TRABAJO FINAL DE GRADO

TEACHING SPANISH AS A FOREIGN LANGUAGE THROUGH GAMIFICATION IN SENIOR INFANTS IN IRELAND

ENSEÑANDO ESPAÑOL COMO LENGUA EXTRANJERA A TRAVÉS DE LA GAMIFICACIÓN EN 5-7 AÑOS EN IRLANDA

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ABSTRACT:

Gamification is gaining special place in the educational field; it is the use of game elements in a non-game context in order to motivate and engage learners to achieve more robust learning. The following work includes research on gamification in the educational context and in foreign language teaching. A gamification proposal has been developed for the Senior Infants classroom, in a school located in Sligo, Ireland, where the foreign language to be introduced is Spanish. The theme of the project was zoo animals, where a zookeeper asked the class to help him find the animals that were lost. By completing missions such as puzzles, reports, or quizzes, these animals appeared and filled in all the missing spaces in the zoo. The main objective of this proposal was to improve classroom relations and teamwork in a different and attractive way for them.

KEYWORDS: gamification, foreign language, motivation, learning, cooperation, Senior Infants, the zoo.

RESUMEN:

 La gamificación está cobrando un lugar importante en el ámbito educativo. Se trata del empleo de elementos del juego en un contexto no lúdico con el fin de motivar y atraer al alumnado consiguiendo un aprendizaje más sólido. El siguiente trabajo incluye una investigación sobre la gamificación en el contexto educativo y en la enseñanza de lenguas extranjeras. Se ha desarrollado una propuesta de gamificación para el aula de infantil, en un centro situado en Sligo, Irlanda, donde la lengua extranjera a introducir ha sido el español. La temática del proyecto son los animales del zoo, donde un cuidador de zoo ha pedido ayuda a la clase para encontrar los animales que se habían perdido. A través de completar misiones como puzles, informes o concursos estos animales han aparecido completando todos los espacios que faltaban en el zoo. El objetivo de esta propuesta ha sido, principalmente, mejorar las relaciones del aula y el trabajo en equipo de una manera diferente y atractiva para ellos.

PALABRAS CLAVES: gamificación, lengua extranjera, motivación, aprendizaje, cooperación, educación infantil, el zoo

1. INTRODUCTION

This final degree project is dedicated to the research, didactic proposal, and results of the application of gamification as a tool for teaching a foreign language at the early childhood education stage.

The first part of the document is the theoretical foundation of gamification, where the motivation necessary for its effective use in the classroom has been of special importance. The didactic proposal has been developed in a school in Sligo, Ireland in the Senior Infants classroom.

The aim of the unit explained in the document was mainly to introduce Spanish as a foreign language in a classroom where previous knowledge was non-existent, so it was important to introduce it in a motivating and attractive way for the students.

Another aspect that must be considered here is the Irish education system consists of three stages:

- Primary from 4 to 12
- Post-primary from 12 to 18
- Higher education for those over 18

The primary stage also constitutes the pre-school stage, which is from 4 to 6 years of age. This stage is not compulsory, although there are several options if you wish to educate your children in this stage. On the one hand, there are private options such as nurseries or pre-schools and, on the other hand, some primary schools have classrooms for this first stage. (Department of Children and Youth Affairs, DCYA).

Focusing on foreign languages, they do not appear in the Irish system until the first years of post-primary school, which would correspond to secondary school in the Spanish system. Until that stage, children have no contact with any language other than Irish. For this reason, in the unit, I developed, knowledge of Spanish was non-existent.

On the other hand, the results of this unit can be seen, as well as some possible improvements to obtain better results. Finally, some conclusions have been drawn after having carried out the unit and the writing of this document.

2. JUSTIFICATION

The theme of this final degree project is mainly based on gamification and cooperative work in foreign language teaching.

