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TRABAJO FIN DE GRADO

GAMIFICATION IN ENGLISH TEACHING IN PRIMARY EDUCATION

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RESUMEN:

El principal objetivo del siguiente trabajo es analizar el concepto de gamificación y su aplicación en la enseñanza de una lengua extranjera en Educación Primaria para proceder después a realizar una propuesta didáctica. Con tal fin, se ha estudiado la definición de dicho concepto así como todos los aspectos que conlleva, tales como la motivación, la innovación y la tecnología. Basándonos en los contenidos teóricos analizados, se ha creado una propuesta de intervención en la que se aplica la gamificación para la enseñanza del inglés a niños de 5º curso de Educación Primaria. Finalmente, se incluye un apartado de conclusiones donde se reflexiona sobre todo el proceso, así como sobre las ventajas y desventajas que presenta.

Palabras clave: innovación, motivación, gamificación, lengua extranjera, recompensa, proceso de enseñanza-aprendizaje, Educación Primaria

ABSTRACT:

The main aim of this essay is to analyze the concept of gamification and its implementation in the teaching process of a foreign language in Primary Education in order to define an intervention proposal. To do this, the abovementioned concept has been studied, as well as all aspects included such as motivation, innovation or technology. Taking into account all the theoretical contents, an intervention proposal has been created in which gamification is applied to teach English to pupils of 5th grade of Primary Education. Finally, there is a section with conclusions where we reflect on the whole process and its advantages and disadvantages.

Key words: innovation, motivation, gamification, foreign language, reward, teaching-learning process, Primary Education

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1. INTRODUCTION

Nowadays, society is undergoing crucial changes and education is undoubtedly affected by them. An educational system for the 21st century is a must.

The context in which we live is continuously evolving and this entails the emergence of some completely different needs.

The duty of a 21st century teacher is to be able to adapt to this new situation, in which the minds of the students are increasingly extended and amplified thanks to the use of new technologies.

For this reason, as Prensky states in the prologue of *Flip Your Classroom. Reach Every Student in Every Class Every Day* (Bergman & Sams, 2014), it is necessary to start to guide our students, in a more direct way towards basic skills of effective thinking, action, relation and achievements.

That is why Prensky (2014) holds: Following this idea, Prensky holds:

Although learning is undoubtedly one of the great means to become, there is even a better way, and is to do. (p.10)

We really consider it important to equip students with tools that help them to achieve their goals. Moreover, this type of education, based on skills of achievements– and not only in “learning” – is what today children really want and need” (Prensky, 2014).

Inspired in this ideas, this project consists of has two main parts. The first one is a theoretical framework in which we address different topics such as innovation in education and the importance of motivation in teaching-learning processes. Then, there is an analysis of an innovative methodology called “gamification” in a foreign language learning process.

The second part is an intervention proposal that uses this technique to teach English to Primary Education pupils.

Finally, there is a conclusion section whose main aim is to reflect on gamification in the educational field and to value if the objectives have been properly fulfilled.

2. OBJECTIVES

As we have already mention, this work is divided into three sections: a theoretical framework, an intervention proposal based on gamification and conclusions. Each part has its own objectives.

The objectives of the theoretical framework are:

- To analyze different innovation methodologies.
- To establish the importance of motivation in the teaching-learning process.
- To know the concept of gamification from different points of view in order to establish a general definition of it.
- To know the usefulness of gamification in the process of foreign language teaching.
- To reflect on some technology applications can be used in a gamification project.

The objectives of the intervention proposal are:

- To design a gamification project for Primary Education pupils in order to teach and learn a foreign language (English).
- To create a game structure to develop the project.
- To design a project that helps pupils to learn English in a motivating way so that they get involved in their own learning process.

The objectives of the conclusions' section are:

- To assess the gamification technique in Primary Education.
- To consider advantages and drawbacks in gamification.
- To reflect on the teacher's role during the process.

3. JUSTIFICATION

As it has been mentioned before, it is important to take into account the continuous changes we are going through in the education system and the emergence of new Information and Communication Technologies (ICT) that have influenced the way children learn and, consequently, the way of teaching.

We have selected the gamification because it is an innovative technique that responds to this demand of new methodologies. Children spend a lot of time surfing the Internet and playing video games which have different elements that makes them get involved and encourage them to continue playing. Gamification aims at using these specific elements to make the student feel involved in their own learning process.

Taking into account the teaching of a foreign language, it is important to mention that we live in a globalized world in which international relations are becoming more and more frequent. In addition, the acquisition of a foreign language allows us to structure our minds, communicate with other human beings and, introduce ourselves in areas such as the culture of a country; this makes us acquire a greater understanding of the world and learn to value intercultural differences as a means of enrichment.

Since this assignment is completely written in English, as it is part of the mention in foreign language, we hope that this work shows a relation with some competences that all students of the Primary Education Degree specializing in Foreign Language (English) must acquire. The following ones are those which are more clearly presented in this work:

- Proficiency in foreign language (English / French), advanced level C1, according to the European Framework of Reference for Languages

This entails two dimensions: the first one is to be consequent with the purpose of this Degree when writing the work completely in English, and, on the other hand to base the intervention proposal on the teaching process of a foreign language.

- To know the curriculum of Primary Education and the curricular development of the foreign languages area.

The contents in the intervention proposal have been selected from the curriculum, taking into account the level of each one.

- To promote both the development of the oral language as well as the written production, paying special attention to the use of new technologies as elements of long distance communication in a foreign language.

This has been one of the main objectives in the proposal and some tasks have been designed attending to this, for example having a video conference with English children.

- To be able to stimulate the development of metalinguistic / metacognitive and cognitive skills for the acquisition of the new language, through relevant tasks and with sense and closeness to the students.

Each task in this work has been designed taking into account pupils interests, and trying to motivate them for a better acquisition of the language.

- To progressively develop communicative competence through the integrated practice of the four skills in the foreign language classroom.

During the teaching-learning process of a foreign language, the four linguistic skills (oral comprehension, oral expression, written comprehension and written expression) should be practiced, that is the reason why in this work there are several activities in which they practice them in a comprehensive way.

- To be able to plan the process of teaching - learning a foreign language, selecting, conceiving and elaborating teaching strategies, types of activities and materials.

When introducing an innovative methodology in a teaching-learning process, as gamification could be, you have the opportunity to create several activities and sequencing them according to different criteria such as time, difficulty ... and creating our own materials which help us in this process.

