying “la letra con sangre entra”).

In the context of cultural programmes, we could highlight the ones which refer to cinema like “cine-cope” o “cinemascope” or “la linterna de la cultura”. In the season 1983-1984, a daily programme called “qué pasa en la escuela” was broadcasted from 22 to 22:30 hours about the teaching world.

A key conclusion appears at this point as we now recognise a minimal presence of educational content in approximately the first 50 years of Radio Navarra. This information provides us with an important overview of the topic in the region and the lack of high-culture around it in media and/or schools.

5.2.5 Case studies of developing countries

There are many examples of world- wide radio projects and in all of them we can appreciate a common idea: the idea of taking advantage of this useful tool to improve community life. The purpose of making a difference by using radio it's especially noticeable when it comes to developing countries. Radio as the powerful mass media that is, reaches more people and is by far the dominant media in the African continent or in some countries of Latin America due to its cost and flexibility.

Published reports have confirmed that radio can be used as an operative educational tool for formal and non-formal education and it can be easily established and wide spread throughout different programmes. We can observe in most of the cases that participation of the community is a recurrent factor and is in part what it makes successful initiatives. A project that is operated in the community, for the community, about the community and by the community has many chances to be successful due to the implication of the agents and the possibility of generating a meaningful change in their society.

Personally, I support projects that respond to the real needs of the community and are run by members of the place, instead of the ones "imposed" by foreign or non-local agents. If a group of people can determine their own autonomy and be able to participate actively, both in management and program production phases, it will definitely imply a higher level of motivation and determination.

I believe that these are the main aspects, apart from education, that make radio projects in developing countries even more necessary and appropriate:

- Radio projects encourage democratic participation (and in many cases that brings hope and positive aspirations) and offers the chance to any member of the community to join and take part in the life of a radio station.
- It is an affordable tool and it can be set up easily. This characteristic leads to not dependence on external sources and it allows its people to be their own responsible of their lives and developments.
- It provides a space of reflection about their plans and issues. This might provide a good point to think over and redirect their own way, approach and/or objectives.
- It promotes and improves problem solving. Being aware of the weaknesses and strengths provide us the possibility of change the way we are doing things, maintain the ones that are working and keep looking for new ones to incorporate. It can be applied personally and collectively.
- It implies a two-way process and it promotes the exchange of ideas and thoughts.
- It is the expression of the community.

The World Bank site reported in 1999 an article where it described a “variety of uses of radio in education projects in developing countries” [Available on (25/5/13): <http://www.stoptb.org/>] and listed the following as a few examples:

- Thailand, to teach mathematics to school children (Galda, 1984), and for teacher training and other curricula (Faulder, 1984).
- India, for rural development (Long, 1984).
- Swaziland, for public health purposes (Byram & Kidd, 1983).
- Mali, for literacy training (Ouane, 1982).
- Columbia, for various programs (Muhlmann de Masoner, Masoner, & Bernal, 1982).

- Mexico, for literacy training and other programs (Ginsburg & Arias-Goding, 1984).
- Nigeria, for management courses for the agriculture sector (Shears, 1984).
- Kenya, in support of correspondence courses (Kinyanjui, 1973).
- Nicaragua, for health education (Cooke & Romweber, 1977).
- The Phillipines, for nutrition education (Cooke & Romweber, 1977).
- Guatemala, in order to promote changes in farming practices and to improve production (Ray, 1978).
- Sri Lanka, for family planning and health (Academy for Educational Development, 1980).
- Trinidad and Tobago, to promote knowledge of breastfeeding (Gueri, Jutsun, and White, 1978).
- South Korea, in support of family planning (Park, 1967).
- Botswana, for civics education (Byram, Kaute, & Matenge, 1980).
- The Dominion Republic, in support of primary education (White, 1976).
- Paraguay, to offer primary school instruction (Academy for Educational Development, 1979).

Out of all the countries, I will focus on the study of a case in Kenya as the most significant one for being one of the countries where we can appreciate more representation of projects and for the detailed programme orientated to primary education.

5.2.5.1 Kenya

Radio is at the moment the dominant and most important mass media in Africa, especially due to its cost, and is still being the most powerful source of information for the population. Hence, it's a perfect tool to use at schools where they need to supply the lack of qualified teachers and a damaged educational system.

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We must start introducing Kenya as a country where in 2003 there were 100 children per class in primary schools, according to Dr. Florence Odera, from the Kenyan Maseno University. In addition to the extremely large number of pupils and ratio student/teacher, they also had poor facilities, as well as scarce learning and teaching resources in many cases. Under these circumstances, the Kenyan Government decided to “introduced world space radio broadcasts to schools to supplement improve classroom teachers work and the quality of education at distance.” The first results couldn’t be better as they explain: “The overall findings showed that students learn from radio lessons and teachers also benefited from well researched programmes that help to improve their teaching”

In Kenya, what authorities are trying to aim at is to encourage radio for change. Radio remains the most important tool for communication in Africa and in occasions, daily life is planned around radio broadcasts. Therefore, the easiest way to achieve this objective is by using radio broadcasts and to promote change through specific educational activities. The Government of Kenya tries to provide equal opportunities and they offer courses and resources for children and adults along the country.

Unesco project in Kenya:

“Innovative communication and information technologies are no longer luxuries for big radio stations,” says Irina Bokova Director-General of UNESCO. Through a UNESCO project [Available on (26/5/13): <http://www.unesco.org/new/en/>] they were trained in April of 2012 to use new media and mobile phones to improve their broadcasts.

Besides, through this project, local radios in Africa received a training course from UNESCO where they participated in areas of concern of their own development. The project took place in Democratic Republic of Congo, Lesotho, Namibia, South Africa, Tanzania, Kenya and Zambia. The aim of the project was to increase the value of local programme broadcasting and make a difference in the lives of the community. They wanted to improve interaction with the audience through the use of online schedules, creation of playlists.

“The project is funded by the Swedish International Development Cooperation Agency, which donated 30 million Swedish Kroner over three years. It demonstrates a high level of trust – and responsibility – in UNESCO's work for the development of local media”

These are the radio stations that participated in the project.

- Radio Maendeleo (Sauti FM) – *Kisumu*
- Mwanedu Radio - *Voi, Taita Taveta*
- Mangelete Community Radio - *Mtito Andei*
- Mug'ambo Jwetu Radio - *Kianjai*

School broadcasts:

A huge amount of Kenyan schools have daily school broadcast with different programmes that are meant for primary and secondary schools. They also take into account teacher's training.