Currently, the way in which learning is taught is evolving, trying to leave behind the traditional method of listening, repeating, and passing to a paper. There is still a long way to go, yet what is becoming more and more a part of the classroom, regardless of the stage, is technology and electronic devices. And the fact is that no matter how reluctant we may be to introduce them in the classroom, the truth is that they are increasingly becoming part of our daily lives in all areas, such as medicine or engineering, and the sooner we understand this, the better. Since the future citizens that we teachers are going to train need to have knowledge about these devices, what better way to use them than to learn through them.

This point of view is also reflected in the curriculum established for the second cycle of early childhood education in Spain. It is for this reason that it is justified in DECRETO 122/2007 in the area of language: communication, and representation: "Audiovisual language and the information and communication technologies present in children's life require educational treatment which, based on a careful selection of resources and materials, initiates children in the understanding of audiovisual messages and their appropriate use."

I have always liked technology and the infinite possibilities there are to do with it. In this work, we see the development of a unit around the Genially application, which allows a large quantity of possibilities. As a future teacher, I wanted to get closer to the field of gamification and technology, due to the importance that both are acquiring and to create my first project related to them. I believe that any training we get in relation to it, it will never be enough because of the great development that our society is having, this first contact will be key in my future teaching work.

3. OBJECTIVES

According to the early childhood education degree and as Royal Decree 1393/2007 reflects, some objectives should be considered:

- To develop curricular documents adapted to the needs and characteristics of students.
- To design, organise and evaluate disciplinary and interdisciplinary work in contexts of diversity.
- To apply information and communication technologies in the classroom.
- To analyse the context and plan educational action appropriately.

By undertaking this work, some objectives are being pursued, namely:

- To investigate gamification, its elements, theories, and applications in the educational field.
- To use gamification as a learning method for teaching foreign language.
- To design a gamification proposal for a specific context in the pre-primary stage in Ireland.
- To introduce a foreign language in a context that does not teach it until higher levels.
- To develop conclusions on the research and the project undertaken.

The objectives of this document have been set out concerning the objectives of the degree. For instance, the gamification methodology has been used because the degree aims to know how use technologies in the classroom. In addition, the degree establishes the ability to plan in specific and analysed contexts, therefore, in order to develop my project, I have been aware of the context in which it was going to be developed and the characteristics of the students.

4. THEORICAL FRAMEWORK

4.1. WHAT IS GAMIFICATION?

To begin with, we should clarify that the term gamification comes from the business world. Werbach and Hunter (2012) "defined gamification as the use of game elements and game design techniques in non-game contexts".

If we focus on the field of education, Foncubierta and Rodríguez (2014) define gamification as

> The technique or techniques that the teacher uses in the design of an activity, task, or learning process (whether analogue or digital in nature) by introducing game elements (badges, time limit, scoring, dice, etc.) and/or their thinking (challenges, competition, etc.) in order to enrich the learning experience, direct and/or modify the behaviour of students in the classroom (p. 2).

Gamification should not be confused with gaming as Borrás, Gené, O. (2015) explained. There is a difference between game, play, and gamification, the first consists of a set of rules that guide participants towards goals. It has, therefore, a closed structure and is isolated from the real world. Playing, on the other hand, is the simple act of having fun within limits. Finally, gamification is based on the use of game elements and techniques.

On the other hand, another aspect that must be concerning gamification is the Flow theory, developed by Mihaly Csikszentmihalyi in the 1970s, and he "defined the flow state as the moment when a person is fully focused and immersed in the task at hand" (Csikszentmihalyi, 1990 cited by Alejaldre Biel, L. and García Jiménez, A.M., 2015).

According to this theory, foreign language teachers should aim for a level of flow that ensures that their learners do not become bored or anxious when dealing with the tasks set through gamification. Some guidelines for achieving this level are:

- There must be a balance with the activity so that it is challenging but does not become difficult or boring.
- Have a concrete objective.
- Set an achievable challenge.
- It must be achievable for everyone.

- There must be feedback to be able to modify if necessary.

Following these guidelines and being aware of the importance of proper planning of a gamification project, in the unit presented in the following pages we have tried to follow a systematic approach, in which the missions have progressively increased in level and where the objective has been adapted to the context of the students and their needs.