Apart from these competences, there are other general competences from which we want to highlight the following ones:

- To design, plan and evaluate teaching activity and learning in the classroom.
- To know and apply innovative experiences in Primary Education

All these reasons are the foundations on which the research work and the design of the didactic proposal that are presented below are based. The main objective is to know and apply this innovative technique in education evaluating the possible limitations that it can offer as well as the benefits that can generate in the teaching-learning process of a foreign language.

4. THEORETICAL FRAMEWORK

4.1. INNOVATION IN EDUCATION

Sein-Echaluce, Fidalgo-Blanco & Alves (2016) defined educational innovation as the application of an idea that produces planned change in processes, services or products that generate improvement in training objectives. But educational innovation is an extremely complex concept. First of all, you have to be positive on the reason why you are going to innovate in your classroom (something is not working properly, you want to improve your methods...). Then, you should establish some concrete objectives you want to reach and finally you have to study which kind of innovation fits your reality better.

A teacher works with human beings so we have to take into account that we have to do it carefully. To do that, first of all we should know our pupils, their interests and how to motivate them to be protagonists of their own learning process.

Bishop (2014) states:

Education has seen more innovation in its methods, practices, tools and philosophies in the past 10 to 15 years than in the 100 years before that. Naturally, we've leaped along in technological bounds and classrooms have never been so efficient and exciting as they are since laptops, tablets and other devices arrived on the scene, but thanks to scientific discoveries about how our brains work, there have also been mega shifts in how and what students are taught. (p.1)

Educational innovation is developed in the classroom and it is mainly implemented through methodologies. Its purposes are to make pupils participate during a lesson, take into account the different learning rhythms of each pupil or to explore new techniques such as *gamification*.

Nowadays, there are lots of schools, teachers, etc. who have started to develop innovative projects. There are several new techniques as the Flipped Classroom, Gamification, Learning by discovery, Problem-based learning... to mention only a few.

But all of them have something in common, their objective is to make pupils develop critical thinking and autonomy by being participants in their learning.

Something important in this process is the motivation because the students will not learn if they are not motivated. Jean Piaget defined motivation as the willingness to learn understood as an interest of the child to absorb and learn everything related to their environment.

4.2. THE IMPORTANCE OF MOTIVATION IN THE TEACHING-LEARNING PROCESS

In order to obtain an effective learning of a foreign language, one of the most important aspects that should be taken into account is motivation. Rothsein (1990) and Woolfolk (1990) defined *motivation* as a driving force for students' learning goals, the activities they choose to engage in to reach those goals, and the intensity with which they engage in the activities.

The active participation of the student in the learning processes implies *learning to learn* with students' increased initiative and control of their own learning; all of these acts supported and enhanced by the tools used in learning strategies (Apps, 1990; Loranger, 1994; Weinstein & MacDonalds, 1986).

But the active participation of students in a specific task depends in many cases on the level of motivation they have in that moment.

Wentzel & Wigfield (1998) claim students' motivation is crucial to their school success. Students who persist, who choose to continue, to focus on academic activities, and who display socially appropriate classroom behavior are more likely to succeed at school.

Lepper (1988), in his work *Cognition and Instruction* establishes two different types of motivation: intrinsic and extrinsic.

4.2.1. Extrinsic and intrinsic motivation

Lepper (1988) states that:

Intrinsically motivated behavior was defined undertaken for its own sake, for the enjoyment it provides, the permits, or the feelings of accomplishment it evokes. Extrinsically motivated behavior, by contrast, involved actions undertaken in order some reward or avoid some punishment external to the activity itself.

To clarify this, **intrinsic motivation** is mainly produced when the reward is focused on the process rather than on the final results of the activity. So, when a person is intrinsically motivated, he/she makes the task to have fun, to learn, etc. That is the reason why this kind of motivation comes from inside the person. On the other hand, **extrinsic motivation** happens when a person does something to get a reward, for example, a prize.

In a gamification process, both types of motivation appear. Games' elements (such as rewards and/or points) belong to external motivation. On the other hand, intrinsic motivation appear when students get involved in the game.

According to this, it is important to know how to balance both types of motivation with students' abilities. This 'flow' state was studied by Mihaly Csikszentmihalyi (1991) in his work "*Flow: The Psychology of Optimal Experience*". It makes reference to a concentration and intrinsic motivation state in which a person's abilities are completely involved to reach a goal. As reflected by Mihaly in his work, these experiences in which a person is in a 'flow' state imply a balance between the challenge of the task and the abilities of the person who is making it. That is why if the challenge exceeds the person's abilities, the person will be anxious and if his/her abilities exceed the challenge, this will become a boring task.

Kusurkar, Croiset, and Ten Cate (2011) established twelve tips to stimulate intrinsic motivation in students:

- **Identify and nurture what students need and want:** try to understand what the students want and structure the lessons around those needs. Thus, we will make learning more intriguing and interesting for them.
- **Have students' internal states guide their behaviour:** taking into account the students' needs to structure the lessons helps to create a motivation state between them. Instead of giving pupils rewards it is better to let this autonomous motivation state to guide their learning behaviour.
- **Encourage active participation:** improves the relationship between students and the teacher, facilitates feedback, and makes learning more autonomous.
- **Encourage students to accept more responsibility for their learning:** participating in the sessions increases their responsibility and makes their learning more autonomous.
- **Provide structured guidance:** the teacher structures the session, guides the students when they are performing the activities and takes control if the session is not working well.
- **Provide optimal challenges:** the tasks should be appropriate to your level. Being able to overcome a challenge increases intrinsic motivation.
- **Give positive and constructive feedback:** the way in which we speak at the feedback time should be directed to the learning issues, not to the person, in a positive way and giving advice in order to improve for the next time. The tone at the time of feedback is important. What students should improve should be presented as suggestions and never as obligations.
- **Give emotional support:** to create a warm and positive classroom environment helps students to feel confident to express their doubts, questions and concerns. If students have a positive interaction with the

teacher, it will make them be more interested in the subject. This relation also improves students' intrinsic motivation.