Ideas and concepts of the text books are adapted to the shows as well as the curriculum and they take great pride in focusing in primary school broadcast. They cover curricular activities, sports, music, poems, songs or stories written by the students for instance. A very interesting format for the lessons, captivating for the pupils and fun for all of them, are the diverse tools that they use to teach in a fun and meaningful way such as Talklets, Question and Answers or Quizzes. It is noticeable as well, the programme where the target audience is the teaching staff. They use these shows to know the curriculum updates, discuss contents or technology advancements.

It appears to be a rewarding and significant experience in schools as they are building the guidance and supporting the development of the capacity of youth radio broadcasting. They selected the topics through confidence-building activities to determine what areas were of more interest for them.

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5.3 Speaking skills.

Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation. Context includes the physical environment, the purposes for speaking, more often spontaneous, open ended, and involving. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also be able to understand when, where, why and in what ways to produce language.

In the Foral Decree 24/2007 it appears explicitly in the contents of English language as a general objective “to be communicatively competent enough to comprehend and express simple messages in everyday situations in at least one foreign language”. Therefore, it is a specific suggestion to work towards and to achieve for future generations. We could try to get closer to everyday life activities and pupils’s needs, by creating a real context where the students can work in an effective way and they satisfy their language needs using a potential communicative approach. In conclusion, the objective is to provide learning opportunities where students to use the language and also to provide the appropriate tools to communicate in different contexts.

5.3.1 Teaching speaking skills:

As a primary school English teacher and reporting my didactic knowledge I have noticed the importance of teaching speaking skills in the classroom and provide a nice environment and learning opportunities to achieve this objective. Mainly giving pupils the chance to rehearse their oral speech, to have the context and the appropriate task to put into practice what they are learning. Another important point is the chance to receive feedback as teachers, to observe and see if the activity is working, if they have understood the instructions, if they acquire the new vocabulary, the input of the lesson and so many assessment criteria that we can note with speaking activities.

“Scott Thornbury suggest that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become “talking classrooms” (Harmer, J 2007)

At this point it’s also relevant to mention the previous knowledge of the pupils in the class as they don’t come empty-handed. They will bring with them natural skills that allow them to develop a their ability to pick up language. This way, they can get involve in many activities and we can be sure that they will incorporate something to their cognitive structure. And they will mainly do it by playing and in a fun way. Children have the ability to find their own way to have fun and they contribute to the class with it. At this stage we should promote a fun way of learning the target language, make them sing songs, use games in the class and we will see how they get involved and engaged. If we provide the right learning opportunities in the class they will develop language patterns without realizing it and in a meaningful way.

The following are some of the “tips” to succeed while teaching speaking skills.

1. Always make sure that students have been exposed long enough to the "language" they will need in the practice and production stages.
2. Allow students plenty of time to practice and produce using the language you have taught/introduced in the lesson.
3. The speaking activities must be purposeful. Students must see a practical and meaningful reason to communicate.
4. Provide a variety of speaking activities, e.g. role plays, debates, mini dramas, interviews, etc.
5. The topics to be discussed must be meaningful for the students (tricky as the only way to find out is only after you have got to know them, somehow)
6. Encourage them to make mistakes, and let them know that it's OK to make mistakes. If we are working on a communicative approach methodology we must let them know that mistakes are a significant part of the learning process and it’s important to learn from them.

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7. Devise your own error correction model to guarantee that your students are aware of the mistake, how to correct it, and to assure that your correction will not prevent them from engaging in communicative activities in the future.

8. Make sure to create a friendly atmosphere to prevent students from feeling pressured or uneasy and therefore to hinder their speaking skills.

In allusion to the last point, and when teaching a foreign language, we should take into account emotional factors. Most of us have been through the process of learning a second language and we are aware of how our personality can interfere in our own learning process sometimes.

I consider important to think over it and to reflect the need of teachers to work on them as the main educational resource. Only by evaluating our performance and knowing more about ourselves, will we be able to show ourselves approachable and useful for others, especially young learners.

5.3.2 Emotional factors of learning and developing a second language:

In primary education affective factors are often decisive to develop a successful academic progress. Our environment, our way to communicate with the stimuli that we receive every day, the way we respond to them, all matters and we need to help students to focus in the classroom and to make them feel confident. Personally, I think we can clearly appreciate this issue working with young students learning a new language.

We must not forget that speaking a second language in front of other pupils can be very unsettling and we have to provide the right environment for them to feel sheltered to express themselves openly.

5.3.3 Affective filter model

That psychological and emotional factors can form an obstacle in the way of foreign language learning is a common observation. It was dealt with by Stengel in the late 1940's and we can call Stengel's work the appropriate starting point of the modern 'filter model'.

The "filter model" is normally related to Stephen Krashen and his 'filter theory', which maintains that "affective variables act to block input from the LAD" (Language Acquisition Device); that filter strength "can vary according to personality, the relationships between the acquirer and the source of input, and the acquisition situation"; (Krashen 1981, 101-102).

The main aspects that support his idea are "motivational orientations, emotional states, egocentric factors and sociocultural variation".

It is a specific feature of the study of a second language that it requires the learner to move into new spheres and phases, to adopt new modes of behavior; as it were, he has to take on a new identity. More studies have been released since Krashen's work and more specialists continued working on, especially Guiora discussed, back in the 70's and 80's, this phenomenon in various contexts as he was interested in the affective conditions of learning a foreign language.

The affective filter is proposed as appearing in the formal foreign language learning context in a number of factor groups termed 'filter levels' in Guiora's study. (Guiora, A.Z. 1983. The dialectic of language acquisition. *Language Learning*, vol. 33, 5, 3-12.)

The levels are as follows:

1. Motivational factors (affective motivational elements): The components to be considered here are motivational indices and types of orientation.
2. Certain personality traits: The main variables here are trait anxiety, alienation, and the ethnocentric syndrome.
3. Attitudes towards target language related objects. The main attitude objects here are target language speaking groups (TG), target culture (TC), and the target language (TL) itself.
4. Attitudes towards objects in the learning situation. Objects here are the target language teacher, the teaching method, and the learning materials (of the target language course) used.
5. The learner's self-concept, including personal inhibitions.

5.3.4 “Mistake” as part of the learning process

Firstly, let me differentiate these two concepts: “mistake” and “error” as they normally are taken as synonyms. A mistake is something you make although you know the language system and an error is something that you make because you don't know the system.

