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TRABAJO FIN DE GRADO

# **INCLUSION IN THE PRIMARY ENGLISH CLASSROOM THROUGH GAMIFICATION**

Presentado por Sofía Arnáiz Jiménez

Tutelado por Beatriz Tarancón Álvaro

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## **ABSTRACT:**

The main topic of the present work is the study and application of gamification in the English teaching/learning process to foster inclusion in Primary Education. Therefore, a research about the meaning of these two main concepts (gamification and inclusion) has been carried out. Furthermore, the main elements and strategies that are going to be implemented in the English class to fulfil this objective have been analysed. This theoretical knowledge serves as a basis for designing a proposal where gamification is applied in the 5<sup>th</sup> grade English class in order to promote the inclusion of the whole group of students. Finally, a section of conclusions is added where some reflections about the effects and limitations of this proposal have been considered.

**Keywords:** gamification, inclusion, integration, innovation, methodology, foreign language, motivation, participation, proposal.

## **RESUMEN:**

El siguiente trabajo tiene como tema central el estudio y aplicación de la gamificación en el proceso de enseñanza/aprendizaje del inglés para promover la inclusión en Educación Primaria. Para ello, se ha llevado a cabo una investigación sobre el significado de estos dos conceptos principales (gamificación e inclusión). Asimismo, se han analizado los elementos principales y las estrategias que van a ser implementadas en la clase de inglés para alcanzar este objetivo. Este conocimiento teórico sirve como base para diseñar una propuesta en la que se aplica la gamificación en una clase de inglés de 5° de Primaria con el objetivo de fomentar la inclusión en el grupo de alumnos. Finalmente, se incluye una sección de conclusiones en la que se reflexiona sobre los efectos y limitaciones de esta propuesta.

**Palabras clave:** gamificación, inclusión, integración, innovación, metodología, lengua extranjera, motivación, participación, propuesta.

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# 1. INTRODUCTION

Gamification is a concept that used to sound unfamiliar to us some decades ago. However, it has gained a growing importance, especially in the field of education, due to the revolutionary idea that it carries itself.

The term «gamification» makes reference to the use of game in class, something that at first sight could seem contradictory, but that in fact promotes the basis of different kind of games with the aim of making the theoretical contents more attractive to the students. It does not literally mean to take a game and «implant» it in the class, but to take some of the game's characteristics, those that make them so addictive to children and use them to create activities in class.

In this project, I am going to focus on the use of this technique in the English subject, due to the fact that it tends to be one of the least motivating subjects of the Spanish curriculum, nowadays. We could ask ourselves why that is so, but we need look no further than the textbooks. There, we can find lots of repetitive exercises that, although they may achieve their main purpose, carry the risk of demotivation. So, in the attempt of avoiding that, I am going to study the use of gamification in the English class.

On the other hand, the concept of inclusion seems to be the order of the day, too. Most schools try to offer responses to all the educative needs in pedagogical contexts, which are achieved through integration. We could also identify some kind of «exclusion» in the context of a second language course. Therefore, we can find those who have difficulties in learning or feeling motivated, and those who have an English background, related to their families, their study opportunities, their economical means or even their ability to learn a second language. Through gamification, we are not only looking for motivation to learn, but also for achieving the inclusion of the group.

The current project is structured in different sections, each of them have particular objectives:

The first section includes a research about the concepts of inclusion and gamification based on the information of certain bibliographic resources and the Internet. Firstly, I will proceed to analyse both terms independently, focusing on different aspects of each

of them. Then, I will link them exposing how gamification is an effective and useful tool for promoting inclusion in the class.

The second section focuses on the design of a didactic proposal, based on the previous research about this innovative methodology. First of all, I will analyse the results observed in the gamified activities carried out during my internship at Infantes de Lara School and how pupils reacted and got involved. Then, I will set out my gamification proposal which is aimed at encouraging students to learn English in an enjoyable way as well as fostering the inclusion of the group. This proposal has been carried out taking into account the contents and learning standards of the education law.

Finally, there is a conclusions section that shows a reflection about the effects and limitations that this proposal could represent in a real English class of 5<sup>th</sup> grade, as well as the achievement of the objectives previously set.

## 2. OBJECTIVES

The project that I am going to expose is structured in different sections that pursue particular objectives.

In the **theoretical justification** we are looking for:

- Understanding and knowing the notions of inclusion and gamification, as well as comprehending their use in the field of education.
- Discovering the game's elements that are useful for the application of gamification in class.
- Getting to know some programmes or applications that make the students feel motivated and focused on the foreign language. (Kahoot, Plickers, etc).
- Analyse the perceptions that future teachers have about gamification and its effectiveness.
- Study the relationship that exist between gamification and inclusion in the field of education.

The theoretical framework is the basis of the **didactic proposal** that I am going to expose, whose main objectives are the following:

- To analyse the results observed in the gamified activities carried out during my internship in Infantes de Lara School.
- To design an intervention based on the method of gamification that pursues the inclusion of the students in the English subject.
- To select those game elements that we consider appropriate in the teaching-learning process of a second language.

Finally, the main objectives of the **conclusions** section are:

- To value the application of gamification in the Primary English subject to achieve the inclusion of the group.
- To show the strong and weak points that this technique has when applied in the class.
- To reflect on the achievement of the objectives previously set.

### 3. JUSTIFICATION

« All the world is a stage, and all the people are merely players. To play a role, to use games in everyday life is in the human nature. » (Nina M.K., 2016). Thus, the use of game in education has experimented a huge growth during the last decade. When they play, children deal with different situations where they have to perform roles and overcome certain challenges. This has an important effect on the child's creativity, imagination, socialization and personality.

Besides, one of the main components of a game is their ability to make children feel part of something common, something they all have to do, either on a game in groups, where they have to cooperate and collaborate with the others, or when they play individually, as the others become their opponents.

What we look for in this project is to find an effective method that motivates the children to learn and enjoy the content of the lesson, leaving apart the traditional idea of memorising and repeating without understanding.

In this context, **gamification** is an innovative method based on the application of games' elements that could perfectly fit in the English curriculum as it responds to the different ways of learning that children may have.

Furthermore, we live in a globalised and intercultural world where the learning of a second, and even a third language is really important since it is crucial for communicating with the other human beings and becoming aware of their different cultures, which let us acquire a deeper understanding of the world we live in and comprehending the intercultural differences.

On the other hand, **inclusion** is one of the main objectives of education, nowadays. We defend an educative system where everyone has the same opportunities no matter their place of origin, their sex, their economical means or their potential difficulties to learn. We look for a school where every child can feel as a part of it, and their differences are taken into account. Because, after all, that is what makes everybody special; the fact that we are all different in one or another aspect.

The education law also refers to the importance of inclusion in the academic context. The *ORDEN EDU/519/2014, of 17<sup>th</sup> June, by which the curriculum is established and the implementation, assessment and development of Primary Education in Castilla y León are regulated*, expresses in the *Article 3. General Principles* that “the inclusive education will guide the educational response of the students in this stage.” (Boletín Oficial del Estado de Castilla y León. Artículo 3, 2014). Besides, in the *Article 12. Pedagogical Principles* it is said that “the educative action will ensure the integration of the different experiences and learnings of students and it will take into account their learning rates, promoting the ability to learn by themselves and working in teams.” (p. 44188)

Moreover, “during the Primary Education stage, special attention to the student diversity, their inclusion in the classroom and in the school, their individualised work, the prevention of learning difficulties and reinforcement and support will be given.”

According to the importance of a foreign language in the curriculum, we can also find some references, as in the *Article 4. Objectives of Primary education*, where it is considered that “one of those is acquiring, at least in one foreign language, the basic communicative competence that will let them express and understand simple messages and develop themselves in everyday situations.” (p. 44184)

Related to the Methodological Guidance for teaching a foreign language, the *ORDEN EDU/519/2014 of 17<sup>th</sup> June*, considers that “one of the main elements in teaching with competences is awaking and keeping the students’ motivation towards learning. That involves an approach of the pupil’s role, active and autonomous, aware of their own learning.” (p.44487)

Taking into account all the previous considerations, our innovative proposal focuses on some of the main game elements that attract children attention to the English subject and its teaching-learning process. Thus, the design is based on a story that contains multiple missions and tasks that the students must fulfil in order to get to the end, bearing always in mind inclusion as an outstanding factor.

Finally, this work is clearly linked with a range of general competences that all the Primary’s degree students have to acquire. Those are the following:



**1. To possess and comprehend knowledge in a specific area of study- Education.**

This competence is applied throughout all the project, due to the fact that it is necessary to have certain knowledge about the matter we are talking about, in this case, inclusion and gamification to be able to design an intervention related to the topics.

To obtain the information I have done a research through different bibliography, learning what those concepts mean and how they can be implemented in the classroom in good combination.

Moreover, it is also crucial to know the Primary curriculum as it is going to be used in the intervention design.

**2. To know how to apply the knowledge to a work or vocation in a professional way, and to possess the competences that are usually demonstrated through the elaboration and defence of the arguments and problem solving in the area of study of Education.**

This competence is mainly used in the intervention design, as some gamified activities were implemented in the class where I did my internship, so I had to apply all the information and knowledge that I learned to a real context. Besides, my intervention design is aimed to be applied in a real context, although I am not going to do it. So consequently, I would have to deal with some problems that had not been previously planned, as well as adapting the proposal to the students' needs and learning rates.

**3. To be able to gather and interpret essential data (usually in the area of study) for making judgements that include a reflection about social, scientific or ethic issues.**

This competence is specially worked in the theoretical framework where we must do a research, gathering information from different sources such as books, databases, videos, lectures, etc., and interpreting it later, as well as being able to explain it in our own words; in this case, about the concepts of inclusion and gamification.

**4. To be able to transmit information, ideas, problems and solutions to a specialized and non-specialized public.**

I want this project to be understood by everyone, not only those people dedicated to teaching but also a non-specialized public, as it could be the students' relatives, the

students themselves or any other person. As a consequence, the vocabulary used is easily understandable despite it is a language of the field of education.

**5. To develop the necessary learning skills for undertaking posterior studies with a high autonomy degree.**

This project will let us acquire certain competences and knowledge that will be useful in our future as primary teachers. Besides, we will be able to observe the potential difficulties that the students may have or the most frequent mistakes that they tend to make. Thus, we will be able to fix them in the future or at least, take them into account.

**6. To develop an ethic engagement in our configuration as professionals, which must enhance the idea of integral education with judgemental and responsible attitudes; guaranteeing the equality between men and women, the opportunities equality, the whole accessibility of disabled people and the values of a culture of peace and democratic values.**

Throughout this project, we are looking for the inclusion of the whole class through gamification. In this context, I want that all children no matter their sex, origin or learning difficulties, arrive to understand the contents of the didactic proposal that I have designed, as well as the other gamified activities that were applied in the school Infantes de Lara where I did my internship.

There, in the group of 5<sup>th</sup>B we could find a deaf boy and an African boy who came to Spain last year. They were maybe those with more difficulties, but we could also find other pupils who did not seem to pay attention in some cases or got easily distracted.

By using the innovative method of gamification I intended that all the students got involved in their own learning process.

In relation to the specific competences, this project focuses on the Foreign Language subject- English, whose competences are the following:

**1. Communicative competence in Foreign Language, C1 level, according to the Common European Framework of Reference for Languages.**

The C1 level will be required when we start to work as teachers, so it is extremely important that we are able to express ourselves in a proper way and teach the students how to do it. It is also important to be aware of the British culture and share it with the students so that they feel motivated and enthusiastic for learning English.

**2. To programme what is going to be taught and assessed in relation to the foreign language, as well as selecting, creating and elaborating teaching strategies, type of activities and learning resources.**

In this project, I will work gamification through different kind of activities that will be adapted to the year and the children. For doing that, I will have to create them, as well as develop some teaching strategies that guarantee the participation and motivation of the whole group, at the same time that they foster the inclusion and integration of all the students.

All of these reasons are the basic pillar of this project and the intervention design. The aim is to learn and use the innovative method of gamification and apply it to a real context in the English subject to achieve the inclusion of the whole group of students, no matter their different rhythms of learning.

## 4. THEORETICAL FRAMEWORK

### 4.1. WHAT IS INCLUSION?

In the past few years, the concept of social inclusion has been integrated in the vocabulary of certain multilateral institutions, national governments and even the European Union as a mechanism to confront the different social problems and to provide solutions to them. It is defined as the set of actions and interventions aimed at facilitating and enabling that a person develops his/her personal and social abilities, assuming the main role of his/her own socialization process. (Sandoval B., 2016, p. 72).

Social cohesion is one of the declared objectives of the European Union and, with some 16% of EU citizens at risk of poverty, according to the European Council in Lisbon (2000), the need to fight against poverty and social exclusion continues being a major challenge.

In this context, education is one of the main factors in the construction of people life paths.

#### 4.1.1. What is the educative inclusion?

The educational systems are affected by the changes in society they are immersed in, and vice versa. During the past decades, some variables of different nature, such as history, philosophy, politics, etc. have brought new challenges for these educational systems, having an impact on its organisation and performance. Some of those variables are the following (Dueñas, 2010, p. 359):

- The progressive importance that has been given to **social values**, as tolerance, pluralism, equality, coexistence, due to the deep democratisation in the different social contexts.
- The growing **multiculturalism** that exists in our society nowadays, where several ethnic groups, cultures, social groups with different interests, etc. coexist.
- The demand for **better quality in educational systems**, which leads to a more efficient use of public resources.

- The consolidation of what is called a *learning society*, where non-formal education expands along human life.

Social inclusion can manifest itself in a variety of ways; one of them is the inclusion in education. The term inclusive education has not a unique meaning, it is used to refer to different aims and situations in different contexts. This kind of inclusion can be defined as a process that allows the integration of children with disabilities into environments (and educational resources) with children who do not have disabilities (Ossa, 2014, p.220). This definition makes a comparison between the school and an enterprise as it emphasizes that inclusion influences interpersonal relationships allowing that collaboration and participation are fostered.

According to the **UNESCO** definition (1994), inclusive education refers to the ability of the school to provide quality education for all children, regardless of their differences. Inclusion is defined as a process of identifying and responding to the different needs of children through their increased participation in teaching, learning, cultural life and community life, as well as by reducing their exclusion in/from education. **Booth and Ainscow** (2004) affirm that the educative inclusion aims to respond to the diversity of pupils, increasing their participation and reducing their exclusion from and in the education.

As reported by **Serra** (2000), inclusion is the implicit acceptance of diversity, as a positive and rewarding variable of the group that builds their own relations inside a multidimensional environment. He considers the concept of inclusion as a process and an objective.

From another perspective, **Ainscow et al.** (2006) emphasize the convergence of three elements (presence, learning and participation) in the notion of inclusion, which they consider a systematic process for improving, which the educational administrations and the educational centres must undertake to remove the boundaries that limit the pupils' presence, learning and participation in the schools they are enrolled in.

“The inclusion of girls and boys at school, with and without any disability has no more than a century, beginning to strengthen from the second half of the XX century; before that, a lot of people were segregated and excluded from certain social systems” (as it is quoted in **Franklin**, 1996, p.154).

“Concerning the characteristics of inclusive schools, we can find the following ones: school-wide approaches, emphasis on the sense of community and membership, services based on need rather than location and support provided in the ordinary classroom, principle of natural proportions, education adapted to the student, enhanced instructional strategies, and standards and outcomes for students with disabilities drawn from that expected of students in general.”(Dueñas, 2010, p. 359).