- **Acknowledge students' expressions of negative effect:** it is important to listen students and feel empathy when they express their disinterests and dissatisfaction. If the teacher does not listen his/her pupils, they will probably lose all their interest in the teaching lessons. Students need to feel listened and that their opinions are useful and taken into account.
- **Communicate value in uninteresting activities:** all the activities are not interesting for everybody, so students who are not motivated can disturb the rest of the class; they can even have an influence on teacher's motivation. Therefore, it is essential to know how to manage this situation and how to motivate those students. The teacher should explain the objective of each task and make them carry on even if they do not like a specific task, it is important to do it.
- **Give choices:** giving students the opportunity to get involved and to collaborate make them increase their autonomy. It motivates them as they feel part of a group and believe they are responsible for their own learning process.
- **Direct with 'can, may, could' instead of 'must, need, should':** the teacher should be careful when addressing the students. The most used expressions are 'you must study', 'you need to do this'... Instead of this kind of words, it is better to use phrases like: 'maybe you could change....', 'if you want to improve....' etc. This encourages their autonomy as they are the ones who decide and enhance their intrinsic motivation.

4.3. GAMIFICATION IN EDUCATION

Rahat Paharia was the person who coined the term ‘gamification’ in 2008. A general definition of this concept would be as follows: gamification is the inclusion of game design elements into non-playful contexts. Its main aim is to influence people’s behavior, involving and motivating them to achieve different challenges.

Since 2008, there have been lots of authors who have tried to make a concrete definition of this concept and to establish some common characteristics.

One of those authors is Kapp (2012) who defines gamification as an attitude, a learning strategy and a movement.

At the same time, from Ray Wang’s point of view gamification describes a series of design principles, processes and systems used to influence, engage and motivate individuals, groups and communities to drive behaviors and effect desired outcomes. (Wang, 2011)

In conclusion, ‘gamification is the process of using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems’ (Kapp, 2012, p.10).

4.3.1. Games elements in gamification process

The fact of including games in education implies an approach to the activities and interests of children as well as one of the most natural ways of learning. In this way, gamification, has its bases in the application of the game elements.

Games elements are the most important aspects to include in a gamification process. Fernandez Isabel (2014) establishes three different parts:

- **“Mechanics”**: they are different structures that makes our progress visible (score, badges, tasks, missions, avatars, classifications...)
- **“Dynamics”**: one of the most important elements in the gamification process is to create a guiding thread. The story will engage him/her and they will feel identified with it.

- **“Appearance”**: it is essential to choose appropriate colours, medals, points, graphics, etc. because they are related with feelings and experiences. We have to try to create an appearance that interests our pupils.

Besides, one of the most important aspects in a gamification project is to establish the target group. After having established it, we should consider the different user types. “Students’ different learning styles should be taken into account as an important factor in the design process of gamification particularly if the majority of the target group prefers a certain learning style to others.” (Kim, 2105)

Bartle (1996) defined four types of players:

- Achievers: their main aim is to obtain points and rising levels.
- Explorers: they like to investigate how things work.
- Socializers: for them, the most important issue is to establish relationships with people (joking, listening, observing...).
- Killers: their main objective is to hurt other players.

Those player types are a general framework but some other authors have modified them. Nowadays, the most popular classification is Marczewski’s (2013):

- Player: They play to get extrinsic rewards (prize, certificate)
- Socialiser: they are motivated by relatedness, they always look for social interaction.
- Free spirit: they have their own strategies to organize themselves, they are motivated by autonomy.
- Achiever: they apply different competences in order to solve problems.
- Philanthropist: they need activities with clear purposes, they are motivated by intrinsic factors.

Despite this classification, in real world, a person could have more than one of those characteristics, but this is only an approximation. Teachers should be able to establish the most adequate type of game depending on their students' personality to ensure success.

4.3.2. Gamification as a motivation resource

'Driving participation in an action or activity is a core element in gamification.'(Kapp, 2012, p. 12) and motivation is then is a key factor in this field. There are some more reasons to use gamification as a motivation resource:

The knowledge and behaviors produced through a game can remain and be internalized by the students in an easier way, as it offers them a means and to **reinforce their skills gradually**.

The possibility to **offer recognition** among students can create the right motivation for games. The incorporation of a ranking and a symbolic prize adds an element of competitiveness to the ludic experience, since recognition will be a constant social trigger that will stimulate the student.

Acceptance or rejection of others also act as motivating factors for students. Nowadays the opinion of people has a high level of importance in our lives, so making our mates see the rewards that each one obtain is a way to motivate students .

In addition, it is also interesting to **measure progress**: it is a form of feedback that motivates pupils to continue performing an activity, because it is perceived as a reward for the work done. The most effective way is to show this visually.

One of the most effective points in gamification is that pupils receive rewards when they successfully complete a task or a mission, but it is also essential to **reward their effort**. That is to value not only the result but the process.

It is important for children **to feel appreciated** and to see that their opinion is taken into account. Therefore, gamification can be motivating because they have the opportunity to participate actively throughout the process.

Finally, the thread of a process of gamification is always **a topic close to the child**, so they find it more attractive and get more involved.

It is obvious that in the classroom contexts, we can observe different behaviors and the same activity does not motivate everybody in the same way. Dale (2014) in *Gamification: Making work fun, or making fun of work?* establishes different types of motivational behaviors:

- **Express:** People who enjoy self-expression are motivated by showing their creativity and express themselves.
- **Compete:** there are some people who enjoys competition, and this makes them participate and get involved, although a high level of competition is not always good. Gamification include competition, but in a controlled way, as it is more about collaboration than about competition.
- **Explore:** people who like to explore, enjoy learning, and reaching different goals, acquiring knowledge... In gamification, we usually create tasks, missions, challenges...that need to be solved by exploring.
- **Collaborate:** for some people is better to play in teams as they enjoy playing together and feeling part of something. Most of the gamification projects are created to participate in groups, in order to have a more successful experience.

4.3.3. Gamification in the English learning process

Figueroa (2015) declares:

One major competence for learners in the 21st century is acquiring a second language (L2). Based on this, L2 instruction has integrated new concepts to motivate learners in their pursue of achieving fluency. A concept that is adaptable to digital natives and digital immigrants that are learning a L2 is Gamification. As a pedagogical strategy, Gamification is basically new, but it has been used successfully in the business world. Gamification not only uses game elements and game design techniques in non-game contexts (Werbach & Hunter, 2012), but also empowers and engages the learner with motivational skills towards a learning approach and sustaining a relax atmosphere. This personality factor as Brown (1994) addresses is fundamental in the teaching and learning of L2. (p.32)

Learning a foreign language is a long and complex process in which the person must be involved physically, intellectually and emotionally to be able to adapt to a new language, a new culture, a new way of thinking, feeling and acting.

