How to evaluate will be the last question to make ourselves. We will evaluate through direct observation, through the teacher’s register diary and with a term exam where we will evaluate the four skills. Evaluation will be developed in an intrinsically way at sessions five, six, seven and eight most of the time through activities, games and role plays at production stage. At this point, the teacher with the use of her/his direct observation and her/his teacher’s register diary will evaluate pronunciation patterns when our students are playing through “The Voice Kids” game. Moreover, once a term our students will be evaluated on the four skills with a term test. LOMCE 8/2013 determines the need to use the Evaluation Criteria as well as the Standards of Evaluation. Thus, the Evaluation Criterion we will work for this session of work will be the following one: Develop the correct pronunciation of the vocabulary of the unit. The Standards of evaluation is related to this criterion which is: Use a correct pronunciation of the vocabulary previously seen through songs.

As a way of Conclusion we can point out that learning a foreign language is a difficult task. Songs are an excellent tool to be used in the English classroom. Our students are motivated with their usage. If we carefully plan the way to work with attractive activities that combine our students’ preferences, interests and motivation factors we will develop a step forward on the aim we share with our current law LOMCE 8/2013, which is develop Communicative Competence in our students. Initial Evaluation could be the better way to know about our students preferences. If we combine it with an Eclectically methodologies will cover our students needs and learning styles.

Teachers should be aware to the latest researches in education to offer our students the best opportunities to learn. Information and communication technologies offer all of us an opportunity to teach correctly where our students are digital natives at this twenty-first digital century. We should motivate and increase our students’ motivation; positive feedback will help them to acquire the main goal of our communicative approach which is to develop communicative competence at the end of primary education.

Just a final reflection: Learning could happen anywhere, at anytime and can come from everybody; just we need to have an open mind for engage it!

Bibliography


Moreover, some important laws have been taken into account along the unit as the following listed:

- LOE 2/2006 from 03/05: Organic Law of Education
- LOMCE 8/2013 from 09/12: Organic Law to the Right Education Improvement.
- R.D 126/2014 from 28/02: Curriculum of Primary Education.
- D. 54/2014 from 10/07: Basic Curriculum of Primary Education in C-La Mancha.
- D.66/2013 from 03/09: Attention to the diversity Decree of Castilla La Mancha.
- ECD 65/2015 from 21/01: Key Competences.
- O.03/08/2014: Evaluation and developments Order
- O.02/07/2012: Organization and centers’ development.
- D.7/2014 from 22/01: Plurilinguism’s law Decree.

Moreover, there have been used some interesting Web pages like the following: www.goanimate4schools.com which provides the opportunity to send and receive animates videos and emails among schools all over the world.
www.primaryresources.co.uk/english/english.htm which provides interesting materials for children and teachers such as pdfs and games for all ages. www.teachingenglish.org.uk/teaching-teens/resources a British Council Web page which provides lesson plans, activities, stories and poems, songs, CLIL activities and teaching tools for teachers and teenagers.