#### **4.1.2. Benefits of Inclusive Education**

Some of the benefits of this inclusion in education are (Inclusion BC, 2012-2018):

- It develops individual strengths, with high and appropriate expectations for each pupil.
- It fosters a school culture of respect, participation and belonging where every pupil is aware of their peers’ differences. As a consequence, harassment and bullying are reduced.
- It involves their parents in their education and in the school activities.
- It develops friendships with a wide variety of children, each with their own individual needs and abilities.
- It prepares all students for adult life in an inclusive society. Students who are taught in an inclusion setting are more likely to build a society that is accepting of differences and able to respect people from diverse backgrounds.
- It allows students with special needs to develop relationships with peers that are non-disabled. This provides role models for correct behaviour to the students with special needs.

“It has been demonstrated that special-needs students in regular classes do better academically and socially than comparable students in non-inclusive classes” (Baker, 1995, p. 6).

### **4.1.3. Disadvantages of Inclusive Education**

Although the inclusive education provides several benefits, it also has some disadvantages that can affect, in some cases, the normal functioning of the classroom. Some of them are the following (Advantages and disadvantages of inclusive education, 2001-2018):

- Other children in the class may be unsure of how to engage the child with special needs, so they tend to leave him alone.
- It can be difficult for a teacher to grant the required accommodations to a student with special needs without distracting the rest of the students.
- A regular education teacher may not be as fully trained as a special education teacher when it comes to providing for the educational, behavioural and physical needs of a student with special needs.
- Educators and parents of children in general education worry that full inclusion will lower the standard of learning for the class and make it less of a priority than socializing (Irmsher, 1995).

As we have just seen, it is true that there are some drawbacks in relation to the application of the inclusive education in class. However, their number is overtaken by the advantages that it brings. Everything has always a positive and a negative side, but we have to decide if it is worth taking the risk and see what happens.

### **4.1.4. Strategies to apply the inclusive education in the classroom**

The main strategies used by teachers to foster the inclusive education of all their pupils in the classroom are (Garzón, P. et al., 2016):

- *Organisation and effective management of the class strategies:* These are educational techniques targeted at establishing an appropriate classroom environment, as well as a teaching plan adapted to the classroom- group and the special needs of some students.
- *Teaching and Learning Assessment strategies:* They try to promote the learning and the formative and continuous assessment.

- *Grouping strategies*: They are meant to make the classroom organisation more flexible through the arrangement of small groups or pairs to develop some learnings.
- *Adaptation of the activities strategies*: Set of educational practices aimed at adapting the activities to the group's needs or to some pupils, as well as the design and preparation of specific and alternative materials.

Teachers make occasional use of these strategies and inclusive practices in their classrooms. They mainly use the *Organisation and effective management of the class strategies*, followed by the *Teaching and Learning Assessment strategies*, the *Adaptation of the activities strategies* and, to a lesser extent, the *Grouping strategies*. That might be due to the fact that the most used strategies tend to be those that require less set-up time and less resources, not only material but also personal ones.

#### **4.1.5. Proposals for an inclusive education**

Many different organisations and associations have launched proposals for achieving or improving the inclusive education in our current educational system. Two of them have been chosen for the purpose of this essay. They will be described in a general way:

- The Inclusive Education Commission of FEAPs Madrid: It has summarized the proposals of a group of parents for improving the inclusive education in 20 ideas (ASPADEX, 2015). In the development of this project, the parents of pupils enrolled in special education schools, public schools and private schools have taken part. Their model for an inclusive education states that education does not have to focus just on the design of academic skills but also on transforming the social model. In this context, families claim that activities and programmes oriented to playground and common areas should be regulated. The break-time, the school canteen and other times should be structured so that they enable the participation of students with intellectual disabilities and to avoid undesirable situations by the educational community.

Among the launched proposals is promoting the creation of stable classrooms in ordinary schools for students with intellectual or developmental disabilities. Another



proposition is the creation of Pedagogical-Psychological Counselling staff for the pupils with intellectual disabilities, staff that already exists for the other disabilities.

- “Let’s reinvent a school for everyone”: In October 2017, the National Organisation of Spanish blind people (ONCE) celebrated its 34<sup>th</sup> contest with the campaign “Let’s reinvent a school for everyone” in Madrid. This event assembled leading experts in education and hundreds of Spanish teachers, in a collective debate. They did collaboratively a brainstorm to talk about the inclusive education, where some words like *empathy*, *diversity* and *right* were underscored. Then, they created a proposal for an inclusive education with 11 objectives and 11 solutions.

Among the launched **objectives** we can find:

- Incorporate the emotional education to the curriculum as another subject.
- Create classrooms with more open and flexible spaces and with specific furniture.
- Encourage respect of the different skills in the classroom.
- Raise awareness of multiple intelligences.

As for the **solutions**, those with wider support are (**See ANNEX 1**):

- Integrate the emotional education in the teachers’ university training.
- Provide training adequate to the XXI century in constant actualisation, adaptation and diversity.
- Adapt the classrooms to the pupils’ characteristics, as well as the activities that are developed in there.
- Create a national net for teachers to share materials, resources and tools.

## **4.2 WHAT IS GAMIFICATION?**

We might think that gamification is a new and recent technique, but in fact, it has been used for a long time. However, it has gained importance in the last few years, especially in education.

There are different ways of interpreting gamification, which gives rise to several definitions. All of them agree on the fact that gamification is the use of game elements and game design techniques in non-game contexts, in order to influence people

behaviour, involving and motivating them, to achieve different goals, depending on the setting where they are carried out.

According to **Werbach and Hunter** (2012), its main objectives focus on increasing the participation of a person, who most of the time is called or mentioned as a “user”, and motivate him/her by incorporating game elements and techniques, like leaderboards (boards that show the names and positions of the participants in a competition) and immediate feedback. This creates a sense of empowerment and engagement in the way users work through processes and achieve tasks.

As reported by **Huotari and Hamari** (2012), one of its main objectives is to provide enjoyment to non-game contexts.

**Yu-Kai Chou** defines gamification as the craft of deriving all the fun and addicting elements found in games and applying them to real-world or productive activities (Chou, 2014).

Conforming to **Ray Wang**, it makes reference to the use of a number of design principles, processes and systems used to influence, engage and motivate individuals, groups and communities to drive behaviours and effect desired outcomes.

In conclusion, “gamification consists on the use of the workings, the aesthetic and the thought related to game, to encourage people, motivate them, promote learning and solve problems” (Kapp, 2012).

#### **4.2.1 History of Gamification**

The term gamification was coined by **Nick Pelling** in **2003** when he designed a game-like user interface for commercial electronic devices (ATMs, vending machines, mobile phones...).

In **2005**, **Rajat Paharia** founded Bunchball, a platform designed to boost engagement on websites by adding a layer of game mechanics. It received over 8 million pageviews in six weeks.

In **2007**, **Kevan Davis** developed **Chore Wars**, a site designed to incentivise the act of doing tasks by turning it into a game. This site was very well accepted by parents and students thanks to its design.

In **2008**, **Bret Terril** was documented as using the term “gameification” for the first time in a blog article, referring to it as the idea of taking game mechanics and applying to other web properties to increase engagement. However, his spelling of the word was not right yet.

In **2009**, **Foursquare** was launched. It is an app allowing users to search for and discover new places. Aside from being a social tool, Foursquare also let users collect badges and other achievements. For example, by checking into the same place more than anyone else during 60 days, the user could become the “Mayor” of that location. In the same year, the innovative school in New York City, **Quest to Learn**, accepted a class of 6<sup>th</sup> graders into a game-based learning environment.

In **2010**, the website **DevHub** added a points system and increased its user engagement by 70%. By this year, gamification was getting the recognition it deserved.

In **2012**, 45000 people enrolled in **Professor Kevin Werbach’s** online gamification course through Coursera.

**Nowadays**, gamification is being increasingly used in many sectors, especially in education.

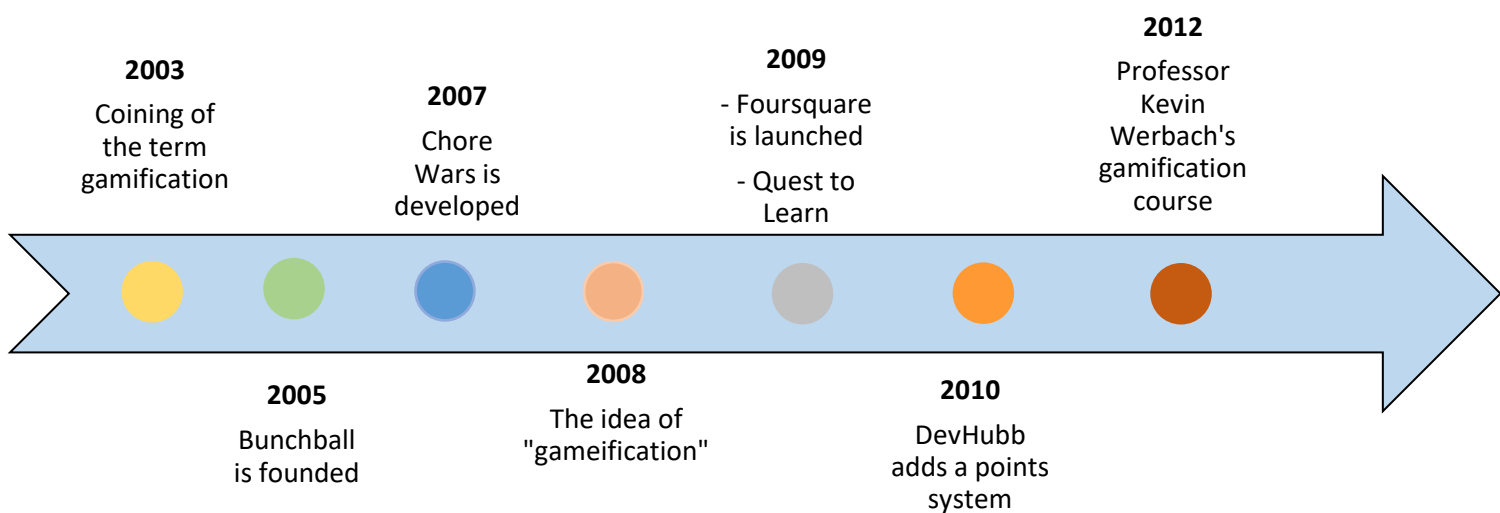


Figure 1: Timeline of gamification. Designed by the author of the project.

## 4.2.2 Game elements

After learning what gamification is and how the concept has evolved over time, it is time to focus on the game and its main elements, what makes it so addictive and entertaining for children.

“The term game is usually understood to imply the following situational components: a goal, which has to be achieved; limiting rules which determine how to reach the goal; a feedback system which provides information about progress towards the goal; and the fact that participation is voluntary.” (Sailer et al., 2013, p. 39).

The regular design of patterns that compose the games are known as **game elements**. All these elements have different purposes and can be adapted to any work, business or educational environments. Some of them are the following:

Game elements	Definitions
Points	Numeric accumulation based on certain activities.
Badges	Visual representation of achievements.
Leaderboards	How the players are ranked based on success.
Progress bars/ Progression	Shows the status of a player.
Performance graph	Shows player performance.
Quests	Some of the tasks players have to fulfil in a game.
Levels	A section or part of the game.
Avatars	Visual representation of a player or alter ego.
Social elements	Relationships with other users through the game.
Rewards/reward system	System to motivate players to accomplish a quest.

Table 1. Game elements and definitions

Source: Using Gamification to Enhance Second Language Learning. Jorge Francisco (2015)

In addition, each game employs a mechanism for the player to receive **rewards**. There are three principal categories that include: leaders, prizes or awards, and achievements.

- Leaders: They classify the users depending on their game success. This category is typically used in competitive activities.

- Prizes or awards: They promote an additional commitment and engagement by the player (Glover et al., 2012, p. 40). This type of rewards occur in games where the player is able to unblock additional activities or levels after successfully accomplishing the previous ones.
- Achievements: They are publicly shown icons. They are a combination of the previously mentioned reward categories.

### **4.2.3 Gamification in the Second Language Learning**

One of the main competences of learners in the 21<sup>st</sup> century is acquiring a second language (L2). However, it tends to be hard sometimes or even boring for the students. As a consequence, new concepts to motivate learners in their pursue of achieving fluency have been integrated. One of these concepts is gamification, which as many studies have shown, has a lot of positive results. It empowers and engages the learner with motivational skills towards a learning approach and sustaining a relax atmosphere.

“The aim of integrating gamification in education is to propose students a more attractive and effective learning experience. Besides, this methodology offers the learners an opportunity to interact among them as it is implied in a social game. Another detail is that when people perceive any form of social presence, they tend to respond in a natural way to feelings such as happiness, empathy and frustration, or even follow social rules like taking turns” (Fogg, 2002).

One of the most important aspects of gamification with educational purposes is that it involves educational objectives. These objectives will be seen by the learner as challenges to be accomplished in order to move from one stage to the other. For example, by implementing gamification, the L2 learner could consider him/her as a player looking forward to complete a level. In addition, motivation increases when the learner performance is publicly recognised through a reward system of prizes/awards.

In order to apply gamification, regardless of the grade, a series of steps need to be followed. This will guide the teacher to plan the gamification process in the class. This model is presented in an image below from the work of Huang and Soman (2013).



Figure 2. Educational Gamification Five Step Model (Adapted from Huang and Soman (2013))

The first step, **understanding the target audience and the context**, makes reference to the fact that the teacher needs to know his or her students. This analysis of the group will enable to know some key factors, such as the group size, the environment, the skills sequence, etc. By understanding some common aspects of the class like: focus, motivation, pride, learning environment and the nature of the course, the teacher will be able to determine the gamification elements to apply.

**Defining the learning objectives**, step two, is always necessary for a successful teaching and learning experiences. These objectives need to have general instruction goals, specific learning goals and behavioural goals.

Step three, **structuring the experience**, aims to prepare the sequence and quantify what the student needs to learn and achieve by the end of each stage. In this context, the teacher has to motivate him/her to do it.

In order to deal with step four, **identifying resources**, the teacher needs to know the resources available in the classroom to prepare the gamification. By doing that, he/she will be able to know what tasks can and cannot be gamified.

The last step is **applying gamification elements**. In this step, the teacher decides which gamification elements should be applied. “These elements are divided in self and social. Self-elements most of the time use badges, levels and time restrictions. They focus on making students compete with themselves and recognize self- achievement. Meanwhile, social- elements are used in interactive competitions along with cooperation.” (Huang and Soman, 2013).

#### 4.2.4 Gamification apps for enhancing and motivating Second Language Learning (SLL)

The increasing use of gamification in L2 learning has brought many tools to achieve the required motivation, as well as enhancing the language learning process.

Nevertheless, the teacher is the one who must choose the appropriate tools in the class, depending on the target audience and combining them with the appropriate language learning approach or strategy.