“An error...reflects the competence of the learner.” (Brown) “While mistakes can be self-corrected, an error cannot be self-corrected” (Brown)

I would like to mention in this part why I contemplated the chance of including mistake as part of the learning process. I could extend my answer for pages and pages or sum everything up on one line: mistake is a natural and necessary part of the learning process. The didactic project that I present in this document and its final task is a radio show program with year 6 students. I think it is important to assume and to take into account the mistakes that students will make during the process and the day when they perform their show on the school radio. Especially on a speaking task like this it is vital to bear that in mind from the beginning of the activity and during its planning and evaluation because mistakes are a natural part of the learning process.

If we consider behaviorist theories, many teachers thought mistakes were negative stimuli and they should be corrected immediately. It was not until the 80's when linguistics supported different points of view over language structure and mistake corrections. "Teachers can benefit from the findings of error analysis in many ways. Errors tell the teacher how far towards the goal the learner has progressed and what remains for him to learn" (Corder, 1987). By the mistakes and errors a student is making we can also point out the strategies that are being used to incorporate the target language.

5.4 Second language acquisition theories

Nowadays, neither first nor second language acquisition is yet fully understood. Therefore, experts are still discussing and presenting many disagreements about it. We have to bear in mind that it was not until Chomsky's studies, when ideas of first language acquisition were established.

I commented before the affective filter model and I will extend its content due to "Krashen's fifth hypothesis" and its social-emotional variables and its relation to second language acquisition. Krashen highlights a low-anxiety learning environment, motivation and self-confidence as the most important factors to achieve a second language acquisition. He emphasises: "People acquire second languages when they obtain comprehensible input and when their affective filters are low enough to allow the input in [to the language acquisition device]" (Krashen, 1981a, p. 62). We can say that Krashen's second language acquisition theories have been influential in promoting an important percentage of communicate practices; allow students a silent period (not forcing a speech production) and the creation of a low-anxiety environment.

Based on second language acquisition, many factors influence in language development. For example cognitive maturity helps in a massive way to second language learners. “For one thing, the cognition represents a very important advantage on which second language learners can rely since the cognitive maturity gets developed quickly in the late adolescence, and less rapidly after adulthood.” (Brown.1994.).

6. Didactic Project: Really Rockin' Radio

- 1.1 Introduction
- 1.2 Resources
- 1.3 Curriculum objectives
- 1.4 Project overview
- 1.5 Project objectives
- 1.6 Distribution of sessions
- 1.7 Lesson plan

6.1 Introduction

In the following pages I intend to present the project that I am working on as my final assignment of my teaching degree.

I will develop a didactic unit called *"Really rockin' radio"* with the main aim of improving the oral skills of the students due to less focus being placed on speaking activities that we as teachers provide in primary education. I will use radio and podcasts as an engaging strategy to encourage speaking in a fun and natural environment. This unit will eventually lead to the students writing and conducting a one hour radio show. The goals of this project are:

General objectives:

To improve speaking skills in the primary classroom.

Specific objectives:

To create an engaging and motivating project to fit students' needs

To highlight the importance of radio as an educational tool in a wide range of contexts

The use of radio as an educational tool to improve speaking skills in the EFL classroom.

For this unit, I will divide the classroom of 27 students of 6th year into groups of 2, 3 and 4 students to cover different aspects and topics for our radio show. They will summarize the most important events of the Foundation and Primary Stages as reporters for the school radio. Afterwards, they will record their podcast with the news of the different groups of the school and they will stage it in a show on the school radio.

Groups are distributed the following way: (see appendix 3)

- *Foundation stage*: the assigned group of two students of the class of 6th year, will write about the important events in “Educación Infantil”. For example, day trips.
- *1^o cycle of Primary Education*: The group of two students will write about First and Second years.
- *2^o cycle of P.E*: Two 6th year students will write about 3rd and 4th year.
- *3 cycle of P.E*: three 6th year pupils will write about the news of 5th and 6th years.
- *Extra-curricular activities (gymnastics, football, dance and basketball)*: 12 students of 6th year will the special events of the extra-curricular activities.
- *Music*: Two students will write albums and songs reviews and suggestions of concerts.
- *Books*: two pupils will write book reviews.

In this project, I present a didactic guide to this initiative as well as the methodology and organizational factors. Everything is explained in detail in the bullet point 6.7 lesson plan and in the following outlines.

6.2 Resources

1 Unit	20-40 watt transmitter
1 Unit	100-watt booster
1 set	Antenna system/single dipole
1 Unit	12-channel audio mixer
1 Unit	amplifier
2 units	Tape deck
1 unit	Cd player
3 units	karaoke
2 units	microphones
3 units	Portable tape recorders
1 roll	Floor stand mic/boom
1 unit	Microphone cable
30 pcs	Headphones

6.3. Curriculum objectives:

Primary stage objectives:

This didactic unit has been planned according to the general objectives of the Primary Stage. They are in the Foral Decree 24/2007 of 19th of March. Among them, I consider significant to this project the following ones, which are related to the basic competences.

- To be communicatively competent enough to comprehend and express simple messages in everyday situations in at least one foreign language.
- To begin to use the ICT (information and communication technologies, TICs) as a learning tool and information searching and developing a critical attitude towards it.

The use of radio as an educational tool to improve speaking skills in the EFL classroom.

General area objectives:

- Listen to and understand messages in varied oral interactions, using the transmitted information to do the specific tasks related to their experience.
- Express and interact orally in simple and regular situations that have a known content, using verbal and non-verbal procedures and taking in a respectful and collaborating attitude.
- Write different texts with varied purposes about subjects already worked on in the classroom, and with the help of models.
- Read various texts in a comprehensive way, related to their experiences.
- Learn how to use with progressive autonomy all the means available to them, including new technologies, to obtain information and to communicate in the target language.
- Value the foreign language as a mean of communication and understanding among people from various origins and cultures, and as a learning tool with different contents.
- Acquisition of the basic vocabulary aiming an appropriate expression, using the dictionary, other helping techniques and the library as a basic resource.
- Show a receptive and confident attitude in your own ability to learn and use the foreign language.
- Identify phonetic, rhythmic aspects, accentuation and intonation, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.
- To use their previous knowledge and experiences from other languages to assimilate the foreign language more easily and effectively showing interest in this process.