In Jorge Francisco Figueroa Flores' (2015) article entitled 'Using Gamification to Enhance Second Language Learning', a five-step model is presented, taken from Huang's and Soman's work (2013) to apply gamification in education. Those patterns are:



1. Knowing the group of people to whom the programme of gamification is directed and the context in which it will be carried out. In this way, the teacher will be able to define which the *pain points* are, these are, the factors that make it difficult for the student to reach the objectives. Taking into account all these

aspects, it will be possible to select those elements of gamification that can be used to design the programme and the resources.

2. Defining learning objectives, which are key to success in an educational programme. Here, general, specific and behavioral objectives must be taken into account.
3. Structuring the experience, decomposing the program into different parts and establishing the main points of the program, which allows to sequence the knowledge and measure the learning that students have to achieve at the end of each stage.
4. Identifying the elements of gamification that we want to apply taking into account the different stages of the programme. In order to do this, the monitoring mechanisms, the unit of measurement to carry out the evaluation, the levels, norms and the feedback must be taken into account.
5. Applying the elements of gamification that the teacher considers more appropriate in each case.

4.4. ICT APPS TO GAMIFY AN ENGLISH LEARNING PROCESS

Despite it is not essential to use technology for gamification in the English learning process, multiple online resources and applications have been created during the last years.

In the following lines, you can find a brief description of some of those tools. Although there are lots of pages and applications to use in a gamification process, these are some of the ones we can use to learn/teach a foreign language.

- **Kahoot:** it is a tool that allows you to create question and answer games in a very intuitive way. It rewards the speed at the time of answer as well as the correction of the marked response. Results are displayed in real time.

- **Edmodo:** it creates challenges and exercises and assigns pins to multiple students, not only the best ones, but also the most creative or ingenious solution, the best collaborative project ... whatever you want. It is like a social network but with an educational purpose.
- **Classcraft:** it is similar to a videogame. It is very visual and attractive and allows you to create your own characters such as healers, warriors, magicians...with whom you should cooperate and participate in several missions to earn point. Its main objective is to advance in a collaborative way while learning and developing their knowledge.
- **ClassDojo:** It is used to create a positive atmosphere in the classroom assigning positive and negative points to the students according to their behavior, providing real-time feedback. In addition, it allows the communication with the parents in an instantaneous way.
- **Play Brighter:** Is a platform in which you can create your own online learning environment, customized to your tastes and needs. The teacher can configure the universe in which the students will participate, including the creation of the missions and the points they assign, challenges or new problems.
- **Plickers:** it has the same options than Kahoot but pupils do not need a computer or a mobile device.
- **Makebadges:** it is an online tool to create badges, avatars and banners.
- **Minecraft: Education Edition:** it is the educational version of the videogame 'Minecraft'. It is used to learn different types of topics.
- **The World Peace Game:** it introduces players into a political simulation, giving them the opportunity to explore and make new contacts in a community that suffers from a great social, economic and environmental crisis, and with the danger of entering an imminent war. Its goal is to overcome all these problems through something very similar to a 'live role-playing game'.

All applications described above are samples of how technology can help us to gamify a teaching-learning process. However, this does not mean that technology is indispensable to gamify. In fact, there are lots of teachers and schools that are developing gamification projects and do not have any technological devices. In the next section, an intervention proposal will be explained; this proposal includes the usage of some technology devices (computers, cameras...) but it only uses one of the above-mentioned-applications.

5. INTERVENTION PROPOSAL

The following intervention proposal has as a main aim to implement the gamification process into the field of education in order to motivate pupils during the teaching-learning process of a foreign language. By doing so, our target is to improve motivation and a higher involvement of pupils.

For that purpose, a project in which there are included different games' elements has been created. Thus pupils are the center of their own learning process and they are who acquire several skills in English.

To create a gamification project sample, 5th grade of Primary Education has been chosen. I consider really important not to make them lose the love for learning this new language since at those ages they tend to reduce their interest in the foreign language as it is seen as something difficult to learn and without a clear utility.

5.1. TIMING

With the aim of making pupils to involve in the activities and not to get bored, the gamification is going to be introduced as something punctual, in a novel way, so they do not know when it is going to happen.

To do that, this intervention proposal will be developed along the school year, at specific moments: as an introduction of a new unit, at the end of it, in a regular moment in the week or in some moments when the teacher considers it could be helpful to motivate children.

That is why several lesson plans have been created without being establishing set dates. The project contains different session examples but as it is not a closed project, the teacher can add or delete as many lessons as he/she considers.

5.2. DESIGN

As the project has been created to be developed with pupils of 5th grade of Primary Education, it is considered essential to make them know each part of their school center and the function of each person in it. This project involves pupils, teachers and non-teaching staff who work at school too.

The main goal of the project is to obtain the ‘Expert Certificate’ as they will be the eldest pupils at school the following year, so they will have to be the responsible to guide, help and control younger pupils. To obtain it, they will have to go through several missions and tasks in each of the school’s facilities.

The teacher will prepare a letter and will post it to school, so the caretaker will be the person who gives the letter to students and reads it aloud to request them a mission. The fact of not being the teacher who assigns the task to them can improve their motivation and effort to obtain it.

In the following section, we will explain each lesson, with its own contents, resources, tasks and learning standards.

MISSION 1

Contents

- Appreciation of the foreign language as an instrument for communicating.
- Description of places.
- Request for help and information.

Learning standards

- Understands messages containing instructions and commands.
- Understands oral messages.
- Participates in conversations.
- Writes brief texts about places.

Development

The gamification project begins when the first letter (**Appendix I**) arrives at school, the caretaker gets it and gives it to the pupils. This letter is from the staff to the students of 5th grade. It is a tool to introduce children in the game and make them realize their role during the whole project.

In it, it contains an explanation of the project and its main objective. The first task they will have to go through in order to complete the first mission is to create a plan of the school with all the necessary information.

In this moment, they start the project that will be developed all the school year long. With this letter, they will receive a chart (**Appendix II**) (which will be posted on the wall of the classroom) in which they have to complete the teams and the rewards they obtain (the teacher will give them some point in each mission) and some stickers (**Appendix III**) to put in the plan they have to create as they complete the missions in each of the facilities.

Tasks

Pupils should listen to the letter carefully. Then, the teacher will create work groups, they will have to name.

First of all, they take some photos of the different facilities at school, so they will need to ask for help or permission in English to different teachers and people at school. After that, they will print them out and come back to class where they will make a plan and stick the photos. Finally, they will write a description of the school.