Some of the most frequently used tools in L2 learning are the following (see the pictures in ANNEX 2):

- **Duolingo:** It is a gamification language learning translation platform where users progress through several levels. This app introduces the vocabulary through pictures and through their use in sentences with known words. In relation to the grammar, decontextualized sentences with the new vocabulary are used. The feedback is immediate, so teachers can use it as a part of daily homework. The motivation that it offers is basically related to communication and collaboration.
- **Class Dojo:** Its aim is to provide the teacher with a platform for student behaviour management. It consists on assigning positive or negative points to the students depending on their behaviour in the class. It also enables communication with their parents instantly.
- **Edmodo:** It is a social networking platform that contains some gamification elements, such as badges and quests. Its main aim is to allow communication between teachers and pupils in a private and close environment. It promotes collaborative learning, teamwork and parents have an account where they can receive feedback from the teacher.
- **Zondle:** It is a game-based learning website that enables teachers and students to create games that support their learning needs. Users can monitor progress, message their friends, customise their avatar, and create their own casual games. Teachers can also set topics to particular classes.

- **Plickers:** It is a simple tool that let teachers collect real-time formative assessment data without the need of student devices. It consists on the use of cards with QR codes that each student must show to their teacher, who through the app can scan their responses projecting them on the digital screen.
- **Kahoot/Quizizz:** Kahoot is a platform that enables creating multiple choice questions that students can answer using electronic devices, such as tablets or mobile phones. Speed and right answers are rewarded and feedback is provided in real time. Quizizz is very similar to Kahoot, but while questions are shown in the digital screen in Kahoot, in Quizizz they just appear on the students' devices.

#### 4.2.5 Gamification without ICT

Gamification can also be applied in a classroom without the use of ICT, although it is not so frequently used as the gamification with ICT, which is mainly due to the fact that nowadays students are digital natives.

To create a gamification task without using ICT, the next steps should be followed according to “Recapacita”, School Campaign (2014- 2015):

1. **Choose a content** to be reviewed or reinforced.
2. **Structure the group class** in small cooperative learning groups.
3. **Design an attractive environment**, a context that motivates the children (i.e. a terrible threat menaces the Earth. A team of scientists can find a code as long as they solve a series of tasks.).
4. **Allow the students to participate freely** creating an avatar, deciding the order of the tasks, giving immediate feedback, etc.

### 4.3 RELATION BETWEEN INCLUSION AND GAMIFICATION

Game has been used as a resource and a didactic principle in education for decades. “The educational games have demonstrated to foster the involvement in critical thinking, creative problem solving, teamwork and abilities that conduct to solutions for



complex social and ethical dilemmas.” (Johnson, Adams Becker, Estrada, & Freeman, 2014 p. 42)

As a consequence, gamification must be planned according to these principles and thinking about the final objective that needs to be acquired. In this context, gamified activities are very effective resources for inclusion in the classroom, due to the fact that they promote socialization, equity and equality, while they remove the boundaries produced by any kind of exclusion (cultural, religious, social, etc.).

The educative inclusion is achieved through the development of social and civic competences, which enables that inclusion to be applied in society. Among the didactic strategies that foster these competences, we find the game, which is key in the improvement of personality. The implementation of gamification in the class can help in the development of knowledge and abilities to operate in a democratic society, where effective interpersonal relationships based on the assumption of diversity of each individual need to be kept.

The elements and aspects of the games make their application in class to promote the potential of learning of all the pupils, regardless their personal and individual characteristics. That is because it encourages the communication exchange among peers, with the only purpose of overcoming the task and the game’s challenge. This exchange among peers fosters inclusion in all the educational processes and benefits the educational inclusion.

Nevertheless, this implementation in the educational spaces needs the appropriate teachers’ training, in order to foster participation, presence and progress, as they are the variables that support educational inclusion.

In the classroom, we can find a huge variety of personalities, intelligences, ways of learning... A gamified system answers to that diversity from the player type taxonomy point of view. According to Richard Bartle (1996), there are four type of players:

- 1. Killers (greedy):** They want to compete with the others and win.
- 2. Explorers:** They want to interact with the system, discover and learn new things about it.
- 3. Achievers:** Their aim is to tackle challenges and earn rewards.

**4. Socializers:** They are more interested in the social aspects of the game than in the strategy itself. They look for reflecting and creating a network of friends.

A pupil may have more than one type of players' characteristics, but in general, they will have more tendency to one of them. Our challenge as teachers is achieving that the gamified system offers game possibilities to all the pupils, whatever their type of player is. Similarly, we have to avoid that students have to adapt themselves to the game because of the lack of some of his/her facets.

#### **4.3.1. Future teachers' perceptions about gamification in the learning-teaching processes**

Different studies have been conducted to discover the perceptions that people who study for becoming teachers in a future have.

In this context, the stage of **Preschool Education** can be a space where educational activities that incorporate gamification could be implemented. A teachers' willingness to carry out this methodology has been spotted. However, a previous teaching training on this topic must be performed. (Marin and Martin, 2014).

In **Primary Education**, Marín, López and Maldonado (2015) have studied the incorporation of gamification in the curricular contents and they affirm that, in general, gamified activities are a positive resource that attract the youngest pupils and that may contribute to enable the learning process.

In **subsequent educational stages**, Rico and Aguado (2016) have proved the suitability of using educational resources based on games with mobile devices, as a mean of learning the communicative skills of a foreign language.

To ensure the success of these activities in the educational field, they must be carefully planned and contextualised according to the educational project or the area where they are integrated.

A descriptive study to discover the perception that future teachers have in regard to this subject, was carried out. (Aznar, Raso, Hinojo, Romero, 2016). It was done through the cross-sectional survey technique. In the study, the participants were 197 students of the Primary Education, Preschool Education and Pedagogy degrees, as well as the Official

master of Obligatory Secondary Education (ESO) teacher training. The students belonged, mainly, to the Granada University, and also to the Castile-La Mancha University and the Alicante University. They were 68'5% women and 31'5% men. 74'6% were Spanish, while 24'4% were from Ecuador, 0'5% Italian and the other 0'5% were Venezuelan.

A **questionnaire** with 26 items was designed to gather information, where each statement offered 4 possible answers. Its main structure was articulated around four blocks of contents, which were the following:

1. Motivation for using gamification in the Primary and Preschool Education classroom.
2. Utility and educational potential of gamification in the Primary and Preschool Education classroom.
3. Viability of the curricular integration of gamification in the Primary and Preschool Education classroom.
4. Applications/Implications of the curricular integration of gamification in the Primary and Preschool Education classroom.

The **results** showed that, in general, future teachers had favourable opinions not only in regard to the integration of gamified methodologies in the Preschool and Primary Education classrooms, but also in their pedagogical potential and motivational capacity for children.

The main **conclusions** that could be extracted from that study were the following:

- As an **educational potential** in the classroom, future teachers opt for gamification as a methodology that must be applied.
- Most of them affirm that gamified activities must be **used occasionally** and not in a generalised way in the diary educational activities.
- They also defend the use of gamification **depending on the contents** that are being studied.
- As a motivational element, future teachers totally agree on the use of gamification as a **stimulating tool** for the students.

- They reckon that the **competences** that contribute to the use of gamification in the class are the Digital Competence, the Mathematical Competence and the Science and Technology Competences.

To sum up, there are several definitions of the term “inclusive education” provided by different authors. Although they underscore diverse aspects, all of them agree on an education that promotes diversity among all the pupils, making them feel comfortable and integrated. We have also learnt some benefits and some disadvantages of this kind of education that favours the acceptance of everybody’s differences in the class. Then, we have analysed the main strategies used by teachers to foster inclusion at school and we have discovered that the *Organisation and effective management of the class strategies* are the most widely used. After that, we have described two organisations that have launched proposals for achieving the inclusive education in our current educational system: The Inclusive Education Commission of FEAPs Madrid and Let’s reinvent a school for everyone.

In relation to gamification, we have seen that there are also multiple definitions of this concept. Then, we have learnt a bit about its history and how the concept appeared. We have studied the elements that compose games that make them so addictive. Later, we have analysed the importance of gamification in the acquisition of a second language, due to the fact that it makes it more attractive and motivating for the pupils. In this context, we have seen the different steps that must be followed in order to guide the teacher to plan the gamification process in the class.

There are several applications that enhance the second language learning through the use of ICT, such as Duolingo, Class Dojo, Plickers... Nevertheless, gamification can also be applied without the use of ICT, although it is not so common.

Finally, a relation between inclusion and gamification has been settled, which shows the importance of this methodology in the inclusion and acceptance of the differences in the class. Regarding the teachers’ opinion about the use of gamification in the class, most of them agree on its effectiveness, but on its occasional use and depending on the contents that are being worked in the lessons.

## 5. INTERVENTION DESIGN

Before implementing the methodology of inclusion through gamification and applying it to an intervention design, I am going to analyse the different gamified activities that were carried out during my internship at Infantes de Lara School. As it was the topic of my final degree project, I decided to apply these activities in the class in order to observe the pupils' reactions and involvement in them. One important aspect was that when I implemented each of the different activities, I told them that we were going to play a game. That way, they felt really enthusiastic and motivated. The results were quite positive, even better than I had expected. These are the gamified activities that I put into practice.

- Play with the verbs:

This was a game that my tutor used to do with the pupils of 5th and 6th grade. As I saw that it worked very well, I decided to do it during my didactic unit, too. The game consisted in dividing the class into two teams (A and B), and splitting the whiteboard in two sections, one for each team. I asked one by one a verb, they had to tell its past simple and past participle. If they were right, I gave their team a point. The first team that reached 15 points, won.

This activity was really motivating for pupils. They were always looking forward to playing and during the activity time, they were all very focused and wanted their team to win. Thus, every time one of their team's mates was right, they were very happy and congratulated him/her. In my opinion, the fact that the game was based on points, made it much more attractive for students, as they could picture how many points there were left to win or to lose. In relation to inclusion, all the pupils got involved. Although in one of the groups there was a Moroccan boy and a girl with Down's syndrome who did not follow either the ordinary book or their mates' rhythm, when the class played this game, they could do it as well. Instead of being asked for verbs, they were asked for colours, numbers, etc. That made them feel as part of the group, as the classmates were also excited and congratulated them when they were right. That was a good gamified activity which was able to be done without the use of ICT.

- Quizizz:

This was a game similar to Kahoot. For playing, pupils needed to use the tablets. I decided to use this activity during my internship, as I wanted to implement a gamified activity with the use of ICT in order to see how it worked. Quizizz shares several features with Kahoot, but the main difference is that in Kahoot the questions appear on the digital board, while on Quizizz the questions appear on each tablet. Pupils can answer the different questions at their own pace; they do not have to wait for the others. All the students liked it, but in my opinion, Kahoot is much better, as it shows you the right answer in case you are wrong, while Quizizz just says if you are right or wrong. However, after finishing the game, we checked all the answers on the digital board, which let us see how many people had chosen each of the different answers.

Nevertheless, the application of this kind of activity depends on the school where it is used and their resources. I was lucky to be in a school where the use of ICT was widespread and where they were used to do activities like Kahoots frequently. As a consequence, although pupils had never played Quizizz, they understood it rapidly, due to the fact that it was similar to Kahoot.

In my opinion, Quizizz could be very useful as a means of assessing the pupils, instead of doing an exam in some cases, as each student answers their own questions in a different order and at their own pace. Moreover, the teacher can check later the number of right and wrong answers of each one.

Furthermore, as I realised when this application was used during my training at school, all the pupils are able to participate. If the questions are too hard to some of them, they can work together with another classmate, helping each other. That depends on the group where this activity is used in, as well as on the pupils' characteristics. The teacher can also create a variety of questions, so that they are adapted to all the students' learning rates.

- Imitation game:

We did this activity to learn some phrasal verbs, such as: look forward to, get on, get off, run out of, set off, look after, put up, etc. A pupil had to come in front of the class and represent the action of one of the phrasal verbs just with gestures and movements, without speaking. The rest of the class had to try to guess the phrasal verb that was

being represented. The one who did it came in front of the class and represented another one. We did it until most of the pupils had participated.

This activity worked really well in the class as they felt rewarded when they guessed the action. They all wanted to participate and get involved, so it was really motivating for the pupils. This is another kind of gamified activity without the use of ICT that can be done in any school, as it does not require any special material.

On the other hand, this activity could also be done in pairs, so that there are two people and not just one person in front of the class representing an action. This could be helpful for those students who are more timid or afraid to make mistakes, as well as for some others who have more difficulties in English. Thus, they would feel more supported than if they had to do it on their own. Nevertheless, the teacher is the one who should decide how the activity would have to be implemented depending on the group characteristics.

- Have you ever bingo:

In this activity, I gave each student a bingo card (see ANNEX 3). They had to find classmates who had had the experiences shown on their bingo card. For doing that, they had to ask questions using the present perfect. When a classmate answered “Yes, I have”, the student wrote down their name under the prompt in the space provided. The first student to get all the cells complete, won. As many pupils won at the same time, I decided that the first 5/6 people who did it were the winners. Then, they had to come one by one in front of the class and ask the questions again. If they were right, they received a sweet; if they were not, they sat down.

All the pupils loved this activity and felt really motivated, as they competed against the others and wanted to win a sweet. The main advantage is that this kind of gamified activity is able to be done without using ICT. It can be applied in any unit, with different topics, not only with the present perfect but also to work any other tenses, such as the future, the past simple, etc. In my opinion, it is a good resource that makes the students feel motivated and that encourages them to learn English.

This activity, as well as “Play with the verbs”, can be adapted to any other topic. Thus, if there are some pupils who do not usually follow the ordinary rhythm or have some difficulties in English, they can have different cards related to the topics they are

studying, so that they can also participate in the activity and feel integrated with their classmates.

As we have seen, pupils feel motivated in the learning of a foreign language when it is done through gamified activities, no matter whether they are applied with or without ICT. English can be a boring subject for students if it is tackled from a traditional method based on repetitive exercises, grammar activities, lots of writings, etc. The aim is to draw their attention to the subject, encourage them and make the learning process more attractive and enjoyable. Moreover, all the pupils must be integrated in the group, feel that they all are able to participate and take part in the process as the rest of their classmates.

In this context, an intervention design has been created where the most motivating aspects of the games, such as the reward system and the narration have been included. This proposal is going to be carried out without the use of ICT because, as we have seen, there is an infinite variety of activities that can be done without using the new technologies, which let that all kind of schools with their available resources, could implement them. Thus, this proposal could be carried out avoiding the problems with the Internet connection that may sometimes occur at school or the computers/tablets availability of some educational centres. Nevertheless, although this intervention is designed to be implemented without the use of ICT, if the school where it is applied has at their disposal the necessary resources, it could be done through their use.

Furthermore, our main objective in this project is to foster inclusion through a gamification proposal, so it will mainly be worked through teamwork and pair work, where a student with difficulties in English or any other kind of difficulties will be placed with a student who is good at English or who is more advanced in the subject than the rest of their classmates. The main idea is that a game-oriented proposal promotes social relationships, strengthening the group union. Besides, in some particular activities, there would also be an adaptation of the learning objectives if those were not appropriate for some students whose learning rates are not the same as the other pupils.



## 5.1. TIMING

The following intervention design will be implemented in 5<sup>th</sup> grade throughout all the school year. It will be applied in specific moments during English lessons in order to review and to work on certain topics already studied. The application of this proposal will be a surprise, as students will not know the precise moments when it is going to be put into practice. This way, hopefully, pupils will feel encouraged and enthusiastic about learning English.