Third cycle objectives:

- Develop interest in learning a foreign language.
- Listen to and understand oral messages in situations of communication and respond to them through specific tasks related to our pupils' world.
- Use verbal and non-verbal procedures to communicate in specific situations.
- Read, understand and obtain general and specific information from short and simple texts.
- Write simple, understandable and short texts with communicate aims.

6.4 Project Overview

PROJECT	SESSIONS	SUBJECT	STAGE	YEAR	TERM
Really Rockin' Radio	10 sessions	English/Literacy	Primary 3rd Cycle	6th	3rd
INTRODUCTION					
This unit is based in a set of 4 session per week timetable in a school with a CLIL programme during the subject of English. It is supposed to be developed in 2 weeks and a half (10 sessions of 55 minutes each) I have chosen 6 th year of primary education to carry out this didactic unit due to the scope of the final task. The whole group will produce one hour show at the school radio station.					
GENERAL OBJECTIVE			ASSESSMENT CRITERIA		
<ul style="list-style-type: none"> ✓ To create one hour radio show using the target language (English) ✓ To work with the four skills: listening, speaking, reading and writing. 			<ul style="list-style-type: none"> ✓ Student expresses correctly orally and in writing. ✓ Understands the general sense of the written texts identifying the main ideas. ✓ Understands the general idea of the oral speech ✓ Shows an active and participative attitude. 		

CONTENTS		
KNOWLEDGE	PROCEDURAL	ATTIDUNINAL
<ul style="list-style-type: none"> ✓ To carry out written tasks (scripts) highlighting the most important ideas for their intervention. ✓ To carry out recordings of their own podcast. ✓ To run their own radio show. 	<ul style="list-style-type: none"> ✓ Express their written ideas clearly ✓ Their oral speech is clear and fluent ✓ Shows interest for the activity and works towards the collective final task. 	<ul style="list-style-type: none"> ✓ Develop interest in learning a foreign language. ✓ Effort to express his/herself in an appropriate way ✓ Enjoyment of reading ✓ Enjoyment of creation of texts and audios.
ACTIVITY SEQUENCES		
SESSION 1		<ul style="list-style-type: none"> ✓ Distribution of working groups ✓ “Professional journalist pass”
SESSION 2		<ul style="list-style-type: none"> ✓ Examples of audio files ✓ Podcasts by students ✓ Tips to write our script ✓ Small work group (writing)
SESSION 3		<ul style="list-style-type: none"> ✓ Features of a good podcast ✓ Hand outs ✓ Draft of the script
SESSION 4		<ul style="list-style-type: none"> ✓ Finish scripts ✓ Write original script
SESSION 5		<ul style="list-style-type: none"> ✓ Correction of the scripts of our class mates ✓ Evaluation chart

<p>SESSION 6</p> <p>SESSION 7</p> <p>SESSION 8</p> <p>SESSION 9</p> <p>SESSION 10</p>	<ul style="list-style-type: none"> ✓ Definite scripts ✓ Sound recording ✓ ICT lab ✓ Reading and recording of the script ✓ Listening to the recordings. ✓ Mock podcast ✓ Listening scripts ✓ General evaluation ✓ Reading scripts ✓ Rehearsal of the show ✓ Live Radio Show!
DIDACTIC ORIENTATIONS	
BASIC COMPETENCES	<ul style="list-style-type: none"> ✓ Linguistic competence ✓ Learning to learn competence ✓ Digital competence ✓ Interpersonal and civic competences
METHODOLOGY	<ul style="list-style-type: none"> ✓ Active learning methodology ✓ Students will have an active role in their own learning process and personal development.
RESOURCES	<ul style="list-style-type: none"> ✓ Computers, microphones (see resources)
GROUPING	<ul style="list-style-type: none"> ✓ Pupils will mainly work in groups of 4 students. The teacher will support their work and will guide them through the process.

The use of radio as an educational tool to improve speaking skills in the EFL classroom.

6.5. Project objectives: REALLY ROCKIN' RADIO

	Objectives	Activities	Assessment criteria	Indicators	Competences
Oral expression and comprehension	Express orally everyday situations and experiences in a clear and effective way. Express greeting expressions of radio: <i>"Good morning listeners, I am --- with our program Really Rockin' Radio"</i> , <i>"Welcome to our show"</i> .	Express their opinions and points of view during their team work (discussions and setting up of the radio show) Creative exposition of the news and podcasts by all the students of the class.	Student expresses correctly orally using an appropriate vocabulary. Understands the general meaning of oral speech identifying the main ideas.	Speech is expressed fluent and clearly. Shows interest and an active attitude	Linguistic competence <ul style="list-style-type: none"> - Oral production - Comprehension strategies
Reading skills	Develop reading comprehension strategies through academic and appropriate texts.	Reading texts individually and as a group. Reading of the news and answering to some questions related to the theme.	Read fluently with an appropriate rhythm and pronunciation. Understands the general meaning of written texts identifying the main ideas using personal strategies.	Listen and read actively to promote comprehension. Develop comprehensive reading.	Linguistic competence <ul style="list-style-type: none"> -Comprehension strategies. Learning to learn competence -Organize their own learning effectively.
Grammar	Understand and use appropriately different structures to communicate in an effective way.	Use own interests and needs to promote a real life situation and context (radio podcasts). Progress of activities increasing complexity gradually.	Use appropriately grammatical structures in their writing and oral productions.	Express their oral and written work with lexical and grammatical accuracy. Respect the features of the text	Linguistic competence <ul style="list-style-type: none"> - oral and written expression.

	Objectives	Activities	Assessment criteria	Indicators	Competences
Writing skills	<p>To create news of different topics to perform in the radio show.</p> <p>To respect the structure of the language in their writing productions.</p>	<p>Knowledge of the process of creating news as a team. Writing a radio script.</p> <p>Guided creation of news about different topics to perform in the radio show.</p>	<p>Student expresses correctly in their writing using the appropriate structures</p> <p>Present their writing with accurate handwriting</p>	<p>Establish short-term goals with the support of the teacher</p> <p>Respect the characteristics of the text and communicates effectively</p>	<p>Autonomous and initiative learning competence</p> <p>Develop a strategic vision, setting objectives and meeting them and being motivated to succeed</p>
Team work	<p>To create news with their class mates as a team using an appropriate vocabulary and spelling.</p>	<p>To create news and podcasts for the radio show working in groups of 4 people.</p>	<p>Organization and coordination of the work between the members of the groups</p> <p>Balanced participation of the members of each group</p> <p>Collaborative performance of the show.</p>	<p>Take responsibilities and completes the required tasks of the group contributing with ideas and personal opinions.</p>	<p>Interpersonal and civic competences</p> <p>team work</p>
Work attitude	<p>Show interest and effort in the different tasks</p>	<p>Radio production</p>	<p>Shows a participative attitude as well as an active involvement in the different assigned assessments through the didactic unit.</p>	<p>Keeps the work of the project updated.</p>	<p>Learning to learn competence</p> <p>-work habits</p>

The use of radio as an educational tool to improve speaking skills in the EFL classroom.