4.2. GAMIFICATION ELEMENTS:

In order to carry out gamification, it is necessary to consider what it is that forms it, so it is necessary to know and understand the components it components. These must be part of the gamification process in order to achieve effective gamification.

Herranz, 2013 (as cited by Borrás 2015) points out that three elements are involved in gamification: dynamics, mechanics, and game components.

- Dynamics: these are related to the effects, motivations, and desires that are intended to be generated in the participant (Herranz, 2013, as cited by Borrás, 2015). Among them, the following stand out:
    o Restrictions of the game, finding oneself in an environment limited by rules.
    o Emotions such as curiosity and competitiveness when facing new activities and challenges.
    o Narrative or script of the game to provide a general idea to the participants.
    o Progression of the game, it is essential to have a progression that shows the players that they are making progress.
    o Status to feel recognition.
    o Relationships between participants.
- Mechanics: These are a series of rules that try to generate games that can be enjoyed, that generate a certain "addiction" and commitment on the part of the users, by providing them with challenges and a path to follow, whether in a video game or in any type of application (Cortizo, 2011 as cited by Borrás, 2015). According to Herranz, 2013, there are several types of game mechanics:

- Challenges, taking users out of their comfort zone to introduce them to the game mechanics (Werbach, 2013 as cited by Borrás, 2015).
- Opportunities, competition, and collaboration.
- There is the possibility of cooperation or group formation to overcome the challenge.
- Points will be earned as the obstacles are overcome and, in turn, will provide a ranking.
- Feedback, the obtaining of rewards for completed actions.
- Rewards, so that the participant feels recognition that he/she is achieving the challenge.

- Components: these are the elements associated with the dynamics and mechanics. The components include achievements, avatars, badges, levels, equipment, points, tests, etc.

4.3. GAMIFICATION PROCESS:

According to Herrera, Pujolá, and Castrillejo (2014), cited by Barros, Lorenzo, M. (2016). Depending on the way in which gamification is applied, it can be classified into different types.

- ❖ Structural gamification: it is considered structural because it does not modify either the contents or the objectives to be worked on, but merely complements them with some elements of gamification.
- ❖ Content gamification: it can be labelled as a game since it deals with modified curricular content to guide its teaching in the game.
- ❖ Superficial gamification: this would be the one in which only simple elements such as rewards are introduced, and it is developed in short sessions.
- ❖ Deep gamification: the most complex of all, in the sense that it is the one that includes the most gamification components. It introduces a general line and requires more organisation.

Despite the different ways in which gamification could be adapted and included in the classroom, it is necessary to follow a process, some key moments to achieve gamification with good planning, which increases the probability of success.

- Moment 1: this is the moment in which teachers set the contents and objectives that they want to follow and achieve.
- Moment 2: the teacher must reflect on the tastes of the pupils and what they expect to find in a game.
- Moment 3: it could be said that this is the moment of gamification when the dynamics, mechanics, and components that best suit the project are decided.
- Moment 4: this is carried out once the gamification is finished, it is the moment to reflect on the results and the improvements that could be made to the project.

In planning the unit developed in this document (see following pages), the process explained above has been followed, formulating the necessary questions to find out what is to be achieved, also taking into account the interests of the children. Once the project has been completed, the necessary questions were also asked to carry out an evaluation and to assess possible improvements.

4.4. MOTIVATION AS THE BASIS OF GAMIFICATION.

In order to understand motivation, Peiro, R. (2020.) says that it is a state that helps people to achieve certain objectives or goals and that favours actions to achieve these objectives over time.

Motivation, which is directly related to curiosity, persistence, learning, and performance, is one of the most important psychological concepts in education (Ryan & Deci, 2000 as cited Castillo Mora, et al. 2022).

Castillo Mora, et al. (2022) pointed out that a study conducted by Alfaro & Chavarria (2003), shows that the following factors support motivation:

- Challenge.
- Curiosity.
- Control.
- Fantasy.
- Competition.
- Cooperation.
- Recognition.