The different activities will become increasingly difficult, which will make pupils keep focused on them. The signal that will warn the students about a new activity will be a photocopy delivered by the teacher, which will be described in detail below. However, if the educational centre has ICT resources, the pictures could be projected instead of printed or even presented with a video.

## 5.2. DESIGN

As we have seen in the theoretical framework, the game elements are really important when a gamified activity is designed. As a consequence, in this proposal I am going to focus on the **narration**, which means that there is going to be a story that draws the pupils' attention and that encloses several tasks and tests. Students will fulfil different missions and assignments which will give them some **rewards**, in this case they are going to be stickers and points.

Thus, this project is called "**Journey to the Centre of the TV**". It is based on the story of a child named Tommy who, because of a terrible monster, ends inside the television of his living room. In order to get out of there, he must take part in the different TV programmes of that channel and pass a series of tests. In this context, pupils have to help him arrive to the last mission, where they will have to deal with the terrible monster. Besides, after working through each mission, pupils will receive a sticker which has to be included in the following TV programme in a concrete way; this sticker will be an object. If they place it in the right place, they will receive an amount of points, as well as some others that they will obtain after completing the different tasks. Not only the story but also the different tasks that appear in each mission, are written in a way that aims at catching the pupils' attention as there are some words in different

colours and typeface. This is based on Geronimo Stilton books which I used to read when I was younger. We assume it is a good method to encourage and motivate the students.

In relation to the tasks, pupils will be informed of them through a message sent by Tommy where he will explain to them what programme he is in and what they can do to help him. The difficulty of the tasks will progressively increase. Tommy will be the one who congratulates the students for their success as well as the person in charge of giving them the corresponding sticker. By doing that, pupils will feel much more motivated as they are not being assessed by any teacher.

Moreover, a **leaderboard** will be placed in the class in order to keep records of the points of each student. That will make them aware of their position so that they will want to overcome the rest of their classmates. (See ANNEX 4) Students will be able to win points after each test, depending on different factors related to the fulfilment of the activities. Besides, some extra points (3 points) will be given to those students who volunteer to help any other pupil. It is not a high score so that they may decide to help their classmates not only for winning points but also because they think it is the right thing to do.

Furthermore, there will be a last test where students will have to answer to questions about all the different topics they have studied along the didactic unit. That could be used as a way of **assessment**, if the teacher considers it appropriate. The design of that task is based on Kahoot and Quizizz as they are multiple choice questions with just a right answer and each of the answers are presented in a blue, yellow, green and red square. This last test could also be done through a Kahoot or a Quizizz, depending on the available resources of the educational centre where it is applied in.

A description of each of the different missions, as well as their contents and learning standards are presented down below. The **first contact** with the story is a picture of Tommy inside a TV where he tells the students what has happened to him and he asks them for help. In this first picture there is not any task to achieve, it is just a presentation about what it is going to be like. (See ANNEX 5)

MISSION	NAME	SUBJECT	GRADE
1	SUPER CHEF	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Request and offering of help, information, instructions, objects, permission...</li> <li>• Narration of events.</li> <li>• Expression of the time: past and present.</li> <li>• Expression of quantity: much, many, and enough.</li> <li>• Food.</li> <li>• Work and occupations.</li> <li>• Identification of the kind of text, adapting to its comprehension.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student understands essential information and finds specific information in simple written texts.</li> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> </ul>			
<b>DEVELOPMENT</b>			
<p>In this first mission, the main character, Tommy, is in a cooking show called “Super Chef”. (See ANNEX 6) He asks the students for help as he must overcome a series of tests in order to pass to the next TV programme. The tasks of this programme are related to the topic of food.</p>			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> Pupils have to find an amount of words related to food in the word search in order to prepare a pizza. (See ANNEX 7)</p>			
<p><b>Activity 2:</b> There is a list of ingredients and the amount of each ingredient that we have. Pupils have to cut the ingredients and place them under the right box (too much, too many or enough). (See ANNEX 7)</p> <p>Although students are supposed to do these activities on their own, if there is any pupil with difficulties in English or that cannot follow the rhythm, they can be helped whether by the teacher or by another classmate, working in pairs. Thus, the teacher can make pairs formed by one of the students with difficulties and a hard-working or more advanced student who can help him/her.</p>			
<b>REWARDS</b>			
<p><b>5 points</b>→ For finding <u>all the words</u> in the word search.</p>			

**5 points**→ For sticking all the ingredients in their right places; 1 point for each ingredient.

**3 points**→ For those students who volunteer to help another classmate.

MISSION	NAME	SUBJECT	GRADE
2	T FACTOR	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Expression of the time: present and future.</li> <li>• Free time and leisure.</li> <li>• Identification of the type of text, adapting to its comprehension.</li> <li>• Distinction of the type of comprehension (general sense, essential information, main points, etc.).</li> <li>• Approach to the language rhythm and sonority through the rhymes, songs, riddles, etc.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student catches the general sense and some essential details of an oral text.</li> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> </ul>			
<b>DEVELOPMENT</b>			
<p>In this mission, Tommy is in a talent show called T Factor. He explains to the children that he does not like singing because he is very shy but that he has to do it in order to access to the next TV programme. The tasks they have to carry out are related to music.</p> <p>Besides, one of the competitors needs something that the students have cut in the previous activity. They must stick it in there. (See ANNEX 8)</p>			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> Pupils have to listen to a song and complete the missing words with the appropriate ones from the box. They can listen to it twice or three times. After completing the lyrics, they have to sing it all together. (See ANNEX 9)</p> <p>The link to listen to the song is: <a href="https://www.youtube.com/watch?v=pbliIC6zN68">https://www.youtube.com/watch?v=pbliIC6zN68</a></p> <p>This activity could present some difficulties in case there was a deaf child in the group. Should this be the case, the activity could be changed by another one for those kids, such as writing some sentences using the words in the yellow box or just using subtitles in the song’s video so that they could participate in the same activity as their classmates, which would let them feel more integrated in the group.</p> <p>On the other hand, if there was a pupil with vision problems in the class, the font size would be bigger for him/her so that they could take part in the activity as the rest of the pupils.</p> <p>This type of activity is also a good icebreaker exercise as it encourages the most timid pupils to</p>			

sing in English and consequently, they feel integrated in the class, too.

**Activity 2:** There are some cards with the picture of an instrument and some others with the name of the instruments. In pairs, pupils have to cut them and play to the memory, placing the cards upside down and trying to find the match. **(See ANNEX 9)**

In this case, couples should be done by the teacher, choosing heterogeneous groups and placing together pupils who could be helpful to each other. In other words, a student with problems in English or any other kind of difficulties should be placed with a pupil who is good at English or that is more advanced than the rest of the group.

### REWARDS

**5 points**→ For placing the microphone sticker in the right place.

**15 points**→ For completing all the lyrics.

**9 points**→ For finding all the couples; 1 point for each one.

**3 points**→ For those students who volunteer to help another classmate.

MISSION	NAME	SUBJECT	GRADE
3	THE WESTERN	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Narration of recent and past events.</li> <li>• Expression of the time: present and past.</li> <li>• Daily life activities.</li> <li>• Free time and leisure.</li> <li>• Mobilisation and use of previous information about the type of task and topic.</li> <li>• Identification of the type of text, adapting to its comprehension.</li> <li>• Clear expression of the message, adjusting to the models of the type of text.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student understands messages that contain instructions, indications or other kind of information.</li> <li>• The student understands essential information and finds specific information in simple written texts.</li> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> </ul>			
<b>DEVELOPMENT</b>			
<p>In the third mission, Tommy is in a Western film. (See ANNEX 10) He must fight a duel against the sheriff of the city who is a bad man. Besides, Tommy explains to the pupils that Westerns are his favourite films but that he needs some help. Students have to place the cowboy hat sticker over Tommy's head.</p>			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> Pupils have to complete Tommy's notebook with the present perfect tense of the verbs in brackets. This way, they will know him a little bit better. (See ANNEX 11)</p>			
<p><b>Activity 2:</b> Students have to write sentences using the present perfect tense about them and their lives, so that Tommy can know them better. For doing that, they have to look at the different pictures and write affirmative or negative sentences related to them and those verbs. (See ANNEX 11)</p>			
<p><b>Activity 3:</b> There is an extract of the film. Pupils have to read it carefully and then, order the different scenes. (See ANNEX 11)</p> <p>Students are supposed to do these activities individually. However, in case any student has</p>			

difficulties in English, the teacher can form some pairs or modify the content of the activities, adapting them to the pupils' learning rates. Thus, instead of writing sentences in the present perfect, they could write them in present simple or continuous. Another way of modifying the activity could be by giving those students half of the sentence already written, so that they would only have to complete it. As a consequence, in this case, inclusion would be achieved through a significant adaptation of the learning objectives.

### REWARDS

**5 points**→ For placing the hat sticker in the right place.

**8 points**→ For completing Tommy's notebook; 1 point for each correct sentence.

**6 points**→ For writing the 6 sentences properly; 1 point for each right sentence.

**10 points**→ For putting all the scenes in the right order.

**3 points**→ For those students who volunteer to help another classmate.



MISSION	NAME	SUBJECT	GRADE
4	DOCUMENTARY	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Expression of the time: present and future.</li> <li>• Expression of the modality: will.</li> <li>• Daily life activities.</li> <li>• Work and occupations.</li> <li>• Free time, leisure and sports.</li> <li>• Mobilisation and use of previous information about the type of task and topic.</li> <li>• Clear expression of the message, adjusting to the models of the type of text.</li> <li>• Back-up in previous knowledge.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student understands essential information and finds specific information in simple written texts.</li> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> <li>• The student writes short narrative or informative texts.</li> </ul>			
<b>DEVELOPMENT</b>			
<p>This time, Tommy is in a documentary about sea animals. However, he needs something to record all the amazing fish... Pupils have to help him with the sticker. <b>(See ANNEX 12)</b></p>			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> There are some sports that are practised in the water. However, Tommy says to the students that he cannot remember their names, so he needs some help with that. Pupils have to match each picture with the sport's name, which are in the box. <b>(See ANNEX 13)</b></p> <p>This activity could be adapted to students with some difficulties through the creation of heterogeneous groups or pairs of students, formed by a pupil with difficulties in English or any other kind of problem, and another student who is more advanced than the rest.</p>			
<p><b>Activity 2:</b> In this activity, pupils have to make sentences in the future, using will and won't in order to discover what will happen to Tommy if he stays in the TV forever. For doing that, they have to look at the different pictures and see if they have a ✓ or a X. <b>(See ANNEX 13)</b></p> <p>In this case, if there is any student who has not studied the future yet, they can make affirmative and negative sentences in Present Continuous.</p>			

**Activity 3:** Pupils have to create a new sea animal; it can be as they want to. First, they have to draw it and then, describe its main characteristics in a few lines. **(See ANNEX 13)**

The teacher will take into account the limitations and possibilities of each student when assessing them.

### REWARDS

**5 points**→ For placing the camera sticker in the right place.

**9 points**→ For matching each sport with their right name; one point for each right answer.

**5 points**→ For writing all the sentences properly; one point for each right sentence.

**10 points**→ For being original and describing the sea animal properly.

**3 points**→ For those students who volunteer to help another classmate.

MISSION	NAME	SUBJECT	GRADE
5	TENNIS MATCH	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Description of people, activities, places, objects, habits and plans.</li> <li>• Narration of recent and past events.</li> <li>• Expression of the time: past and present.</li> <li>• Daily life activities.</li> <li>• Free time, leisure and sports.</li> <li>• Identification of the type of oral text, adapting the comprehension to it.</li> <li>• Adequacy of the oral text to the recipient, context and channel.</li> <li>• Clear expression of the message, adjusting to the models of the type of text.</li> <li>• Mobilisation and coordination of the general communicative competences in order to efficiently perform the task.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student understands messages that contain indications, instructions or other kind of information.</li> <li>• The student responds properly in simple communicative situations.</li> <li>• The student participates in face to face discussions where social contact is settled and personal information is exchanged.</li> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> <li>• The student writes short narrative or informative texts.</li> </ul>			
<b>DEVELOPMENT</b>			
<p>In this test, Tommy is in a tennis match and he is playing against Lewis Smith, one of the best tennis players in the world. Tommy explains to the students that he has to beat him if we want to continue to the next TV programme. However, he needs something to play... (See ANNEX 14)</p>			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> Pupils have to play a bingo to know the rest of their classmates. Each student is going to have a card with 9 squares. In each square there is going to be a different action. Students have to find people in the class who have ever done those activities. For doing that, they have to make questions using “have you ever?”. If a person answers “yes, I have” they will</p>			

have to write their names on the line. The one who completes the card faster wins. (See ANNEX 15)

This activity can be adapted by changing the contents of the cards for those students who have not learnt the present perfect yet. Instead of that, they could use the present simple or continuous or change the actions, whatever the teacher considers.

**Activity 2:** Students have to write a story all together. In a piece of paper, each one has to add a sentence. The topic of the story is free but the only condition is that four words (dragon, school, sleep and elephant) must appear in the story. (See ANNEX 15)

The teacher will take into account the limitations and possibilities of each student. Besides, if any student gets stuck, they can be helped either by the teacher or by another classmate; the teacher can make heterogeneous groups or pairs where a student with some difficulties and a more advanced pupil work together.

### REWARDS

**5 points** → For placing the racket sticker in the right place.

**10 points** → For the first five people in completing their bingo cards.

**10 points** → For writing an original story all together.

**3 points** → For those students who volunteer to help another classmate.

MISSION	NAME	SUBJECT	GRADE
6	THE SPACE FILM	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Narration of recent and past events.</li> <li>• Expression of the time: past, present and future.</li> <li>• Free time and leisure.</li> <li>• Adequacy of the oral text to the recipient, context and channel.</li> <li>• Clear expression of the message, adequately structured and adjusted to the models of each type of text.</li> <li>• Identification of the type of written text, adapting the comprehension to it.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student performs simple and short presentations, previously prepared and rehearsed.</li> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> <li>• The student understands the essential of short news about issues of their interest.</li> </ul>			
<b>DEVELOPMENT</b>			
Tommy is in a film about the space. He says he feels that the adventure is getting closer to the end. Besides, he tells the students that he needs a special helmet in order to be there. He asks them for help. (See ANNEX 16)			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> In this activity, Tommy challenges the pupils to be actors and actresses for a moment. In groups of 4, they have to memorise the script of the film and represent it. They can add any other sentences if they want to or take any objects to make it seem more real. (See ANNEX 17)</p> <p>The teacher will form the groups so that they will be heterogeneous. Besides, any sentence can be modified in order to be a little bit easier. In case any student cannot memorise their sentences, they can read them.</p>			
<p><b>Activity 2:</b> Pupils have to complete the chart with the appropriate words. There are a lot of possibilities. The more words they write the more points they will have. (See ANNEX 17)</p> <p>If any student finds it too hard, they can do it in pairs. Anyway, the number of words can also be reduced if it is too much for some students.</p>			
<p><b>Activity 3:</b> Tommy has found an old newspaper but some words are missing. Pupils have to</p>			

help him to complete it with the right words of the box; they are verbs in past simple. (See ANNEX 17)

If the teacher deems it appropriate, pupils can work in pairs in this activity, as it could be hard for some students. The teacher can also help them with the vocabulary they do not know.