6.6 Session distribution:

The following chart, provides a general view of the session distribution of the project. However, this is a flexible planning and according to the previous knowledge of the pupils and the course of the lessons, this could be modified in order to promote a meaningful leaning activity. In other words, it wouldn't be a problem to add a couple of sessions if the teacher would consider it necessary for a successful application of the scheme of work.

SESSIONS	
<i>FIRST SESSION</i> Ready, steady, go!	<i>SIXTH SESSION</i> Project podcast
<i>SECOND SESSION</i> Projecting our project	<i>SEVENTH SESSION</i> Rehearsing lab
<i>THIRD SESSION</i> Disco drafts	<i>EIGHTH SESSION</i> Mock podcast
<i>FORTH SESSION</i> Super scripts	<i>NINETH SESSION</i> Breaking news
<i>FIFTH SESSION</i> Everyone editing	<i>TENTH SESSION</i> Rockin' Radio on air

6.7. Lesson plan:

A proper lesson plan is presented in the next pages with didactic recommendations. Is offered in individual lessons and all of them have their own learning objectives.

This lesson plan aims to work as a guide for the teacher to carry out the project.

Grouping: individual work (cards), small group work and whole class group

Learning Objectives:

- To identify previous knowledge of the students about radio, radio programmes and podcast.

Timings	Activities	Language skills	Resources
Starter	Brainstorming → What do we know about the school radio? Who works there? What kind of news they cover? Features. Do you listen to radio programmes? Do you like them? Do you know what a Podcast is? We discuss it orally.	Listening: they will pay attention to their class mates comments. Speaking: active participation through suggestions	No resources needed
Explanation (New learning ⁹)	Explanation supported by the extract of the text from <i>"BBC World Service, how to write a radio play"</i> (appendix 1) Discussion about the importance of the radio. Teacher explains the project: we are going to run a programme in one of our classes for the school radio! (appendix 2)	Reading: individual reading of the text. Listening: teacher speech and class mates opinions.	Extract from the text "how to write a radio play" Leaflet of the unit.
Main Task	Distribution of working groups (appendix 3) Students will be divided into 7 different groups and they will cover the news of the primary section of the school. For instance, 4 students will cover foundation stage and they will write about the important events of this stage. Another group will write about year 5 and the rest of the groups will do the same with their corresponding year group.	Speaking: use of sentences to express preferences. They might need to use their mother tongue for this purpose.	Pen and paper to make a chart with all the groups. Teacher will keep one to organize the sessions.
Additional Tasks	"Professional journalist pass" Students will make a personal card with their name and group they belong to. This card will identify them as members of the school radio. (Template appendix 4)	Writing: they will include their names, the group that they are representing and the name of the project.	A piece of card Ribbon or string
Plenary	Summary of the general idea of the unit/project.		

Unit *Really Rockin' Radio*

Lesson 2 of 10

Title *Projecting our project*

Grouping: individual and small work group.

Learning Objectives: To identify the features of a radio speech. To sort out the important ideas of a story to be told to an audience.

Timings	Activities	Language skills	Resources
Starter	Review of previous lesson. Today we are going to start with the project.	Listening: teacher's introduction. Speaking: active interaction	
Explanation (New learning9)	What is a podcast? We play the examples (appendices A, B and C) We show them small extracts of: sport news, an interview and a class important event. The students will have to make similar ones in order to cover the information.	Listening: paying attention to the examples	Audio files A, B and C
Main Task	They will listen to a complete recording done by students. Firstly, they will listen to some tips to write a script and they note the importance of ideas and content, organization, voice, effective sentences, conventions, and word choice. We summarize the key ideas and write them down on the notebooks. [Available on (12/5/13): http://mps.mpsomaha.org/willow/radio/index.html#]	Listening, speaking and writing: recordings, share the ideas of the podcast and summarize the tips to write a radio script in an effective way.	Audio file D-E (Willowdale elementary school website) Notebook
Additional Task	This is exactly what we will do at the end of this project and the final task is! Each group will make a 5 minute feature and will record it as well. The last recording is a proper example of what the requested task is. The model is being done by students of an American primary school.	Listening: podcast of the American kids. Speaking: share our ideas and guide our project.	Audio file F (Willowdale school website)
Plenary	We will check that all the students know about the final task of the project and how to start writing their scripts.		

Grouping: Students will work with their corresponding team in the class.		Learning Objectives: : To create news of different topics to perform in the radio show. To respect the structure of the language in their writing productions.	
Timings	Activities	Language skills	Resources
Starter	Recap of the previous lesson.	Listening: teacher and class mates interaction	
Explanation	We are going to write our scripts! We are going to organize the class in groups and take out our notebooks with your features of a good podcast. Also you will have this hand out to take into account when you are writing. (Appendix 8)	Reading: spotting important aspects to transfer to their own drafts.	Notebook. Hand out provided by teacher
Main Task	Reading of their list of features and hand out. Recap main important points to consider when they are writing. Underline the main ideas.	Reading the text and underline the main ideas.	Hand out (tips to write a radio script)
Additional Tasks	Draft of the script. Alright, after all the reading, you can start writing a draft of your podcast. Remember, that all the members of the group are supposed to participate in a balanced way.	Writing: elaborate a draft per each team. Speaking: expressing their ideas	Paper, pen Hand out
Plenary	Review of the work. Teacher will provide support through this process. Monitoring is important at this point.	Listening: work mates and teacher	

Unit "Really Rockin' Radio"

Lesson 4 of 10

Title Super scripts

Grouping: Students will work with their corresponding team in the class.

Learning Objectives: to write their own script for the radio show.