Reading the factors carefully, we realise that all of them are included in the game since when we refer to the game there is, for instance, competition between the players, or, at the same time, cooperation in terms of achieving the objective that each game proposes. Therefore, they are also part of gamification. In other words, if these factors condition motivation, it is important to consider them when gamifying in order to create that motivation in the learners.

As is well known and as Castillo Mora, et al. (2022) says, there are two types of motivation, intrinsic and extrinsic. Being aware of the relationship between the two is an important factor in the design of learning games.

- Intrinsic motivation occurs naturally when the individual performs the action to feel good about him/herself. The objective is set by the subject him/herself, therefore, the action is carried out for pleasure. The main theory related to it is Self- Determination Theory (SDT):

  > Self-Determination Theory (SDT) explains how extrinsically motivated behaviour can become autonomous. Autonomous motivation encompasses both intrinsic motivation and well-internalised extrinsic motivation, SDT proposes that there are three forms of motivation, namely intrinsic motivation, extrinsic motivation, and amotivation. (Bonetto & Calderon, 2014 as cited Castillo Mora, et al. 2022).

  In turn, this theory is made up of three elements. Autonomy by way of control and choice of one's own actions. Secondly, competence provides the ability to master the contents to be learned or a situation. Finally, relatedness is being connected/relating to others.

  If we use these elements to develop a gamification activity, they can be used to:
  - Create confidence in the learner to achieve goals.
  - Provide a sense of choice and control.
  - Show learners the mastery they can achieve over the content.
  - Gratify incremental learning.
  - Establish social relationships among learners.

- Extrinsic motivation, on the other hand, arises when there are external rewards for performing the action. Individuals are motivated by what they receive at the end of the action. This motivation can be applied effectively if one of the following ways is used:

- o To increase a learner's enjoyment of performing a task, resulting from rewards set according to each learner's involvement.
- o To engage those learners who are not attracted by the task or those who see it as unimportant.
- o To maintain attention for a longer period of time.

In short, the teacher must always consider the motivation of the pupils by considering their tastes and interests in order to favour intrinsic motivation. As well as specifying the series of rewards or prizes to be achieved to activate extrinsic motivation.

4.5. PHYCOLOGICAL THEORIES ABOUT THE SECOND LANGUAGE ACQUISITION.

There are a number of authors and theories that explain and provide guidelines for successful learning when children are introduced to a foreign language. Among these authors, Vygotsky, Bruner and Kraisen stand out.

The pupils are the main characters in the class since, as Vygotsky asserts, the teacher is merely a facilitator of learning. Additionally, he creates scaffolding (1976), where the instructor offers support and comments, which will be considered when completing the tasks. For instance, after students finish an exercise, the teacher rewards them positively.

According to Bruner's discovery learning hypothesis (1961), kids learn more when they experiment and play games to learn new things. While speaking slowly and repeatedly, the teacher's role must also be one of support and facilitation.

Moreover, Krashen raised five hypotheses, the input hypothesis, which states the use of short sentences and the same structure and lexicon consistently. During the development of the project presented, the sentences used followed the same structure, such as, *vive en la sabana*, or *come hierba*, to facilitate the acquisition of the language. The acquisition hypothesis, which states that children learn a language by using the proper techniques, and the affective filter hypothesis, which claims that the laid-back atmosphere of the class makes the students more motivated and self-assured, leading to an increased desire to learn the foreign language, therefore I claim for a good atmosphere with. So, I have tried

to create a good atmosphere, where good relationships or continuous feedback is encouraged to motivate and create security.

4.6. WHY GAMIFY TO TEACH A FOREIGN LANGUAGE.

As Mena Octavia, M. (2015) said, introducing gamification for learning a foreign language can be truly beneficial. The following are some of the reasons why:

- **Didactic:** the individual is part of the process. It encourages creativity and real problem solving.
- **Emotional:** it creates a motivation to participate in the learner, encourages autonomy and there is enjoyment in learning.
- **Social:** it increases relationships between students, facilitates cooperation and improves teamwork, as well as develops empathy.

By making use of these benefits, what the teacher achieves is meaningful learning through which children establish new patterns that will remain and be incorporated into others.