### REWARDS

**5 points**→ For placing the helmet in the right place.

**15 points**→ For the most original and creative team.

**10 points**→ For the person that writes more words.

**10 points**→ For placing all the verbs in the right place in the newspaper.

**3 points**→ For those students who volunteer to help another classmate.

MISSION	NAME	SUBJECT	GRADE
7	QUIZ GAME	ENGLISH	5 <sup>th</sup>
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>• Narration of recent and past events.</li> <li>• Affirmative, negative and interrogative sentences.</li> <li>• Expression of the time: past, present and future.</li> <li>• Expression of quantity: much, many and enough.</li> <li>• Daily life activities.</li> <li>• Work and occupations.</li> <li>• Free time, leisure and sports.</li> <li>• Food.</li> </ul>			
<b>LEARNING STANDARDS</b>			
<ul style="list-style-type: none"> <li>• The student understands the essential of short and well-structured stories and identifies the main characters.</li> <li>• The student understands essential information and finds specific information in simple informative material.</li> </ul>			
<b>DEVELOPMENT</b>			
<p>Finally, we have arrived to the last mission. Tommy is in a quiz game and he has to fight against the monster who took him inside the TV. The one who wins will get out of the TV, so Tommy asks the students for help. He also needs his lucky charm. <b>(See ANNEX 18)</b></p>			
<b>ACTIVITIES</b>			
<p><b>Activity 1:</b> In this last mission, there is just one task. Pupils have to answer to different questions related to all the things they have studied along the didactic unit. They are multiple choice questions with just one right answer. <b>(See ANNEX 19)</b></p> <p>The questions could be changed and adapted to the pupils' learning rates, depending on what they have worked on and learned through the didactic unit, changing the present perfect and future questions for present simple and continuous questions or changing the vocabulary.</p>			
<b>REWARDS</b>			
<b>5 points</b> → For placing the amulet sticker in the right place (Tommy's T-shirt).			
<b>14 points</b> → 1 for each right answer.			
<b>3 points</b> → For those students who volunteer to help another classmate.			

At this point, we find two alternative **ends**:

After doing the last test, the monster has achieved 10 points. The students who have obtained **10 points or more than 10 points** will have helped Tommy to come back home with his family; they will receive a letter from Tommy where he thanks them for their help and he gives them a **trophy**. (See ANNEXES 20 and 21)

Those who have obtained **less than 10 points** in the last test will also receive a letter from Tommy where he explains to them that although they have not beaten the monster, everything is OK. He has decided to stay in the TV because he has realised that he is a very good actor and he has lots of friends there. He also sends them a **badge** for their help and participation during all the TV programmes. (See ANNEXES 20 and 21)

Moreover, after adding up all the points in the leaderboard, the pupils with the three highest scores will receive a **certificate**. (See ANNEX 22)

### **5.3. ASSESSMENT**

The assessment will be done through direct observation of the pupils along the didactic proposal, as well as through the results achieved in each of the different tasks, paying attention not only to their scores but also to their involvement, participation, cooperation in the group assignments and interest about the tasks. Each of the activities will be corrected in accordance with the learning standards previously set. The four learning skills have been worked on along the different tests, so they will also be taken into account in the assessment. In addition, due to the fact that this proposal does not make reference to a single didactic unit, but it serves as a reinforcement and review of certain contents studied, it will be assessed through the learning standards applied in each of the different units.

Moreover, the last test could also be used as an assessment technique as it tackles all the topics studied and worked. It can be used as a method to know how much the students have learned and which are their strong and weak points regarding the contents studied. The teacher will take into account the limitations and possibilities of all the students when assessing the different activities.



## 6. CONCLUSIONS

The conclusions section of this project is aimed at making a reflection about the effects that this innovative proposal would have on a real English class, as well as analysing the achievement of the different objectives previously set.

I decided to focus my Final Degree Project on this topic due to the fact that I learnt about gamification during one of the subjects in the first term. I found it really interesting and thought about applying it in my internship at Infantes de Lara School. As I did not have too much time to plan a proposal and implement it there, I chose to create some gamified activities in order to see how they worked in the English class and how pupils got involved in them. Thus, I created four different activities that could attract the students to the learning of a second language. Since the very first moment, they were all really enthusiastic and participative and expressed a lot of interest in the subject.

Consequently, I designed this innovative proposal containing some of those activities, such as the bingo, as well as some others that I made up. I created a whole story which pupils could like and I divided it into different missions, each of them with different kind of tasks related to the story's topic. Besides, I based it on the achievement of points to boost students' motivation. On the other hand, some of those points had to be achieved through cooperation and working in pairs or small groups, which may seem contradictory. However, I wanted to show that gamification does not only consist of concurrency but also cooperation and especially, self-improvement. In this context, inclusion is also achieved through this cooperation and collaboration among students. Thus, all the designed activities can be fulfilled in pairs or heterogeneous groups consisting of a child with difficulties either in English or any other kind of problems, and another student who is good at English or more advanced than the rest of the group.

With regard to the objectives previously set, I must say that all of them were successfully achieved. In the theoretical framework, I focused on each of the topics of gamification and inclusion independently. I learnt different issues related to both of them that helped me to understand how they could be associated in the teaching of a foreign language. In addition, I could realise that gamification does not always have to be implemented through the use of ICT, as there are some other methods apart from the

new technologies that can get the pupils' attention. That is why I decided to design a proposal which did not use ICT, so that it could be implemented in any school with their available resources. This could be extremely helpful because we would not have to rely on the computers availability or the Internet connection of the centre. However, as I exposed, if the school had the necessary resources, this proposal could be implemented through their use.

After having developed my teaching proposal about inclusion through gamification, I consider that gamification is an effective and successful methodology that can help teachers to make students interested in learning English, as well as achieving the pupils' inclusion. English can sometimes be a hard subject for students, as unfortunately some teachers tend to believe that it can only be learnt through repetitive exercises, tons of writings and boring activities. Nevertheless, through this methodology, students can feel motivated, not only by the fact of winning points but also by helping their classmates and by the story which can awaken their interest, as they will want to find out how it evolves and what is destiny of the main character, Tommy. I also wanted to add those two different ends so that pupils could see that not all the stories have a unique end and that it is themselves who have conducted the fate of Tommy, something which rarely happens in a story.

On the other hand, the individual activities are developed in a way that might be interesting for the students as their appearance is really attractive which is achieved with the use of colours, lots of pictures, etc. Moreover, each activity has a different purpose, such as knowing the main character better, discovering what will happen to him if he stays in the TV forever, etc. All of that makes children want to fulfil the tasks, as they do not do them to learn but to have fun, without realising that they are learning at the same time. However, this proposal would have to be adapted to the interests and learning rates of the student group where it was applied in, as not all of the pupils are the same.

In respect of the competences development, gamification is one of the most effective methods as it works different abilities, such as cooperation, decision-making, problem solving, etc., always bearing contents in mind.

As a drawback, I would underscore the fact that this kind of methodology cannot be implemented during the whole school year, as its main feature is the surprise effect that

it implies. As a consequence, its “power” lies in being applied at certain moments and not all the time, which would make it become another monotonous and boring activity.

To conclude, it is the teacher who must decide which are the best moments to implement it, adapting it to the pupils’ characteristics and needs, as well as taking an active role in its implementation and assessment.

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## **COMPUTING RESOURCES USED IN THE INTERVENTION DESIGN**

### **Annex 1:**

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### **Annex 2:**

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### **Annex 3:**

*Bingo cards:* Picture taken by the author of the project.

### **Annex 4:**

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### **Annex 7:**

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**Picture of a guitar:** musicopolix. Retrieved in May 2018 from <https://www.musicopolix.com/cat/guitarras/guitarra-clasica-guitarra-espanola/50604-enrique-palacios-guitarra-clasica-ep200n-nat.html>

**Picture of a piano:** Musical Fusté. Retrieved in May 2018 from <https://musicalfuste.com/pianos-de-cola/2038-piano-14-de-cola-erard-de-ocasion>

**Picture of a violin:** Mercado libre Retrieved in May 2018 from <https://articulo.mercadolibre.com.mx/MLM-550140780-elegante-violin-mate-clasico-con-sonido-espectacular- JM>

**Picture of an accordion:** Casa Amarilla. Retrieved in May 2018 from <https://www.casamarilla.cl/hohner-acordeon-bravo-ii-48-bajos-y-2-registros-rojo.html>

**Picture of a trumpet:** Musical San Francisco. Retrieved in May 2018 from <https://musicalsancfrancisco.es/producto/trompeta-iniciacion-sib-amadeus-lacada/>

**Picture of a flute:** musicopolix. Retrieved in May 2018 from <https://www.musicopolix.com/cat/viento/flautas-dulces/20065-flauta-hohner-9565-madera-digalemana.html>

**Sticker of a cowboy hat:** depositphotos. Retrieved in May 2018 from <https://sp.depositphotos.com/125084504/stock-illustration-cowboy-hat-icon-cartoon-singe.html>

## **Annex 10:**

*Western film background:* *pixers*. Retrieved in May 2018 from <https://pixers.es/cuadros-en-lienzo/pueblo-del-viejo-oeste-61292221>

*Picture of a handkerchief:* *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/140183656/stock-illustration-cowboy-bandana-icon-in-cartoon.html>

*Picture of a sheriff:* *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/156248836/stock-illustration-wild-west-sheriff.html>

*Picture of cowboy boots:* *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/140183682/stock-illustration-cowboy-boots-icon-in-cartoon.html>

## **Annex 11:**

*Picture of a notebook:* *depositphotos*. Retrieved in May 2018 from <https://mx.depositphotos.com/121857038/stock-photo-cartoon-pencil-character-near-personal.html>

*Picture of a plane:* *istock*. Retrieved in May 2018 from <https://www.istockphoto.com/es/vector/dibujos-animados-retro-avi%C3%B3n-gm692958064-127955251>

*Picture of London:* *freeimages*. Retrieved in May 2018 from <https://es.freeimages.com/premium/london-montage-329933>

*Picture of a cinema:* *depositphotos*. Retrieved in May 2018 from <https://mx.depositphotos.com/146684693/stock-illustration-cartoon-cinema-building-vector.html>

*Picture of a jungle:* *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/107438398/stock-illustration-cartoon-jungle-game-background.html>

*Picture of a car:* *123RF*. Retrieved in May 2018 from [https://es.123rf.com/photo\\_53289888\\_ilustraci%C3%B3n-vectorial-coche-rojo-de-dibujos-animados.html](https://es.123rf.com/photo_53289888_ilustraci%C3%B3n-vectorial-coche-rojo-de-dibujos-animados.html)

*Picture of a piano:* *123RF*. Retrieved in May 2018 from [https://es.123rf.com/photo\\_36240831\\_piano-ilustraci%C3%B3n-vectorial.html](https://es.123rf.com/photo_36240831_piano-ilustraci%C3%B3n-vectorial.html)

**Picture of a saloon:** *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/159147226/stock-illustration-cartoon-building-saloon-on-a.html>

**Picture of a saloon's door:** *depositphotos*. Retrieved in May 2018 from <https://mx.depositphotos.com/112681560/stock-illustration-doors-in-western-saloon-icon.html>

**Picture of a sunset:** *123RF*. Retrieved in May 2018 from [https://se.123rf.com/photo\\_33211318\\_tecknad-cowboy-kid-galopperande-p%C3%A5-vilda-v%C3%A4stern.html](https://se.123rf.com/photo_33211318_tecknad-cowboy-kid-galopperande-p%C3%A5-vilda-v%C3%A4stern.html)

**Picture of the interior of a saloon:** *depositphotos*. Retrieved in May 2018 from <https://mx.depositphotos.com/46121773/stock-illustration-a-saloon-bar.html>

**Picture of a waiter:** *Androide Verde*. Retrieved in May 2018 from <http://androideverde.pro/es/g/27351/Saloon+Bartender+The+Right+Mix>

**Sticker of a camera:** *pngtree*. Retrieved in May 2018 from [https://es.pngtree.com/freepng/vector-film-elements\\_917702.html](https://es.pngtree.com/freepng/vector-film-elements_917702.html)

#### **Annex 12:**

**Picture of the seabed:** *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/35047089/stock-illustration-sea-life-cartoon-background.html>

**Picture of a diver:** *123RF*. Retrieved in May 2018 from [https://es.123rf.com/photo\\_56522932\\_buzo-nadar-bajo-el-agua-ilustraci%C3%B3n-de-dibujos-animados.html](https://es.123rf.com/photo_56522932_buzo-nadar-bajo-el-agua-ilustraci%C3%B3n-de-dibujos-animados.html)

**Sticker of goggles:** *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/145391917/stock-illustration-diving-mask-icon-icon-cartoon.html>

#### **Annex 13:**

**Picture of scuba diving:** *pngtree*. Retrieved in May 2018 from [https://es.pngtree.com/freepng/vector-cartoon-creative-cute-diver-seabed-fish\\_2648983.html](https://es.pngtree.com/freepng/vector-cartoon-creative-cute-diver-seabed-fish_2648983.html)

**Picture of yachting:** *Vecteezy*. Retrieved in May 2018 from <https://es.vecteezy.com/arte-vectorial/71654-yachting-gr-ficos>

**Picture of canoeing:** *Freeimages*. Retrieved in May 2018 from <https://es.freeimages.com/premium/cartoon-kayaker-737760>

**Picture of surfing:** *depositphotos*. Retrieved in May 2018 from <https://mx.depositphotos.com/75603621/stock-illustration-surfing-woman-cartoon.html>

**Picture of rowing:** *pngtree*. Retrieved in May 2018 from [https://es.pngtree.com/freepng/rowing-cartoon-characters\\_3231719.html](https://es.pngtree.com/freepng/rowing-cartoon-characters_3231719.html)

**Picture of swimming:** *pngtree*. Retrieved in May 2018 from [https://es.pngtree.com/freepng/swimming-fitness\\_2644546.html](https://es.pngtree.com/freepng/swimming-fitness_2644546.html)

**Picture of jet skiing:** *123RF*. Retrieved in May 2018 from [https://es.123rf.com/photo\\_9915219\\_ilustraci%C3%B3n-de-una-chica-montando-un-jet-ski.html](https://es.123rf.com/photo_9915219_ilustraci%C3%B3n-de-una-chica-montando-un-jet-ski.html)

**Picture of waterpolo:** *Gifs- animados*. Retrieved in May 2018 from <http://www.gifs-animados.es/deporte-imagenes/waterpolo/gifs-animados-waterpolo-331100-487554/>

**Picture of parasailing:** *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/164509610/stock-illustration-parasailing-water-extreme-sports-backgrounds.html>

**Picture of an alarm clock:** *dreamstime*. Retrieved in May 2018 from <https://www.dreamstime.com/stock-photos-alarm-clock-ringing-vector-illustration-image2077103>

**Picture of cook students:** *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/163731834/stock-illustration-cartoon-happy-chef-and-waitress.html>

**Picture of a school:** *depositphotos*. Retrieved in May 2018 from <https://sp.depositphotos.com/65407207/stock-illustration-little-kids-cartoon-are-going.html>

**Picture of a family:** *depositphotos*. Retrieved in May 2018 from <https://mx.depositphotos.com/49595661/stock-illustration-happy-cartoon-family.html>