Timings	Activities	Language skills	Resources
Starter 5 minutes	Today we will continue writing the scripts. Distribution in groups.	Listening: teacher speech	
Explanation 5 minutes	We have this class to finish our scripts. We will use around 20 minutes to work on your drafts and after that you can write the definite script.	Listening: teacher speech	
Task 1 20 minutes	Carry on working on your corresponding draft. Ask for help if you need it. Remember all the features we have seen and go for it!	Writing: organizing the structure of the script. Speaking: sharing and expressing ideas with the group.	Hand out and notebook with the notes from previous lessons.
Task 2 20 minutes	Time to start writing your script! Organize and structure it carefully. Try to use the expressions that we have seen at the different parts of the podcast (welcome, main ideas, goodbye) so you can engage your audience.	Writing: respecting the structure of the language in the production. Speaking: interaction with the members of the group.	Hand out, notebook, draft.
Plenary 5 minutes	One member of each group communicates the work done to the teacher. Have we finished? Do we need to dedicate more time? Doubts	Speaking: interacts with the class and communicates effectively.	

Grouping: Students will work in groups. They will support each other to review their writings.		Learning Objectives: To promote self- correction in the class room and peer review with a critical thinking and a constructive attitude.	
Timings	Activities	Language skills	Resources
Starter 5 minutes	Today we are going to correct and improve our group scripts. With everyone's help, we will edit our scripts.	Listening: teacher instructions	
Explanation 5 minutes	You will correct your class mates scripts and they will correct yours! We will use a chart for that purpose that will help you to consider the main points. (appendix 11)	Listening: teacher instructions	Appendix 11 chart.
Main Task 25 minutes	In groups, you are going to read the rest of the scripts of the class and you will use the chart to point out any suggestion or comment that you consider needs to be done. What will you change to improve the script?	Reading: students read 6 more scripts (apart from theirs) Writing: suggest ideas to their class mates.	Chart, notebook
Additional Tasks 15 minutes	You have read all the scripts and completed the charts. Now, teacher will read out loud all the scripts and as a big group, we will see what we have to change, add, delete and of course, maintain.	Listening and speaking: class interaction	
Plenary 10 minutes	Now your group has time to review and make all the changes that we have agreed.	Writing: modify all the matters that have been mentioned. Social skills: team work, cooperative attitude, reflection.	Notebook, pen.

Unit *“Really, rockin’ Radio”*

Lesson 6 of 10

Title *Project podcast*

Grouping: We will work in groups during this lesson.

Learning Objectives: to become familiar with the sound recorder and start rehearsing and recording themselves.

Timings	Activities	Language skills	Resources
Starter	Recap of the work that we have done so far. Organize the groups in the ICT lab.	Listening: teacher and students interaction.	
Explanation 5 minutes	Today we will finish our definite scripts (with all the modifications suggested) and we will start to get familiar with voice and audio recordings.	Listening; teacher’s speech.	
Task 1	We complete our definite scripts! This will be the script that you will use to record yourselves first, and to speak on the radio show afterwards.	Writing: paying careful and special attention to spelling, vocabulary and structure.	Notebooks
Task 2	Alright, we are ready to start with our voice recording! We will use the sound recorder of the computer to record ourselves. Get familiar with it and start recording an individual intervention of all the members of the group.	Speaking: paying attention to our pronunciation and intonation. We will record it a few times to sound fluent.	Computers (ICT lab)
Plenary	At this point, all the students are familiar with the system that we are going to use to record ourselves to improve and sound natural. All of them have been rehearsing their part of the script.	Listening: teachers summarize.	

Grouping: We will work in groups.

Learning Objectives: to work independently towards a common goal creating a sound clip.

Timings	Activities	Language skills	Resources
Starter	Let's go to the ICT room. We continue working in the computer lab where we will record our recordings.	Listening: teacher instructions	
Explanation	Today we are going to rehearse our script by reading it a few times. Then we will record ourselves and we will listen to it.	Listening: teacher's speech.	
Task 1	All the members of the group have a copy of the script and they have highlighted their own part. They will read it out loud in order of intervention a few times. They should self-correct themselves each time in order to sound more natural every time.	Reading: by reading the script that we wrote with an appropriate intonation and rhyming.	Script
Task 2	Time to record ourselves! We record it once and we listen to it. How was it? What can we improve? We do the same 2 more times until we have a good one (one where we understand the words and the plot easily and clearly) Its an important step and a difficult one that will help us a lot to improve our speech.	Speaking: we focus on a natural oral speech. Fluency to take into account. Listening: to our speech will make us be aware of our strengths and weaknesses.	Computer and sound recorder. One per each group
Plenary	Evaluation of the first contact with it? Were we nervous when we had to speak? Was my intervention successful in terms of clearly? Can you spot any mistakes? We will continue recording ourselves next day.	Speaking: participation in the dynamic of the class, giving opinions and expressing feelings and emotions. Listening: to class mate's words.	

Grouping: Team work**Learning Objectives:** To rehearse our script for the radio show.

Timings	Activities	Language skills	Resources
Starter	We talk about the previous lesson and we ask about their impressions. Do they think they can do it better? Are you happy with the result so far?	Listening and speaking: classroom interaction.	
Explanation	Today during the first part of the class we will record ourselves again and during the second part, the whole class will listen to all the podcasts and we will see if anything can be improved.	Listening to teacher's speech.	
Task 1	Mock podcast: record yourselves and the first time pay attention to your pronunciation, the second time to your intonation and the third one to your rhythm and the sound of your voice. We listen to them.	Speaking: being aware of the language aspects to bear in mind. Listening: critically to our work.	Computers, sound recorder, scripts.
Task 2	We listen to the rest of the groups recordings and we collaborate on telling them how to enhance their work. With your participation we can upgrade the results!	Listening: as an important part to be aware of our successes and aspects to look up.	Computers, sound recordings.
Plenary	Very good job! You have been working very hard and the results are pretty good. Next day, we will rehearse at the school radio station, exciting times coming! We keep the recordings in mp3 format (we could use it as a variation in case the school has no radio, for the school website, where they can be easily uploaded)	Listening to the teacher speech.	

Grouping: We will work as a big group, whole class activity. We can assess at this point how team work has been during the project.