Rewards

- **10 points** for the best school plan
- **10 points** for the best description (written expression correction will be taken into account)
- **5 points** for those pupils who ask for help using the English language (people, books, ICT...)

MISSION 2

Contents

- Expression of taste, preference, opinion, agreement or disagreement and feeling.
- Storytelling.
- Expression of time: past (simple past; regular and irregular verbs); present (simple present); and future (going to).
- Development of the oral and written expression

Learning standards

- Makes brief and simple presentations, previously prepared and tested, using simple structures.
- Participates in telematics conversations exchanging information.
- Writes short narrative texts

Development

Pupils receive the second letter (**Appendix IV**). This one is from the school's librarian. She/he asks them for help because she needs to organize the English books and she can't speak English at all. So, she promises them if they succeed, they will have managed to pass the library mission.

Tasks

As we are in the Information and Communication Technologies era, they have to fill in a card (**Appendix V**) with several questions about some books. Then, they will record a video telling the information and they will upload it to the library's virtual platform to make them easier to find for the rest of pupils the books and to get information about them.

Rewards

- **20 points** for the group that best tells the information

- **10 points** for the most creative group
- **5 points** for the group that answer in the clearest way

MISSION 3

Contents

- Questions (*Wh*- questions; Aux. questions).
- Past Tense (Simple past; regular and irregular verbs)
- ICT vocabulary (computer apps)

Learning standards

- Understands simple questions about a certain topic.
- Answers questions about several contents previously studied.
- Participates and respects the game rules.

Development

They receive a letter (**Appendix VI**) from the ICT technician telling them that he/she wants to prove that the ICT room is not only for fun but to learn in a different way. He/she assures them he will give them both the rewards and an ICT expert license (**Appendix VII**)

Tasks

They will play ‘*Kahoot!*’ revising the contents in the unit they are working on (*Wh*-questions, Past Tense, and about ICT vocabulary). They will play in groups.

Rewards

The platform will show them the winners, so the teacher will give them:

- **15 points** for the winners

- **10 points** for the second group
- **5 points** for the third group.

MISSION 4

Contents

- Social conventions (other greetings and farewell expressions, for example, ‘Have a wonderful day/ enjoy your weekend...’)
- Courtesy rules and registers (‘How are you?’; ‘You are welcome’)
- Values, beliefs, attitudes (Interest and respect for cultural differences in English-speaking countries)
- Nonverbal language (movements and expressions)
- Appreciation of the foreign language as an instrument for communicating.
- Greetings, presentations, invitations...

Learning standards

- Understands oral messages produced with different accents of English language
- Identifies the subject of a simple conversation
- Makes presentations using simple structures
- Answers adequately in situations of communication
- Exchanges information

Development

The Head of Studies gives them a letter (**Appendix VIII**) offering them to make a videoconference in the multi-purpose room with pupils from England, in order to have a conversation in English to exchange information about both schools, pupils’ interests, studies, etc.

Tasks

They will have to answer their questions and to ask them some questions that the Head of Studies gives them. (**Appendix IX**)

Rewards

As this is an activity that requires participation and collaboration, here, the rewards are going to be given to the whole group. If the activity goes on well, each group will have **10 points**, if not, they will lose **5 points**.

MISSION 5

Contents

- Sports vocabulary
- Commands
- Expressions of space (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement).

Learning standards

- Manages safely in different situations.
- Consults the bilingual dictionary in a guided way to support his/her learning.
- Participates in all activities

Development

The Physical Education teacher teaches a lot of lessons in English but he/she has a problem, so he/she asks pupils for help. He/she sends them a letter (**Appendix X**) proposing them an activity in the gymnasium. In return for their help, he/she will give them a big reward.

Tasks

The teacher needs to classify the gymnasium's material. To do that, he need some cards with the names in English, as he teaches in English most of the time and smaller children don't know the names of each object. They have to make the cards with the vocabulary (**Appendix XI**) and then they will play games. To create the cards, they can use bilingual dictionaries.

Rewards

- **25 points**, for the groups that communicates only in English during the session.
- **10 points**, for the most participative group.
- **10 points** for the group that makes more cards

MISSION 6

Contents

- Nonverbal language (movements and expressions)
- Appreciation of the foreign language as an instrument for communicating.
- Descriptions (people, activities, places, things, habits...)
- Different vocabulary

Learning standards

- Writes brief texts.
- Participates in oral conversations.
- Makes short expositions.

Development

The music teacher sends them a letter (**Appendix XII**) telling them she wants to participate in their project and she wants them to use her class to make a different activity.

Tasks

In groups, they will have to create several sentences related to the school, the music class and the project. Then, they will put them in common and create a rap song. Finally, they will play some instruments and sing it aloud.

Rewards

- **10 points** for the most original sentences
- **5 points** for the best singer group
- **5 points** for the group that best plays an instrument

MISSION 7

Contents

- Social conventions (other greetings and farewell expressions, for example, ‘Have a wonderful day/ enjoy your weekend...’)
- Courtesy rules and registers (‘How are you’; ‘You are welcome’)
- Values, beliefs, attitudes (Interest and respect for cultural differences in English-speaking countries)
- Nonverbal language (movements and expressions)
- Appreciation of the foreign language as an instrument for communicating.
- Greetings, presentations, invitations...
- Narration of past and present facts

Learning standards

- Participates in face-to-face conversations
- Answers adequately in conversation situations
- Makes presentations and explanations in public about something prepared before

Development

This is the last mission they have to face. It is created to be developed at the end of the school year. That is why all their work should be rewarded. The teacher sends them a letter (**Appendix XIII**) explaining them the last activity they will have to go through in order to obtain the prize. This mission will be developed in the auditorium to make them realize the utility of this area. They will have a surprise. They will have to speak in front of the rest of pupils, teachers and families.

Tasks

To get the final rewards, they will have to show to the public their plans, read the descriptions, and explain the activities they have been making along the year. They will also have to explain their mates the utility of each room at school. Finally, they will sing the rap prepared in the previous mission.

Rewards

The school management staff will give them the ‘School expert’s certificate’ (**Appendix XIV**) and they will award them with an excursion to an English camp.

Along all the proposal, the importance of the English language to communicate is reflected. With all the missions and tasks they have to lead and make, they realize this.

It is not a project with a big amount of contents, as it is not part of any unit they work on during the year but a project developed in punctual moments, which main objective is to use the English language making different type of activities that could be more playful than those ones they usually do in class.