**Picture of an empty seabed:** *123RF*. Retrieved in May 2018 from [https://es.123rf.com/photo\\_53159044\\_paisaje-sin-problemas-bajo-el-agua-el-fondo-de-dibujos-animados-para-el-dise%C3%B1o-del-juego-agua-de-mar-il.html](https://es.123rf.com/photo_53159044_paisaje-sin-problemas-bajo-el-agua-el-fondo-de-dibujos-animados-para-el-dise%C3%B1o-del-juego-agua-de-mar-il.html)

**Sticker of a racket:** *pixabay*. Retrieved in May 2018 from <https://pixabay.com/en/tennis-racket-drawing-isolated-309621/>

#### **Annex 14:**

**Picture of a tennis court:** *123RF*. Retrieved in May 2018 from [https://es.123rf.com/photo\\_62511117\\_pista-de-tenis-verde-con-baja-redestirada-a-trav%C3%A9s-del-centro-visto-ligeramente-desde-la-parte-superi.html](https://es.123rf.com/photo_62511117_pista-de-tenis-verde-con-baja-redestirada-a-trav%C3%A9s-del-centro-visto-ligeramente-desde-la-parte-superi.html)

*Picture of a tennis player:* BIGSTOCK. Retrieved in May 2018 from <https://www.bigstockphoto.com/es/search/tenista/>

*Picture of a scoreboard (modified by the author of the project):* freepik. Retrieved in May 2018 from [https://www.freepik.es/vector-gratis/partido-de-tenis\\_710559.htm](https://www.freepik.es/vector-gratis/partido-de-tenis_710559.htm)

#### **Annex 15:**

*Link to the bingo cards:* TEACHTHIS. Retrieved in May 2018 from <https://www.teach-this.com/images/resources/have-you-ever-bingo.pdf>

*Picture of a frame with dolls (modified by the author of the project):* Decoideas. Retrieved in May 2018 from <https://www.decoideas.net/cuadros-infantiles-para-fotos/>

*Sticker of a space helmet:* depositphotos. Retrieved in May 2018 from <https://sp.depositphotos.com/101914742/stock-illustration-cartoon-space-helmet.html>

#### **Annex 16:**

*Picture of a spaceship:* YouTube. Retrieved in May 2018 from <https://www.youtube.com/watch?v=PWbuP0haYsc>

#### **Annex 17:**

*Picture of a frame:* Pinterest. Retrieved in May 2018 from <https://www.pinterest.es/pin/425660602272899290/?lp=true>

*Picture of an old newspaper:* vectorstock. Retrieved in May 2018 from <https://www.vectorstock.com/royalty-free-vector/old-newspaper-template-retro-newsprint-vector-18717487>

*Sticker of a horseshoe:* depositphotos. Retrieved in May 2018 from <https://sp.depositphotos.com/145391723/stock-illustration-horseshoe-icon-icon-cartoon.html>

**Annex 18:**

*Quiz game (modified by the author of the project): freepik.* Retrieved in May 2018 from [https://www.freepik.es/vector-gratis/fondo-de-personas-en-un-concurso-de-la-television\\_1035946.htm](https://www.freepik.es/vector-gratis/fondo-de-personas-en-un-concurso-de-la-television_1035946.htm)

*Picture of a monster (modified by the author of the project): pixers.* Retrieved in May 2018 from <https://pixers.es/cuadros-en-lienzo/monstruo-verde-dibujos-animados-62205355>

**Annex 19:**

*Picture of yachting: depositphotos.* Retrieved in May 2018 from <https://mx.depositphotos.com/98412968/stock-illustration-yacht-racing-cartoon-icon.html>

*Picture of a drum: 123RF.* Retrieved in May 2018 from [https://es.123rf.com/photo\\_21435315\\_ilustraci%C3%B3n-de-dibujos-animados-de-colores-con-drum-sticks-clip-art.html](https://es.123rf.com/photo_21435315_ilustraci%C3%B3n-de-dibujos-animados-de-colores-con-drum-sticks-clip-art.html)

*Picture of milk: Letras con sentido.* Retrieved in May 2018 from <http://consentidolasletras.blogspot.com/2012/08/un-vaso-de-leche.html>

**Annex 20:**

*Letter paper: Animal Crossing Encyclopedia.* Retrieved in May 2018 from [https://es.animalcrossing.wikia.com/wiki/Papel\\_de\\_carta](https://es.animalcrossing.wikia.com/wiki/Papel_de_carta)

*Smiley: depositphotos.* Retrieved in May 2018 from <https://mx.depositphotos.com/168079374/stock-illustration-fun-yellow-cartoon-emoji-face.html>

**Annex 21:**

*Trophy: pngtree.* Retrieved in May 2018 from [https://es.pngtree.com/freepng/cartoon-golden-trophy\\_1672022.html](https://es.pngtree.com/freepng/cartoon-golden-trophy_1672022.html)

*Badget: dreamstime.* Retrieved in May 2018 from <https://www.dreamstime.com/stock-photos-green-badge-ribbon-image27834413>

**Annex 22:**

***Certificate:*** *depositphotos.* Retrieved in May 2018  
<https://mx.depositphotos.com/166661966/stock-illustration-kids-diploma-or-certificate-template.html>



# ANNEXES

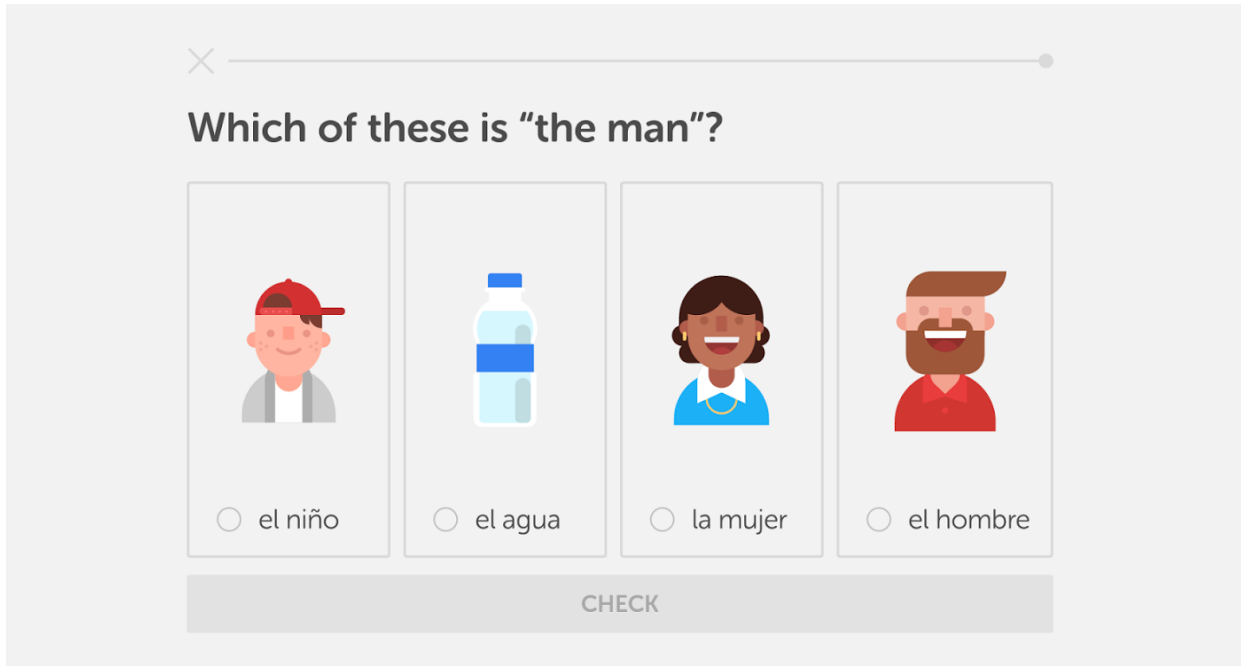
# ANNEX 1

## SOLUTIONS FOR A SCHOOL FOR EVERYONE:

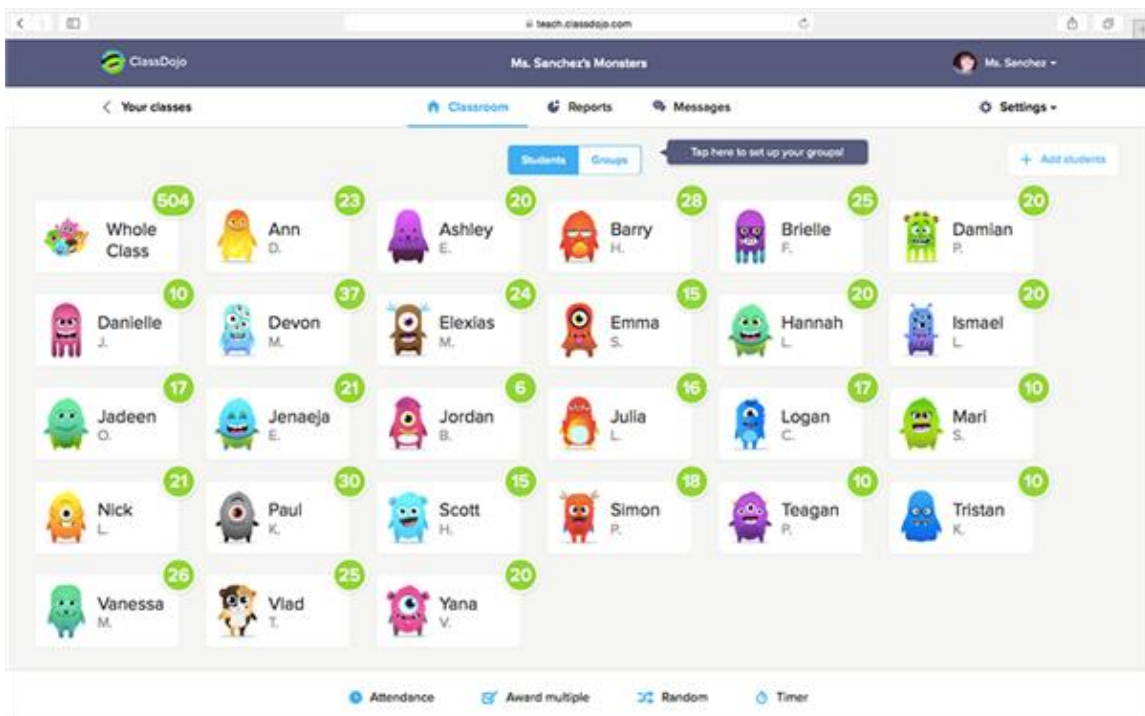
- Assessment of the different abilities by the teaching staff.
- Incorporate the assembly in the class, approaching it from an assertive perspective.
- Set up regularly working groups between teachers, students, families and administration.
- Accessible materials without asking for help, redesign of the school setting.
- Create a national net to share materials, resources and tools for the teaching staff.
- Achieve that classes are adapted to the students' characteristics, and to the activities that are undertaken there.
- ICT resources: learning tools platforms to achieve a feedback.
- Have a training in line with the XXI century and constantly updated, adapted and diversified.
- Include the emotional education in the university training for the teachers.



# ANNEX 2



Duolingo. Screenshot of one of the questions.



Class Dojo. Screenshot of the app.



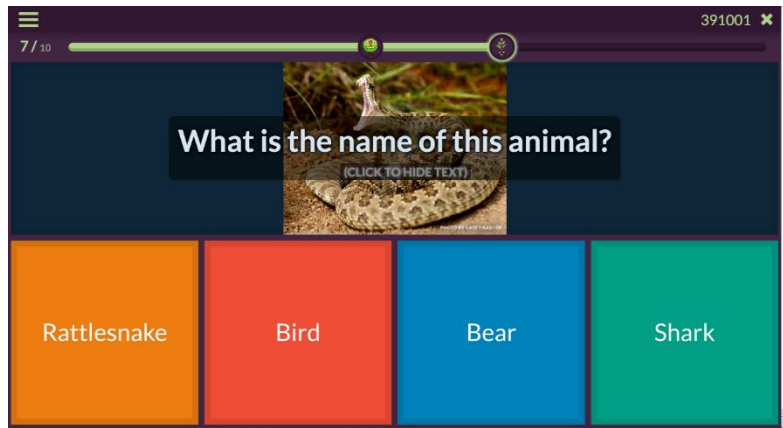
Edmodo. Screenshot of the web.



Zondle. Screenshot of the main page.

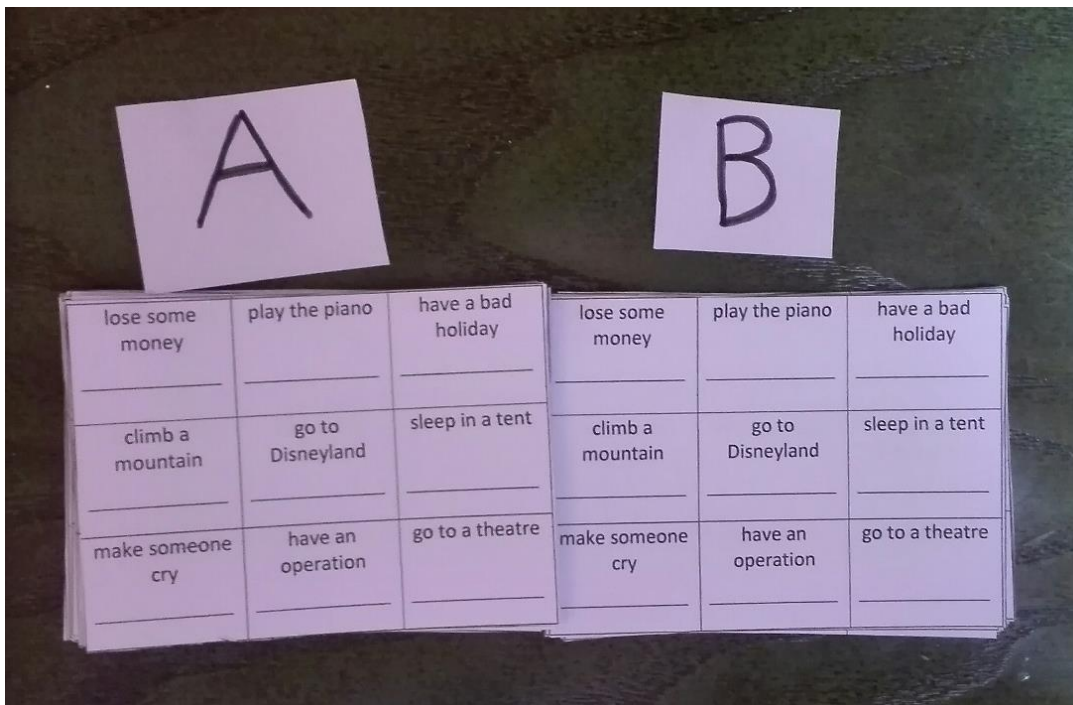


Plickers. Picture of a class using this methodology.



Kahoot and Quizizz.

# ANNEX 3



Have you ever bingo cards (picture taken by the author of the project)

# ANNEX 4

	MISSION 1	MISSION 2	MISSION 3	MISSION 4	MISSION 5	MISSION 6	MISSION 7	RESULT
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								

## ANNEX 5

Hello everybody!! Hello 5th grade pupils!

My name is **Tommy** and I am 11 years old. You must be wondering what I am doing **inside a TV**. Well... It's a loooong story, something happened to me this morning and **I NEED YOUR HEEEEELP!**



Today, I **woke up** at 8:00, I **had breakfast** and I **went to school**. It was a very booring day, as usual. Then, I went home but mum and dad weren't there. So, I decided to **watch the TV**.