One of the objectives of the project developed in this document is to improve social relations in the classroom and, therefore, teamwork. As gamification brings benefits in this aspect, it was for this reason that I opted for this methodology. Furthermore, I wanted to introduce a totally new language in an attractive way by dealing with emotional factors.

4.7. THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE IN EARLY CHILDHOOD EDUCATION.

According to Guillen, C., Alario, C., Vez, J.M. (2002), nowadays, our society is increasingly shaped by more and more cultures and, therefore, involved in new languages. One of the reasons for introducing a new language at an early age is precisely this: globalisation.

There are more and more cultures in the classroom, so it is important to show respect for them. Starting to learn a language, be it English, French, or Spanish, in countries such as

Ireland or England, shows that there is respect and curiosity for that language and culture. Because learning a new language is nothing more than learning about the culture, customs... of those countries where it is spoken.

Based on the words of Guijarro, A. J. M., & Hernández, J. I. A. (2003) it should be said that during the infant education stage, children are still learning to communicate in their mother tongue and so it is very important to know their abilities in that language. In such a way that when introducing a new language, knowledge, or skills that they do not have in their own language is not required.

On the other hand, it must be taken into account that when children are learning to speak, they do not produce all the words, or do not always communicate verbally. "Caretaker speech is language used by adults for children and has been an important source of evidence for understanding early language development" (Snow & Ferguson, 1977, cited by Rahimpour, M. (2004)). And it must be understood that this is also a form of communication. For this reason, when starting with a foreign language, the teacher cannot expect the children to respond immediately in the new language but will most likely respond through gestures or small imitations.

Similarly, the teacher should consider what the pupils know in their own language in order to make it easier for them to acquire the foreign language. The way in which this content is taught, the methodology to be used, must also be considered.

As it has been said before, when learning the mother tongue, verbal sounds are not always produced, this should help us to think that the way in which the foreign language is taught can be similar to the way in which the mother tongue is taught. Emphasising routines, songs, or movements.

In conclusion, teaching a foreign language is truly significant since we live in a globalised society, yet it is just as important to know how to introduce it or to know what the pupils learn and know in their own language. Likewise, the methodology to be used should be attractive and should not require verbal participation on the part of the pupils, since it must always be remembered that the first communication that takes place in the mother tongue is not verbal and, therefore, neither should it be verbal in the foreign one.

4.8. WHAT IS COOPERATIVE LEARNING?

According to Lobato Villagrá, P. (2018), cooperative learning is a methodology learning strategy, that is based on teamwork. Its goal is the development of knowledge as well as the acquisition of social skills and teamwork abilities. This method of learning must always adhere to the following characteristics:

- The division of the class into small, and mixed-gender groups where students collaborate and work cooperatively with one another.
- Participants' goals must be closely related to one another so that no one may achieve their goals unless and until the others are successful in achieving their own.
- It is necessary to work with a designed system of interactions that organises and encourages reciprocal influence among team members.

This methodology, cooperative learning, has a number of elements so as to be considered as cooperative.

- Positive interdependence occurs when group members recognize that their work is interconnected with that of others in the group and that all members' efforts must be put forth in order for the group's goals to be achieved.
- A group agreement where everyone commits to working together to achieve the group's goals is required, as is an individual agreement where each person is responsible for their own goals.
- Interaction that stimulates relationships to grow, seek one another's wellbeing by helping, share...
- Interpersonal and group skills: cooperative learning aims to develop social skills so that decisions can be made, conflicts can be resolved, and knowledge can be shared in the working group.
- Group evaluation: Students must be aware of how they have worked, and which areas need improvement in order to achieve the goals in the most satisfying way.

Cooperative work is now widely used in the classroom, and according to Gutiérrez del Moral, M. (2009) a number of benefits can be identified:

- Problem solving is encouraged.

- It improves the classroom atmosphere.
- It fosters a sense of belonging.
- It promotes values such as respect, understanding and education.