Apart from this, with this project they learn or practice to work in groups and to collaborate in order to reach a goal to obtain a reward.

It is noteworthy that there are several issues that are really important in this project.

With the letters they receive in each mission, we obtain the narrative thread that makes them to follow the project and to be aware of when they receive a letter, they have to work hard to go through the activities. This is a way to get both teachers and pupils involved in the tasks.

With the rewards' system, they receive the recognition for their work, and this motivates them to continue working and improving in each activity.

As it can be seen, the proposal includes both cooperation and competition. They have to collaborate to make the activities and to win points, but they are also competing in teams which gives them the opportunity to continue working, and trying to do their best.

Another motivating element is the opportunity to be respected and valued by all the staff of the institution.

This is how including games elements in non-playful environments we can make pupils work hard and to involve them in their own learning process.

5.3. EVALUATION

The teacher who develops the gamification project, will make an assessment all the yearlong. To do this, he/she will use direct observation in each lesson in which will note the behavior, attitude and development of the linguistic skills of each pupil.

According to the correction of each activity, the teacher will take into account the learning standards established above, the creativity, cooperation and the achievement of the goals.

As this is not a strict project, we do not consider necessary a numeric mark, but to control other aspects as those mentioned before.

6. CONCLUSIONS

The main aim of this section is to value if the objectives proposed at the beginning of the project have been reached, and to reflect on the gamification process in Primary Education to teach a foreign language (English).

First of all, in the theoretical framework, there is an analysis of different bibliographic sources that have allowed us not only to conceptualize the term 'gamification' but to comprehend it entirely, to understand its utility and learn how it can help in a foreign language teaching-learning process.

Apart from this gamification concept, several aspects it entails have also been studied, as innovation in education, motivation (both extrinsic and intrinsic) and technological tools we can use in order to introduce gamification in a learning process.

All of this has permitted us to establish the conceptual basis to design a didactic proposal that includes games' elements to obtain pupils' implication and boost their motivation.

To design a gamification process is not only to introduce rewards for a well done work, but to generate in our pupils interest and motivation to successfully complete several planned missions which require the development of some specific skills.

After having designed the project, I consider gamification is an innovative methodology, which can prove to be very useful for teaching languages because it works with several issues such as effort, engagement, and motivation, and all these elements play an essential role in the acquisition of the different linguistic skills.

In this document we have just offered an intervention proposal, but lots of projects can be created taking into account pupils' interests (films, videogames, books...) in order to get them involved in the process.

With this methodology, as a teacher, you can work with your pupils on collaborative work, decision making, conflict resolutions, critical thinking, to mention only a few.

From my point of view, apart from all the advantages that gamification presents, there are also some disadvantages or at least some points to improve or to take into account. It is not a technique you can use exclusively to teach English. It could be a helpful methodology for specific moments in the teaching-learning process, as it is difficult to teach some contents using only this technique. Using only gamification, you can make pupils lose their interest and motivation in those playful activities.

For all of this, I consider gamification has to be combined with other methodologies and to be developed in specific moments, for example at the beginning of a unit, at the end of it as a revision, or at some special moments when we need to make a different activity.

Considering the teacher's role, our part is a key piece of the puzzle; we do not only have to create or generate activities and prepare lessons, but also to motivate students and to get them involved in the gamification process. Besides, it is essential for the teacher to follow an evaluation process, perceiving children's behaviour, their progress and the acquisition of knowledge.

Regarding the intervention proposal, I think it is important to generate in our pupils this feeling of security, and to show them they can learn in every facility of school, not only in the ordinary classroom, and that every person at school can help us. With this proposal I wanted not only to develop a gamification project but to design activities that make pupils realize the importance and the utility of the English language to communicate in different situations.

In short, we can conclude that gamification is a useful technique or methodology to generate positive results in the learning process of a foreign language, but it has to be developed in a carefully way to avoid making projects where students only receive awards for completing their work.

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DECREE 26/2016, of July 21, establishing the curriculum and regulating the implementation, evaluation and development of Primary Education in the Community of Castilla y León

TECHNOLOGY RESOURCES USED TO THE DESIGN OF THE INTERVENTION PROPOSAL

Appendix I:

Background image: *imagenesydibujosparaimprimir*. (s.f.). Retrieved from

<http://www.imagenesy dibujosparaimprimir.com/2013/03/bordes-de-graduacion-para-imprimir.html>

Plan image: *pinterest*. (s.f.). Retrieved from

<https://es.pinterest.com/pin/549720698246035373/>

Appendix II:

Good job image: *wpclipart*. (s.f.). Retrieved from

https://wpclipart.com/education/awards/award_medal/award_medal_red_good_job.png.html

Dog image: *wpclipart*. (s.f.). Retrieved from

https://wpclipart.com/education/awards/award_medal/award_medal_red_good_job.png.html

Appendix III:

Medal image: *rewardcharts4kids*. (s.f.). Retrieved from

<http://www.rewardcharts4kids.com/wp-content/uploads/2014/12/good-job12.jpg>

Appendix IV:

Background image: *depositphotos*. (s.f.). Retrieved from

<https://sp.depositphotos.com/52500029/stock-illustration-cute-books.html>

Library image: *sanjo*. (s.f.). Retrieved from

https://www.google.es/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwiB65WUj7vUAhUKYVAKHa9EABAQjRwIBw&url=http%3A%2F%2Fwww.sanjo.cl%2Fweb%2F%3Fpage_id%3D1404&psig=AFQjCNFxbff2eJWW39XYclY8d6GUqQg7A&ust=1497453377952549

Appendix V:

Book image: *gifsyfondospazenlatormenta*. (s.f.). Retrieved from

<http://gifsyfondospazenlatormenta.blogspot.com.es/2013/11/gifs-de-libro.html>

Appendix VI:

Background image: *123rf*. (s.f.). Retrieved from

https://es.123rf.com/photo_29644089_la-programacion-los-ordenadores--vector-de-fondo-sin-fisuras-con-los-iconos-en-el-estilo-de-dibujo.html

Kahoot image: *kahoot*. (s.f.). Retrieved from

<https://play.kahoot.it/#/question?quizId=6b552e21-c7fa-40b1-9e99-5be279a228ae>

Appendix VII:

Screen image: *myiconfinder*. (s.f.). Retrieved from

<http://www.myiconfinder.com/icon/lcd-computer-desktop-device-digital-display-electronic-monitor-pc-screen/10198>