Learning Objectives: to beat "stage fright" and have fun at the radio station

Timings	Activities	Language skills	Resources
Starter	Today we will rehearse the whole show all of us together at the school radio station! Excited? The technician is ready, waiting for us...let's go!	Listening: active listening attitude to teacher's explanation.	
Explanation	We will number the groups in order from 1 to 7 and that will be your turn and when you have to speak. The dj of the school will give us more details about it and a few tips.	Listening: need to listen to teacher and dj instructions and understand the dynamic of the session.	Dj of the school radio. School radio station.
Task 1	Sit in order of intervention and read your script a couple of times in silence. Now, it's important to be quiet and listening to our class mates so we know when we have to speak.	Reading: reading in your head making sure you have no doubts. Listening: our class mates, very important step.	Dj of the school radio. School radio station. Scripts.
Task 2	Ok! General rehearsal: The show starts with the first group and the rest of the groups continue with their corresponding scripts. Remember to speak "in a dj kind of way". Dj will assist us with technical support and music bits. He will also let you know when your turn is by his body language (pointing you out)	Speaking: coherent speech, easily understood, clear pronunciation. Waits their turn respectfully.	Dj of the school radio. School radio station. Scripts.
Plenary	General impressions of the show. How did it go? What do we need to change or improve for the real one? Next lesson, we will perform our show for the entire school.	Speaking: Expresses their emotions and feelings, their impressions. Listening: pays attention and cares about others feelings and emotions.	Notebook to assess the impressions (t)

Unit *“Really rockin’ Radio”*

Lesson 10 of 10

Title *Rockin’ Radio On Air*

Grouping: We will work as a big group, whole class activity as the final task.

Learning Objectives: To perform a radio show at the school radio station.

Timings	Activities	Language skills	Resources
Starter	The day has arrived! Today we will perform our show for a real audience, our school.	Listening: teacher instructions	
Explanation	You have been working very hard and by now, most of you have memorized your parts of the script, so relax and try to enjoy the show. Just remember all that we have been practising and everything will be ok, good luck!	Listening: teacher instructions and encouraging messages.	
Task	Live radio show! With the help of the people in charge of the radio station and after our rehearsal, we know what we have to do and how we have to speak. We hope our audience will like it!	Speaking: communicates effectively in an school context and interacts with their class mates.	School radio station School radio technician/dj Scripts
Plenary	Congratulations to everyone!! Superb job! After the show (or a different day, depending on the degree of excitement) we can talk for a while and ask them how did it go? How did you feel? Did you enjoy it? Would you like to do it again? Would you like this project to be a whole year project? Oral evaluation of the project.	Listening: teacher message and congratulations. Speaking: shows interest for the final results of the show and project. Express opinions and reflections about the project.	

2. Conclusiones y cuestiones abiertas

El proyecto docente descrito en este documento, nos muestra que la radio puede ser un medio educativo efectivo para proporcionar oportunidades de aprendizaje. En la época que estamos viviendo de avances informáticos y con la cantidad de medios que tenemos a nuestro alcance, tendemos a dejar de lado recursos menos sofisticados y caros. Uno de ellos es la radio, y este proyecto trata de promover el dicho “menos es más”, ya que trata de promover actividades sencillas, dinámicas y lúdicas que cuentan con una gran efectividad pedagógica y formativa. La radio es un medio mundialmente accesible y tiene el potencial de expandir y promover el acceso a la educación de sectores menos favorecidos.

Las ventajas educativas que presenta la radio como recurso educativo son las siguientes:

- Los alumnos participan activamente durante las actividades ya que es un medio que suscita interés y motivación.
- Este proyecto puede realizarse durante todo el año si se considera oportuno y las condiciones son las idóneas. Por ejemplo, realizar una sesión de una hora a la semana por clase en la que pueden compartir las vivencias más significativas de la semana.

Como muestra de la intencionalidad de mostrar una visión más amplia y objetiva del tema en cuestión, sería conveniente contemplar los inconvenientes que este tipo de proyectos puede conllevar:

- Una dificultad que este tipo de proyectos puede presentar es la cuestión económica que puede servir como “excusa” para no comenzar la andadura de la radio si el colegio no cuenta con los medios necesarios para empezar este propósito. Sin embargo, el análisis de datos y casos nos demuestra que no se trata de un argumento tan sólido, ya que en la práctica su puesta en marcha y funcionamiento no requiere una gran inversión (si se compara con otros medios actuales) y es rentable en la mayoría de los procesos observados.

Apuntar además, que una pequeña y sencilla emisora de radio puede ser realizada de manera económica y puede aportar mejoras positivas en el trabajo en el aula.

"Really, rockin' radio" y la realización de esta práctica refleja la que podría denominar mi "filosofía de educación", una filosofía que se ha ido fraguando durante los cuatro años de la carrera de Magisterio.

A través de este estudio y teniendo en cuenta cuestiones concretas, hace que los aspectos que considero determinan mi manera de entender la educación y la enseñanza queden definidos.

Por ejemplo, la cuestión es incluir "el error" como un apartado de este trabajo manifiesta mi actitud hacia el error en la educación. Se parte del error como fundamento básico que va a existir en un hecho educativo y pedagógico y que por tanto, deber ser intervenido como tal y favorecer su presencia para evolucionar, mejorar y favorecer el aprendizaje.

En la misma línea, podemos resaltar el tema afectivo a la hora de enseñar-aprender lenguas extranjeras. Creo que es importante valorar personalmente como docentes como vivimos las cuestiones que pedimos a los estudiantes (por ejemplo hablar en público) para poder empatizar con ellos y tener en cuenta estos aspectos de carácter afectivo, para potenciar un ambiente sano en el aula y ser capaces de facilitar espacios adecuados para que los estudiantes muestren confianza y seguridad en su práctica educativa.

Por otro lado, el hecho de presentar un contexto real de aprendizaje al alumno, hace que la motivación crezca y el alumno sea un miembro importante del grupo y participe vivamente. El aula de inglés como lengua extranjera tiende a incluir mucho material "artificial", creado por editoriales y descontextualizado, lo que no favorece un interés por la lengua real, ya que no parten de unas necesidades reales. La idea que persigue este proyecto, es que se produzca una interacción real entre los alumnos y que aprovechen un contexto real de aprendizaje contextualizado para favorecer una comunicación de trabajo y positiva en el aula.

A lo largo de este proyecto se ha ofrecido una propuesta para fomentar el uso de la lengua inglesa en el aula y se ha presentado un plan que se adecue a las necesidades de aprendizaje del estudio de una lengua extranjera, dada la importancia social que el uso de idiomas comporta.