5. INFANT EDUCATION LAW IN IRELAND

Infant education in Ireland is mainly divided into Junior and Senior Infants. To start in Junior Infants, children have to be four years old, which means that children turning four in November will have to start the following school year. Sometimes, depending on the school, there may be exceptions. This is why there are differences in the ages of the pupils, for instance at the end of the year in a Junior Infants class there may be pupils who are 4 years old and others who are 6 years old.

As NCCA (2009) stablishes, Aistear is the curriculum framework for the infant stage up to the age of 6. This framework is based on principles and main themes to be addressed at this stage; these themes could be compared to the areas of the Spanish system. Well-Being, Identity and Belonging, Communicating, and Exploring and Thinking are the four themes that are developed to work together for children's learning and development. The principles are classified into three groups: children and their lives in early childhood, children's connections with others, and how children learn and develop.

Guidelines for implementing the themes and as a guide for teachers are also set out. These guidelines include:

- Building partnerships between parents and professionals.
- Learning and development through interactions.
- Learning and development through play.
- Supporting learning and development through assessment.

In the Senior Infants classroom, you can see how this curricular framework is worked on, such as having a professional from outside the centre for a week to deal with mental health or having different coaches, also from outside the centre, to teach and practice different sports.

In the same way, the teacher tried to follow the established guidelines, always promoting good relationships among pupils, explaining the importance of healthy relationships and how to establish them, or giving guidelines for conflict resolution. Likewise, she worked

a lot through play, apart from the established play time each day, to learn new concepts, for instance, on the days of the week, she suggested games such as Each child has a card with a day of the week and has to look for classmates with the same day, or each child trying to put themselves in the right order.

In general, the school supports play as a means of learning and that is why there are plans and principles for it, as for example the Early Years Education program where a play-based strategy that encourages discovery, creativity, and social engagement is used.

The centre makes use of gaming aspects to increase student motivation and engagement because it understands the significance of gamification in education. The school fosters a sense of accomplishment and healthy rivalry among students by including components like points, badges, leader boards, and incentives. The school's curriculum incorporates gamification in a number of areas, including:

Classroom activities. In order to make learning enjoyable, teachers create interactive and game-based activities. For instance, they can make use of interactive digital platforms, games, or quizzes that encourage learning by giving students immediate feedback and prizes.

Progress tracking is done using gamification techniques, and student accomplishments are recognized and tracked. Students can see their development and establish personal goals by using graphic depictions of progress. This gamified teaching strategy motivates students to take charge of their education and pursue constant improvement.

Extracurricular Activities: The school's extracurricular activities, like its athletic teams and academic groups, frequently include gamification components. These programs encourage teamwork, healthy competition, and personal development by setting goals and rewarding accomplishments.

At the school, where cooperation and teamwork are promoted across a variety of activities, cooperative work is also a core value. The cooperative effort supports the institution's dedication to fostering a welcoming and inclusive learning environment. Here is how cooperative work is encouraged in the school:

Group Assignments and Activities. The curriculum of the centre includes group projects and exercises to encourage collaboration. In order to accomplish shared objectives, students are encouraged to collaborate, exchange ideas, and contribute their unique

strengths. This strategy fosters abilities like cooperative behaviour and good communication.

Peer learning and support are important aspects of cooperative work that go beyond assigned group projects. Teachers encourage students to work together, exchange ideas, and support one another to promote peer learning and support. Through cooperation, students not only learn more but also develop empathy, respect, and a sense of belonging.

Cross-grade collaborations are important, and the school values it when older students tutor younger ones. Students that participate in this cooperative learning environment develop leadership, accountability, and empathy. Additionally, it fosters a welcoming learning environment where pupils may share knowledge and form deep bonds with peers of various ages.

As games play such an important role at school and in the classroom, I developed a gamification project to introduce games and cooperation in a different way, yet attractive at the same time for the children. Based on the teacher's work dynamics and the contents she emphasised the most, I oriented the unit towards the creation of reports in different ways, as this type of text was the one that was mostly worked on in the classroom.