Medal image: *wikia*. (Junio de 2017). Retrieved from

<https://vignette3.wikia.nocookie.net/regularshow/images/8/8f/Medalla-de-oro.png/revision/latest?cb=20121020075359&path-prefix=es>

Appendix VIII:

Background image: *educativa*. (s.f.). Retrieved from

<http://www.educativa.com/videoconferencia/>

Appendix IX:

Questions image: *huffingtonpost.* (s.f.). Retrieved from http://www.huffingtonpost.com/barbara-jacoby/asking-questions-is-really-hard_b_7052722.html

Backgorund image: *freepik.* (s.f.). Retreieved from http://www.freepik.com/free-vector/speech-bubbles-in-cartoon-style_766508.htm#term=speech-bubble&page=1&position=8

Appendix X:

Background image: *123rf.* (s.f.). Retrieved from https://es.123rf.com/photo_41891766_dibujado-a-mano-deporte-doodle-de-fondo-vector-patron-de-dibujos-animados-con-iconos-del-deporte.html

Gymnasium image: *gobiernodecanarias.* (s.f.). Retrieved from <http://www3.gobiernodecanarias.org/medusa/edublogs/ceipacentejo/>

Appendix XI:

Racket image: *ircservices.* (s.f.). Retrieved from http://www.ircservices.com/como-dibujar-una-raqueta-de-tenis_ZOqqj4eO/

Appendix XII:

Girl playing the piano image: *butikoshop.* (s.f.).Retreieved from <http://www.butikoshop.com/es/dibujos-diseno-motivos-piano/77-dibujo-infantil-de-una-chica-tocando-el-piano.html>

Appendix XIII:

Background image: *antoniodebrija.* (s.f.).Retreieved from <http://www.antoniodebrija.com/auditorio.asp>

Appendix XIV:

Background image: *pasitosgigantes*. (s.f.). Retrieved from

<http://mispasitosgigantes.blogspot.com.es/2012/04/bordes-y-marcos.html>

Stamp image: *exlibrispersonal*. (s.f.). Retrieved from

<http://www.exlibrispersonal.com/detalle.php?id=257>

APPENDIXES

APPENDIX I



Hello our lovely pupils!

As you are in the 5th level of Primary Education and the following year you are going to be the eldest at school, we have to make sure you are properly prepared.

To obtain this, we are going to start a new project during the school year in which you have to go through different missions and tasks to know all of our facilities and people who work at our school.

Next year you will be the responsible for controlling, helping and advising your younger mates.

Each mission is a surprise and this is the first one. We hope you enjoy it!

To solve this first mission you have to take photos of each facility. (Remember you should ask for permission and for help if you need it but the only language to communicate in this project is the English one!). Then, you have to print them out.

After that, you will draw a map and stick them on it.



Finally, you have to write a description of our school.

We know this is such a hard task, so you are going to work in groups, and to recognize your work, we attach to this letter a chart in which you have to include your team name and your rewards of each mission. We also give you some stickers you should put on each room as you complete the project.

Good luck!

The school's staff.



APPENDIX II

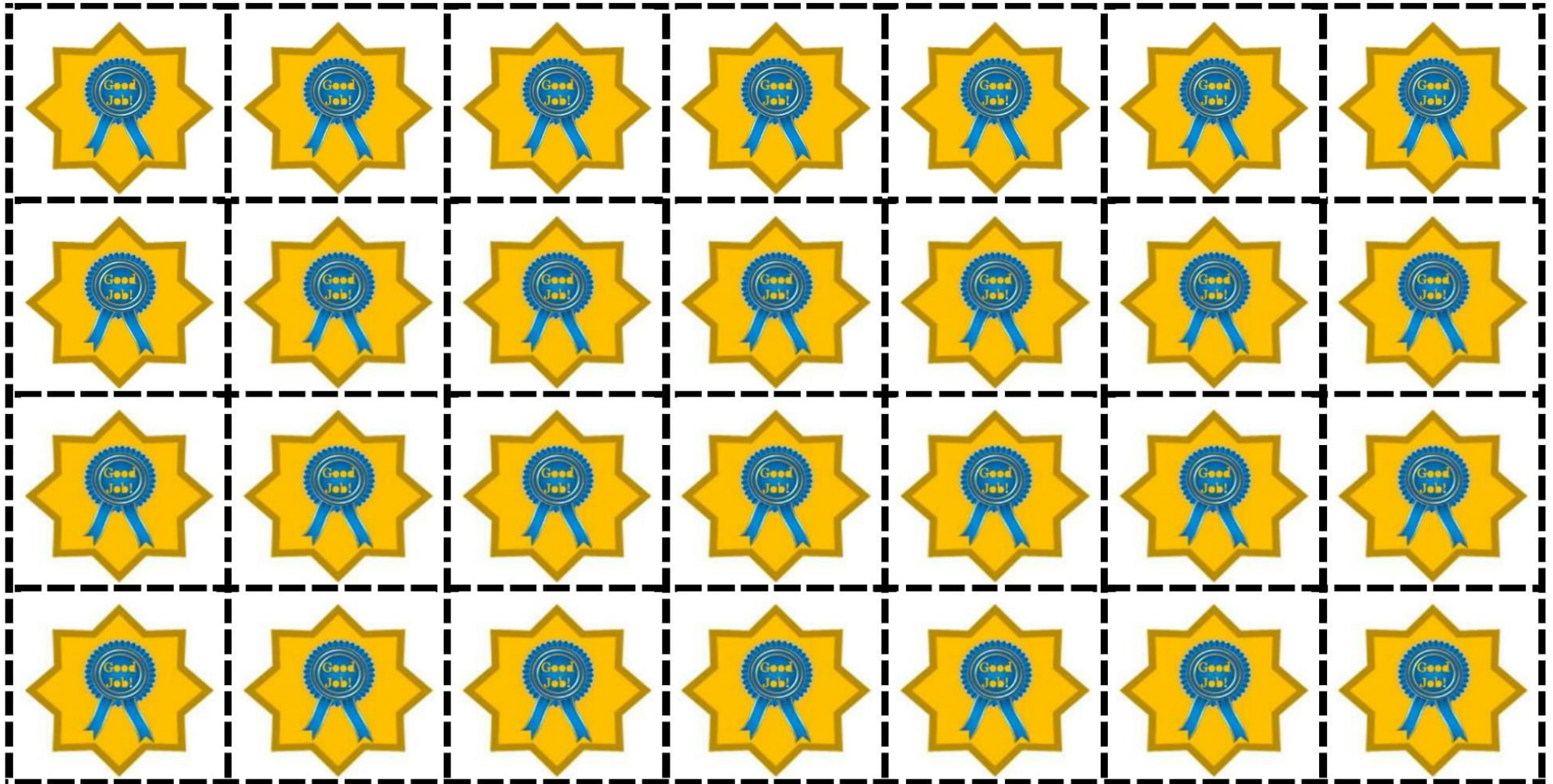


REWARD CHART



	(TEAM NAME)					
■ Mission 1						
■ Mission 2						
■ Mission 3						
■ Mission 4						
■ Mission 5						
■ Mission 6						
■ Mission 7						

APPENDIX III



APPENDIX IV

Dear pupils,

As you know, my job is getting harder. All teachers at school buy books and bring them here, to the library. I have to classify them and make big lists in order to find them.