I changed the channel **over and over again**, but I didn't like anything. Suddenly... **BOOM!** A picture of a horrible **MONSTER** caught my attention. I looked at him and he started talking to me. Everything began to spin around and when I opened my eyes, I was here!!! Do you want to see his face? So, **help me and you will meet him.**



## ANNEX 6



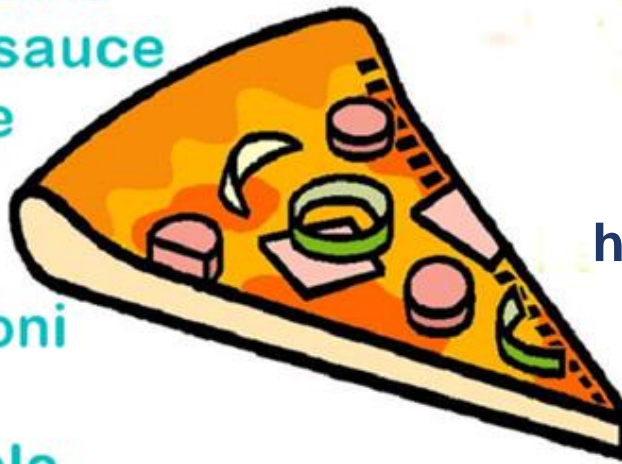
# ANNEX 7

## MISSION 1. TASKS

Look in this *alphabet soup* and find all the ingredients that we need to make the most delicious pizza.

d h f p t r y q o l i v e s  
e a c m u s h r o o m s c s  
p m o o q b g y u p v r x a  
i b n o v e n c h e e s e u  
n u i r e t r u u p d p s s  
e r o b x d w j a p b e b a  
a g n t c z a c o e b p a g  
p e l p z w p r h r a p k e  
p r c i d p w u q o n e e o  
l p h z u h z s s n q r k s  
e j a z h z q t x i g s u n  
t o m a t o s a u c e p e b

mushrooms  
tomato sauce  
sausage  
oven  
onions  
pepperoni  
ham  
pineapple



peppers  
crust  
pizza  
hamburger  
cheese  
olives  
bake

**THANK YOU!** We have prepared the best pizza of the world! Now, we need to make some pancakes. Can you help me? We need to take the exactly amount of ingredients.

This is our **ingredient list**:

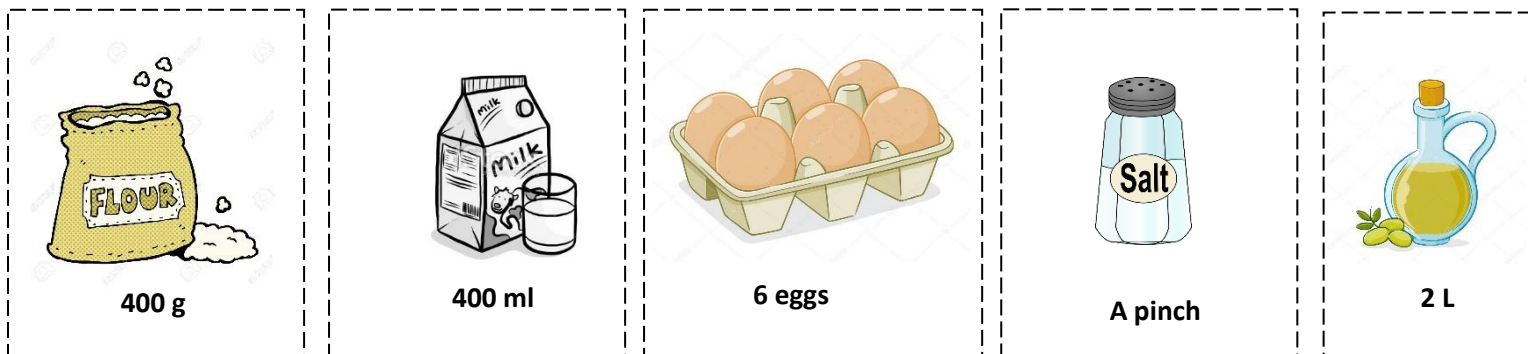


**Ingredients**

- 250g of flour
- 400ml of milk
- 2 eggs
- a pinch of salt
- oil to coat the frying pan (1 L)

g = grams  
ml = milliliter

These are the **ingredients** that we have:



- 400 g
- 400 ml
- 6 eggs
- A pinch
- 2 L

Cut the ingredients and stick them under the right box:



THANK YOU SO MUCH, MY FRIENDS!! 😊

See you in the next TV programme.

Take this **sticker**, you'll probably need it. 😊



# ANNEX 8



## MISSION 2. TASKS

Some words of this **song** are missing. Can you help me to complete the **lyrics**?  
Then, sing it all together (your teacher will give you the audio with the song):

should - side - minds - afraid -  
decisions- enough - control - goes -  
shaking

I wanna follow where she \_\_\_\_\_  
I think about her and she knows it  
I wanna let her take \_\_\_\_\_  
'Cause everytime that she gets close, yeah

She pulls me in \_\_\_\_\_ to keep me guessing  
and maybe I \_\_\_\_\_ stop and start confessing  
Confessing, yeah

Oh, I've been \_\_\_\_\_  
I love it when you go crazy  
You take all my inhibitions  
Baby, there's nothing holding me back  
You take me places that tear up my reputation  
Manipulate my \_\_\_\_\_  
Baby, there's nothing holding me back  
There's nothing holding me back  
There's nothing holding me back

She says that she's never \_\_\_\_\_  
Just picture everybody naked  
She really doesn't like to wait  
Not really into hesitation

Pulls me in \_\_\_\_\_ to keep me guessing  
and maybe I \_\_\_\_\_ stop and start confessing  
Confessing, yeah

Oh, I've been \_\_\_\_\_  
I love it when you go crazy  
you take all my inhibitions  
Baby, there's nothing holding me back  
You take me places that tear up my reputation

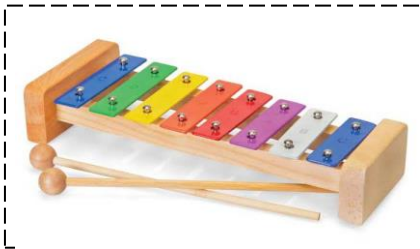
Manipulate my \_\_\_\_\_  
Baby, there's nothing holding me back  
there's nothing holding me back.

'Cause if we lost our \_\_\_\_\_ and we took it way  
too far  
I know we'd be alright, I know we would be  
alright  
If you were by my \_\_\_\_\_ and we stumbled in  
the dark  
I know we'd be alright, I know we would be  
alright  
'Cause if we lost our \_\_\_\_\_ and we took it way  
too far  
But I know we'd be alright, I know we would  
be alright  
If you were by my \_\_\_\_\_ and we stumbled in  
the dark  
I know we'd be alright, we would be alright

Oh, I've been \_\_\_\_\_  
I love it when you go crazy  
You take all my inhibitions  
Baby, there's nothing holding me back  
You take me places that tear up my reputation  
Manipulate my \_\_\_\_\_  
Baby, there's nothing holding me back  
There's nothing holding me back  
I feel so free when you're with me, baby  
Baby, there's nothing holding me back.

**Oh my God!** That was amazing!! Thank you for helping me **singing**. Now, we need to do another task to complete this **talent show**.

Do you see these cards down below? Well, they are some **instruments** but I can't remember their names right now... **In pairs**, you have to cut the cards, turn them upside down and try to find their couples.



**XYLOPHONE**



**SAXOPHONE**



**DRUM**



**GUITAR**



**PIANO**



**VIOLIN**



**ACCORDION**



**TRUMPET**

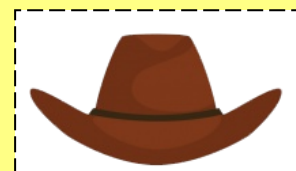


**FLUTE**

**THANK YOU SO MUCH, MY FRIENDS!!** 😊

See you in the next TV programme.

Take this **sticker**, can you guess where we are going? 😊





# ANNEX 10



## MISSION 3. TASKS

These are some **facts** about me, so that you can **know** me better. Complete them with the right form of the **Present Perfect** and you will discover some interesting things.



today

### MY LIFE

1. I (always want) \_\_\_\_\_ to be a doctor.
2. I (be) \_\_\_\_\_ very shy since I was a child.
3. I (travel) \_\_\_\_\_ to Spain three times.
4. I (live) \_\_\_\_\_ in London for 10 years.
5. I have a sister. She (just finish) \_\_\_\_\_ her studies for becoming a teacher.
6. I (never go) \_\_\_\_\_ to China.
7. I (not do) \_\_\_\_\_ my homework for tomorrow because I am trapped in a TV.
8. I (discover) \_\_\_\_\_ that I am a good actor. Maybe, one day I could be one....

**OK**, so now you know be a little bit better. 😊

Now, write **affirmative and negative** sentences about you using the **Present Perfect**, so that I can know you, too.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

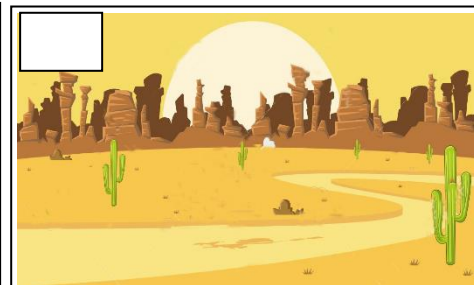
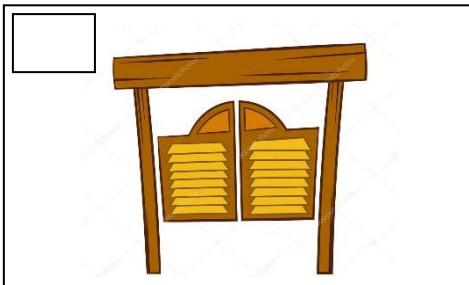
6. \_\_\_\_\_



This is one of the **fragments** of this **Western film**. Read it carefully; then, order the different **scenes**.

It was a quiet evening, the sun was setting and there was no one in the street. Tommy was so thirsty that he decided to enter the saloon. There were just a few people in there. The waiter served him a glass of orange juice and Tommy drank it very fast.

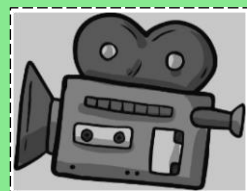
Suddenly, the door of the saloon opened and a big man appeared. It was the sheriff of the town and he was looking for Tommy! The kid was a bit scared but he wanted to look like he was brave. So, they went out of the saloon and decided to fight a duel in the street. The one who won would be the sheriff of the town...



THANK YOU SO MUCH, MY FRIENDS!! 😊

See you in the next TV programme.

Take this sticker, any idea of where we are going? 😊



# ANNEX 12

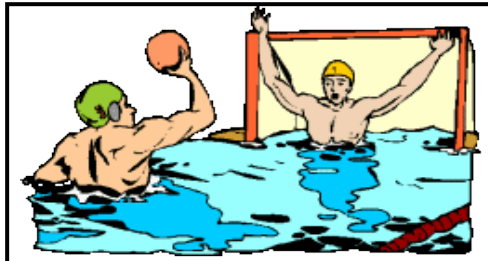
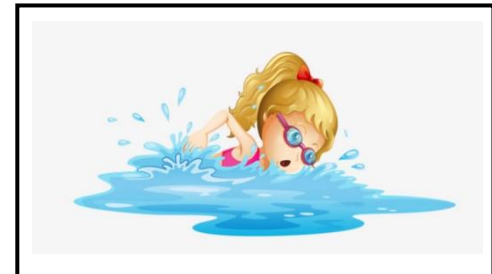


# ANNEX 13

## MISSION 4. TASKS

These are some **sports** that are practised in the **water**. However, their **names** are a bit **strange** and I can't remember them now. Can you help me?

Waterpolo- Jet skiing - Scuba diving- Rowing-  
Swimming - Parasailing - Canoeing- Yachting - Surfing



**Thank you!** I can remember them now 😊

Do you want to know what will happen if I stay here forever? You need to make **sentences** with **will** and **won't** looking at the different **pictures** and you will discover!!

1. \_\_\_\_\_



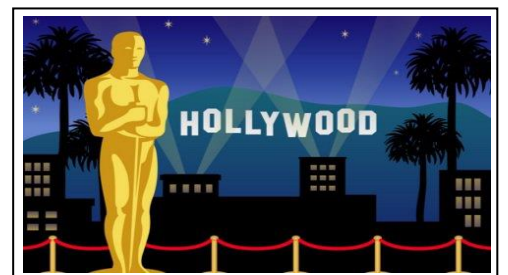
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

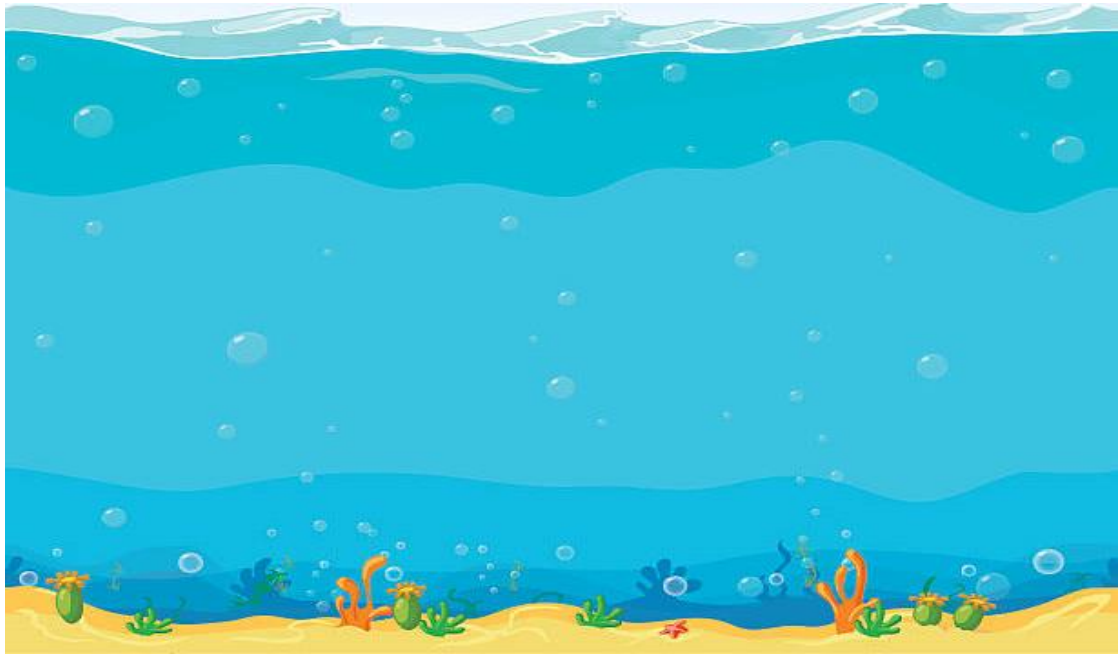


5. \_\_\_\_\_



Now, you know what will happen if I **stay** in the **TV** forever... I won't see my **family** again 😞

I have seen a lot of **sea animals** in this **documentary**. Some of them are **reeaaaaally** strange. I need you to create a new sea animal; it can be as you want. **Draw** it and then describe its characteristics.