Esta actividad promueve tres espacios de trabajo diferenciados para trabajar como son el aula, la sala de ordenadores y la emisora de radio de la escuela. Este hecho nos permite mantener una actitud proactiva de cara al aprendizaje y facilita el aprendizaje por descubrimiento por parte del alumno, y sus posibilidades de vivenciar el aprendizaje.

Como hemos visto, España no es un país que destaque por contar con una emisora de radio en cada colegio, por lo que la aplicabilidad de este proyecto podría ser puesta en entredicho. Sin embargo, la puesta en práctica y marcha del proyecto está sustentada en la necesidad de promover la expresión oral por lo que el resultado podría ser parecido si los alumnos grabaran sus propios podcasts y estos fueses colgados en la página web del colegio. Esta es una variante del proyecto que permite poder ser realizado en prácticamente cualquier contexto actual.

En la práctica educativa, la posibilidad de detectar las necesidades educativas que un contexto o clase en concreto presenta, es primordial para poder planificar de acuerdo a estos supuestos. Para la realización de este supuesto se ha intentado contar con una necesidad detectada a raíz de las prácticas educativas, y este hecho ha favorecido el desarrollo del mismo.

Por último, a través de este documento y como principal motor, se ha pretendido seguir la capacidad de promover cambio que la educación posee. Esta cualidad la tiene también la radio, como hemos visto en contextos desfavorecidos, y por lo tanto, adquiere mayor relevancia de cara a trabajar acorde a unos principios. La educación es la llave para el cambio con la que los ciudadanos contamos y por lo tanto, debemos cuidarla y promoverla con prácticas educativas solidarias.

Esta reflexión, nace como fruto de una preocupación personal en relación a la equidad social y educativa y viene planteada como el principal estandarte sobre el que curtir mi próxima práctica educativa. Creer firmemente que podemos promover un cambio a través de la educación y a través de nuestro trabajo en el aula, es un punto vital de cara a creer en el sistema educativo y en nuestra labor como docentes.

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APPÉNDICES

Appendix 1: Introduction to the unit and project. Text from “*BBC World Service, How to Write a Radio Play*”

RADIO

Radio is an extraordinary medium. A radio play can travel through time and space, between centuries and continents.

It can take place in an aeroplane, down a goldmine, on a ship; it can also take place within the confines of somebody's mind. All this can be done for a fraction of what it would cost to do the same in film. But in every case the audience has to be attracted, and its attention held, by the means of sound alone.



BBC World Service (How to Write a Radio Play)

Appendix 2: Explanation of the project.

PROJECT: REALLY ROCKIN' RADIO

1. WE WILL WRITE A RADIO SCRIPT WITH SCHOOL NEWS (one per group of approximately 5 minutes)
2. WE WILL RECORD OURSELVES AND CREATE A PODCAST
3. WE WILL BE "ON AIR" AND PERFORM OUR SHOW

We will work in groups and learn step by step all the secrets of a good radio show!!

Appendix 3: Working groups chart

GROUP	MEMBERS	ACTIVITY-SECTION
FOUNDATION STAGE	Student 1	Activitites of the students of foundation stage
	Student 2	
1º CYCLE	Student 3	Activities of the students in year 1 and 2
	Student 4	
2º CYCLE	Student 5	Activities of the students in year 3 and 4
	Student 6	
	Student 7	
3º CYCLE	Student 8	Activitites of the students in year 5 and 6
	Student 9	
	Student 10	
EXTRA-CURRICULAR ACTIVITIES	Dance: Students 11,12,13,14	Games, competitions...
	Football: Students 15,16,17,18	
	Gimnastics: Students 19,20	
	Basketball: Students 21,22	
MUSIC	Students 23,24	Reviews, concert updates
BOOKS	Students 25,26,27	Reviews

Appendix 4: press pass example



Appendix 5. Model of podcast and news. Model 1

"Ladies and gentlemen, welcome back to the football game, and what a game we've had so far today! The stands are bursting with fans, thanks to all of you who turned out for Ladies' Day here at Really Rockin' Radio"

Appendix 6. Model 2

Reporter Louise: And now, an update from the Hard Times News desk. I'm Louise Dominey, reporting from the River Street soup kitchen, where families in need have come looking for some food and shelter. I'm standing here with Estela, who has a special delivery for the soup kitchen tonight. Estela, can you tell our listeners what you've brought?

Estela: Well, yes, thank you. You see, my friends and I came to this kitchen a week ago to donate a few old coats, but when we got here, we realized that there were many, many homeless children who needed coats and shoes. So we spread the word at school, and now you can see how many donations we have.

Reporter Louise: That's wonderful. You two are a true inspiration for these children and all of our listeners out there.

Appendix 7. Example 3

"Right, continuing with the news of the school, year 3 went to the planetarium of Pamplona last Monday. They had a very nice time finding out everything about the story of the "*vegetarian vampire*". The topic in science was the solar system and they knew everything about it and they could discover even more. They recommend everybody to go to the planetarium of this city."

Appendix 8. Example 4 Tips to write a script by students. See audio file D-E attached.

<http://mps.mpsomaha.org/willow/radio/shows/Willowcast16.html>

Appendix 9. Example 5 Actual podcast by students. See audio file E attached

<http://mps.mpsomaha.org/willow/radio/shows/willowcast01.html>

Appendix 10. HAND OUT: TIPS TO WRITE RADIO NEWS SCRIPTS

- One piece of information per sentence



- The “W- questions”

The “W- questions”

To structure and select using the “w-questions” is helpful:

Who is speaking/acting etc.? What is happening? Where? Why? When was that? How many?

To provide information it is always useful to go through the “w-questions”, to answer them and on this basis to put them in order

- The opening

It is worthwhile to carefully think about how to open. For all news texts the rule is: **most important information first - that is in the first sentence**. For all other genres you can deal with the opening a bit more creatively and playfully to arouse curiosity, to create an atmosphere or suspense.

- Repetitions are allowed and beneficial on the radio

The audience cannot remember everything that has been said over the course of time. Therefore, it **helps the listener when central ideas are repeated** and when the topic that is being talked about is mentioned once more. In doing so the same words can be used again, unlike in written language - this also helps the listener to understand the subject.

Appendix 11. Peer-review

SCRIPTS	ALWAYS	OFTEN	SOMETIMES	NEVER
Uses an appropriate vocabulary and structure				
Communicates effectively				
It has “catchy” phrases” or recurrent sentences				
Information provided is accurate				
Suggestions				

To improve this script we will.....

.....

.....