Nowadays there are more than 1000 books! There are Spanish, French, German and English books. I have a problem...I can't speak English so I can neither classify them nor make their cards. Could you help me?

I promise, if you help me, I will give your rewards for your project.

In this mission, you have to choose an English book and complete its card. Then, you have to record a short video explaining the characters, the plot and if you would recommend it or not. After that, we will upload it to the virtual platform.



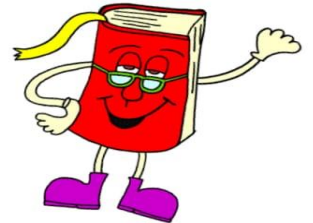
Don't forget to be creative and selective!

Good luck!

The librarian.

APPENDIX V

BOOK REPORT



TITLE:

AUTHOR:

PUBLISHER:

PAGES:

YEAR:

AGE:

PLOT:

CHARACTERS:

PROTAGONISTS:

ANTAGONISTS:

PLACES:

SCORE:

1

2

3

4

5

6

7

8

9

10



APPENDIX VI

Hello my friends!

I am the ICT technician. As you know, at our school we have An ICT room. Some people think that it is not useful, and it is only to enjoy playing games and that you don't learn at all there.

I am in a hurry and I need your help more than ever before!!!

If you help me, I will give you an ICT certificate to your project. Let's work together!

Have you ever played *Kahoot!*? Surely, you have! So, I offer you to play with me revising some contents of Past Tense, ICT vocabulary and *Wh-* questions. We will look for some questions and then we will try to answer them in groups.





I think all of you are wonderful pupils, so as you are going to help me, I'll soon send you your certificate!

Thanks mates!

What is this? Full Screen

13 Skip

0 Answers

 Netork	 Server
 network	 WLAN

APPENDIX VII

ICT EXPERT LICENSE

I CERTIFY THAT

NAME

*IS AN EXPERT IN INFORMATION AND
COMMUNICATION TECHNOLOGIES*



APPENDIX VIII



APPENDIX IX

QUESTIONS, QUESTIONS

- Do you learn Spanish at school?
- Have you ever been to Spain?
- Do you like Spanish food?
- Can you tell us an English joke?
- What is your favourite Spanish football team?
- Do you have a lot of homework in your school?
- What is your favourite TV programme?
- Now, think about some other questions!



APPENDIX X

Hello to all of you!

I know we don't have PE class today but I'm writing to you because the gymnasium is a chaos!!!

I need your help immediately. The material is a complete mess, and I have to teach your mates in 1st grade of Primary Education. They don't know the vocabulary, so they can't use it properly.

I wonder if you could come and prepare several cards with the words. I send attach you a list with all the vocabulary, you should use bilingual dictionaries to translate them. I promise after that, we will play whatever you want!

Thanks a lot!!

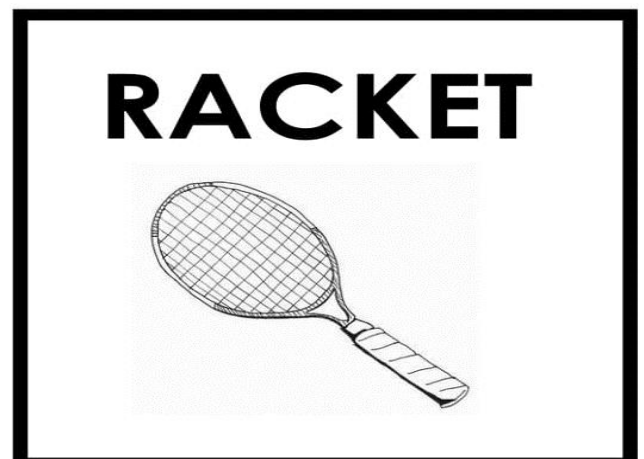


APPENDIX XI

LIST OF MATERIALS

- COLCHONETA
- BANCO
- AROS
- PELOTAS
- BALONES
- CANASTA
- CUERDAS
- BATE
- SILBATO
- PORTERÍA
- PETO
- PESAS
- PELOTAS DE TENIS
- PELOTAS DE BEISBOL
- BALONCESTO
- HOCKEY
- TENIS
- RAQUETA
- MARCADOR
- CONO
- ESPALDERAS
- POTRO
- PICAS
- PAÑUELOS
- MONOCICLO
- ZANCOS
- PIVOTES

Here you have an example:



APPENDIX XII

Hello friends!

I would have liked to send you a song but I am not inspired today, sorry!

I have heard you are going through some missions in a project, aren't you?

When I heard this, I thought..."why don't you help them?" So here I am!

What about making a rap song? You can prepare some sentences in groups and then we mix them all to make the rap. Do you like my idea?

See you in our next lesson!

Your music teacher.



APPENDIX XIII

Hello pupils!

I am your English teacher. I am writing to you to tell you that this is our last mission of the project. First of all I would like to congratulate you for your hard work along this project. You have successfully completed all the missions. For this final task, we will act in the auditorium where you will tell the rest of your mates, teachers and families about your work and then we will sing the rap together!

Finally, we will give you your 'School expert certificate'

APPENDIX XIV



School expert certificate

This certificate is awarded to _____ (5th grade of Primary Education, 2016-2017) for having successfully completed all the missions included in this project.

This document identifies you as a properly trained student to go on to the last level of Primary Education next year.

Congratulations!

_____, _____, 2017



A stylized handwritten signature in black ink.

The English teacher

A stylized handwritten signature in black ink.

The Headmaster