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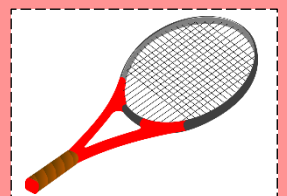
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**THANK YOU SO MUCH, MY FRIENDS!!** 😊

See you in the next TV programme.

Take this **sticker**, can you guess where we are going? 😊





# ANNEX 14



# ANNEX 15

## MISSION 5. TASKS

So, here we are, getting **closer** to the end of this **adventure**... (I hope). You know **everything** about me, but **how much** do you know about all of your **classmates**? **Let's see.**

Your teacher will give each of you a card. In this card, there are 9 squares with 9 different activities. You have to find people in the class who have ever done those activities. You have to ask: **Have you ever...?** (And the verb of the third column).

If a person answers “Yes, I have”, you write his/her name on the line. If he/she says “No, I haven’t”, you ask another person. The one who completes the card faster, wins. **Good luck my friends!**

lose some money _____	ride a horse _____	go on a date _____	break a bone _____	sleep in a tent _____	have an operation _____
make someone cry _____	have a bad holiday _____	stay out late _____	stay up all night _____	find some money _____	keep a diary _____
play the piano _____	dream you could fly _____	visit a factory _____	go to Disneyland _____	ride an elephant _____	win a race _____
have a fight _____	swim in the ocean _____	climb a mountain _____	fall in love _____	go surfing _____	bake a cake _____
fall down some stairs _____	go to a theatre _____	see a whale _____	build a snowman _____	get very angry _____	catch a fish _____
score a goal _____	make a sandcastle _____	be late for class _____	play tennis _____	go to China _____	give a presentation _____
drink wine _____	sleep in class _____	ride a motorbike _____	forget a birthday _____	fail an exam _____	milk a cow _____
write a poem _____	fly in an airplane _____	go ice skating _____	lose your keys _____	see the sunrise _____	fly in a helicopter _____
see a ghost _____	play table tennis _____	have an x-ray _____	break a vase _____	go to Europe _____	be on TV _____

Congratulations, very good, all of you! You have discovered how well you know each other.

Now, we are going to see how **creative** you are. I am so bored inside this TV, especially during the **commercials**. 😞

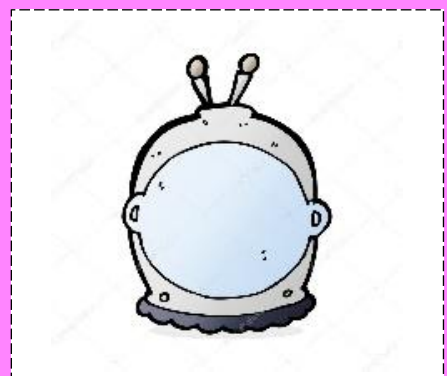
Can you make up a **story** all together? Take a piece of paper. In order, each of you have to write a **sentence** and add it to the sentence of the previous person. The **conditions** are that the following **words** must appear in your story. *Let's write a wonderful story!*



THANK YOU SO MUCH, MY FRIENDS!! 😊

See you in the next TV programme.

Take this **sticker**, you will need it. 😊



## ANNEX 16



## MISSION 6. TASKS

This is the **script** of a fragment of the **film**. In groups of four, try to **memorise** it and then, **represent** it. You can add any other **sentences** if you want and use any object to make it more real. You will see how I **feel** when I act in the different films of this **CHANNEL**.

**MARCUS (THE CAPTAIN):** So, here we are. We've just arrived in the Moon.

**TOMMY:** Wow!! That's amazing! I can't believe we are here.

**LIZZ (THE COSMIC CAT):** Meow. Yes. How far we have travelled!

**TOMMY:** And it has been really faaaast!

*(Suddenly, the spaceship door opens and something small and green gets in the spaceship)*

**MARCUS:** OH MY GOD! Who are you? *(He is very scared)*

**THE ALIEN:** Hello human beings! My name is Greeny. I have lived here since I was born. And that was... 250 years ago.

**LIZZ:** That's impossible. Nobody lives so many years!!

**TOMMY:** And why do you have 4 eyes?

**THE ALIEN:** The question is: "Why do you have just 2? Here, all of us have 4 eyes. Well, except from Mike who has 8..."

**MARCUS:** What do you mean with "all of us"? How many people live here?

**THE ALIEN:** There are hundreds and hundreds of us. But don't worry, we are good people.

**LIZZ:** Do you eat cats? *(She asks scared)*

**TOMMY:** And children?

**THE ALIEN:** Noooo!!! We are not that kind of alien. We just eat sweets and a lot of sugar!!

Well done all of you! You are really good *actors* and *actresses*. Maybe you could come here one day...

Let's see **how many** words in *English* you know. Complete this **chart** with the appropriate **words**. There are a lot of **possibilities**. Write as many as you know.

❖ Ch\_\_\_\_\_

❖ Ba\_\_\_\_\_

❖ Re\_\_\_\_\_

❖ Med\_\_\_\_\_

❖ Fla\_\_\_\_\_

❖ Tur\_\_\_\_\_

❖ Wa\_\_\_\_\_

❖ Cy\_\_\_\_\_

❖ St\_\_\_\_\_

❖ Le\_\_\_\_\_

❖ Rea\_\_\_\_\_

❖ Ea\_\_\_\_\_

❖ Ai\_\_\_\_\_

❖ Tra\_\_\_\_\_

❖ Vis\_\_\_\_\_

❖ Li\_\_\_\_\_


*Oh my God!* I found an old newspaper, but some words are missing. I need your help to complete it. I feel that it has *something* to do with the monster. 😞

HONEST NEWS FROM AROUND THE WORLD ONE OF THE WORLD'S GREAT NEWSPAPER

# TELEGRAPH DAILY NEWS

NEWS WORLDWIDE SINCE 1885 RECEIVED BY TELEGRAPH SUNDAY MORNING 20 AUG. 1922 CC XXXVII 0.12 S

## CRAS MAGNA PURUS



CONSECTETUR SIT AMET MOLESTIE NEC, VIVERRA VEL MI.

Vivamus ac lectus a ex feugiat lacinia. Aliquam tempus quam faucibus orci imperdiet congue. Cras augue tellus, finibus ac sodales quis, vestibulum sit aruet urna. Aenean nunc lectus, bibendum quis diam eu, consectetur dictum quam. Donec vel est in mauris ultricies pharetra. Nunc dolor dolor, condimentum in dui ac, pharetra lobortis enim. Quisque rutrum nibh eu nulla commodo, nec bibendum mauris pulvinar.

## WHAT'S HAPPENING WITH THE TV?

Something really strange has \_\_\_\_\_ since September: 2 boys and 2 girls \_\_\_\_\_ that one day, while they were watching the TV, they \_\_\_\_\_ a horrible monster on the screen and suddenly, they \_\_\_\_\_ inside the TV.


There is no evidence of that monster, but the police are still looking for it. It's possible that apart from that 4 cases, there has \_\_\_\_\_ more.

If you have any information, contact us. Maybe, we \_\_\_\_\_ avoid that it happens again.

## ALIQUAM VEL RISUS METUS

>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus aliquam scelerisque orci, ut placerat feis tincidunt ac. Fusce lacinia ut tortor vitae luctus. Cras sodales lobortis frugillo. Phasellus nisi ipsum, vestibulum quis bibendum sit amet, tempor eleifend mauris.

## QUISQUE RUTRUM



Nunc dolor dolor, condimentum in dui ac, pharetra lobortis enim. Quisque rutrum nibh eu nulla commodo, nec bibendum mauris pulvinar. Cras magna purus, consectetur sit amet molestie nec, viverra vel mi.

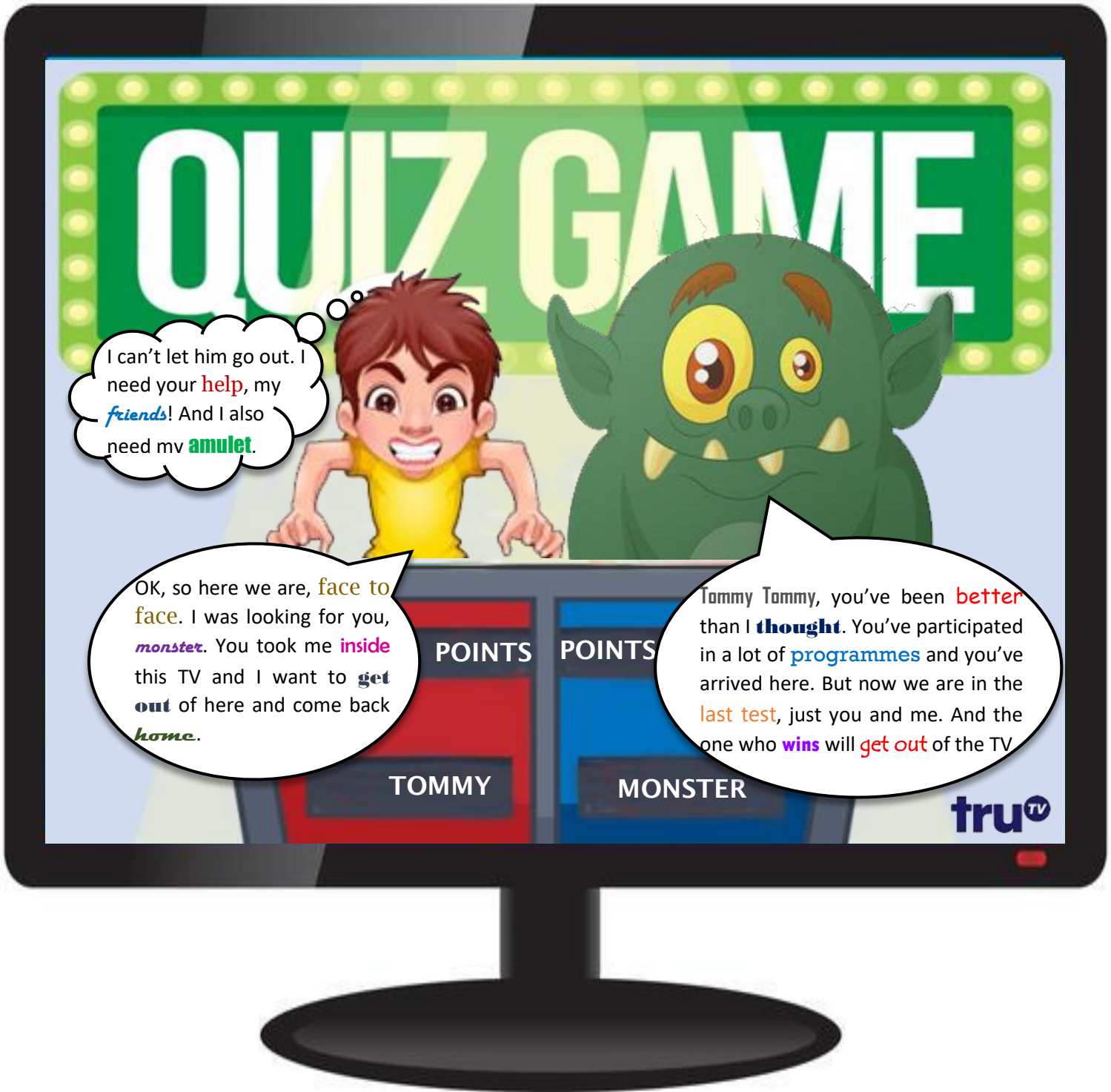
saw - appeared- admitted- could - happened - been

THANK YOU SO MUCH, MY FRIENDS!! 😊

See you in the last TV programme.

Take this sticker, please. 😊





I can't let him go out. I need your **help**, my **friends**! And I also need my **amulet**.

OK, so here we are, **face to face**. I was looking for you, **monster**. You took me **inside** this TV and I want to **get out** of here and come back **home**.

Tommy Tommy, you've been **better** than I **thought**. You've participated in a lot of **programmes** and you've arrived here. But now we are in the **last test**, just you and me. And the one who **wins** will **get out** of the TV.



## MISSION 7. TASKS

**Ladies and gentlemen**, welcome to this quiz game called “Which colour?” **Today**, we have with us a child named **TOMMY** and a **monster** who wants to get out of the TV and conquer the **world**. Each correct **answer** is worth 1 point. **Let’s see how much do you remember!**

### 1. COMPLETE THE SENTENCE : TOMORROW...



It will rain

It will be sunny

It will snow

It won't be sunny

### 2. HAVE YOU EVER BEEN TO PARIS?

Yes, I did.

Yes, I have.

No, I hasn't.

No, I don't.

3. WHAT IS THE PAST PARTICIPLE OF SLEEP?

Sleep

Slept

Sleeped

Slep

4. WHICH IS THE CORRECT ONE?

I have never fly in an  
aeroplane

I have never flew in an  
aeroplane

I have never flown in  
an aeroplane

I have never fly in an  
aeroplane

5. WILL YOU PLAY FOOTBALL TOMORROW?

Yes, I have.

Yes, I will.

Yes, I do.

No, he isn't.

6. HAVE YOU HEARD FROM MARY?

She's just written me a letter.

She wrote me a letter just.

She just wrote me a letter.

She did has wrote me a letter.

7. WHICH ONE IS CORRECT?

Buy-buyed-buyed

Buy-bought-bought

Buy-bought-bought

8. WHAT'S THE NAME OF THIS SPORT?



Canoeing

Jet skiing

Yachting

Rowing

9. WHAT'S THE NAME OF THIS INSTRUMENT?



Xylophone

Accordion

Drum

Flute

10. IF WE NEED 10 ORANGES BUT WE HAVE 22, WE HAVE:

Too much  
oranges

Too many  
oranges

Enough  
oranges

11. A TV PROGRAMME WHERE SOME PEOPLE SHOW THEIR SINGING ABILITIES IS CALLED:

Cooking show

Western

Talent show

Documentary

12. THERE IS...



Too much  
milk

Too many  
milk

Enough milk

13. WHICH ONE IS NOT AN INGREDIENT?

Flour

Oven

Salt

Mushroom

14. WHICH ONE IS CORRECT?

Everything  
will be fine

Everything  
has fine

Everything  
won't be fine

Everything  
was be fine

## ANNEX 20

The **MONSTER** has obtained **10 points**. How many have you got? If you have obtained 10 or **more** than 10 points, Tommy will be able to go **home** with his **family**. However, if you have obtained **less** than 10 points, Tommy will **stay** in the TV **FOREVER!!!**

For the students who have obtained **10 or more than 10 points**:

Hello my friends!!

I am writing to tell you that I'm at home with my family. You've been amazing and I want to thank you because you helped me beat the monster. You've been really helpful and I'll always be very grateful for that. That's why I wanted to reward you for your talent and help.

Please, take this trophy and never forget me, because I'll always remember you!

Lots of kisses,



*Tommy*

For the students who have obtained **less than 10 points**:

Hello my friends!

I'm so sorry we couldn't beat the monster but don't worry, everything is fine. I've decided to stay here in the TV for a long time because I've realised that I am a good actor and I have some new friends here! You will have to take care of the monster and avoid that he conquers the world, but I know you will do it fine 😊

I wanted to reward you for your help and participation in all the tests. So, please take this badge.

Lots of kisses,