6. DESIGN PROPOSAL

6.1. JUSTIFICATION, CHOICE OF TOPIC:

The topic of the project has been chosen for two reasons, mainly because the children like the animal world and have a wide knowledge about it, hence, I saw it appropriate to deal with the topic. In addition, the next project they were going to undertake in the English classroom was also the zoo. Therefore, it was a good opportunity to work on the same topic in parallel in both languages, making it easier for the students to acquire the foreign language since they are working on the same content in English.

As it is said in the framework, the first step is to stablish the objectives and content you want to go through. The contents of this unit have been chosen in relation to the English book and project. This means, I checked the unit in the book where the zoo was going to take place to see what was going to be done during it. I could see that the children were going to do some reports and the animals they were going to work on. That's why my unit

focuses so much on the reports, but with other different animals so that the children acquire knowledge of a larger number of animals.

6.2.   GROUP AND DURATION:

This unit has been carried out in a school in County Sligo, Ireland. The classroom involved was Senior Infants, with a total of 27 pupils, 12 girls and 15 boys.

The nationalities and cultures in the classroom were very diverse, which meant that some of the students had a different mother tongue to English. In this context, we can appreciate the ability of children at an early age to learn new languages, without underestimating the difficulty of adapting to a new environment and culture. This is the case of one of the girls, who recently arrived in Sligo with no previous knowledge of English, during the development of the unit she had acquired some English, yet it was practically impossible for her to get started in Spanish.

The project was carried out over four weeks, three of which were devoted to discovering and learning about animals and the last week to evaluating and reviewing the content through a quiz and the presentation of informative sheets. The first three weeks are divided in turn to work on mammals, reptiles, and birds. In each week there will be three sessions, two of them to get to know and learn about the animals and the third for revision and reinforcement. In the last week, there will be only two sessions to evaluate and review all the learning. According to the science plan, senior infants have gone through living things and animals, therefore, in connection with the plan I could work with the animal contents.

DAY	TASK
Day 1: Giraffe	Letter
	Explanation
	Mission: Puzzles giraffe and classification
Day 2: Elephant	Letter
	Explanation
	Mission: Report with images
Day 3: Review + snake	Letter
	Mission: Quiz
	Reward
	Letter
	Explanation
	Mission: Seek and find
Day 4: Crocodile	Letter
	Explanation
	Mission: Report
Day 5: Review	Letter
	Mission: Quiz
	Tabu game
	Reward
Day 6: Ostrich	Letter
	Explanation
	Mission: Report with images
Day 7: Flamingo	Letter
	Explanation
	Mission: Puzzles and classification
Day 8: Review	Letter
	All animals review.
	Mission: Board game
Day 9: Review	Letter
	Mission: Quiz
	Final mission: Information sheet and presentation

Reward

Table 1: Timetable personal design.

6.3. METHODOLOGY:

The main methodology used in the unit was gamification. It consists of introducing and adapting the mechanics of games to areas such as education, with the aim of obtaining greater performance and making learning more motivating. Borrás, Gené, O. (2015)

The dynamic that I developed this unit with was planned through obtaining. Having in mind the gamification information stated previously, rules were stablished. In addition, every time children followed them, they got a point and, at the end of the week the team with the most number of points was the one that had a reward; they could either choose to have more playing time, go out to the playground or be first in line.

The whole project was set around the zoo and the story of the zookeeper (cuidador del zoo). The children also played a role as they were divided into groups and each group was an animal. The basis of the tasks to be completed were games such as puzzles, quizzes, or the taboo game.

Cooperative work was also used; it describes joint initiatives in which people combine their skills and knowledge to work toward a common objective, as it will be shown later. During the whole project they worked as a team; this idea came up in order to improve the teamwork of the whole class as friendships were difficult to develop and maintain in the classroom, since everyone was looking out for their own interests and well-being, there was no sense of a group.

These ideas can be connected to the school's guiding principles for promoting a diverse and interesting learning environment.

6.4. OBJECTIVES:

As explained and detailed in the theoretical framework, one of the steps to undertake a good gamification process is to consider what you want to achieve during the process and what are the objectives you set for it. In my project, the objectives are the following:

- To know what mammals are.
- To know what reptiles are.
- To know what birds are.
- To identify the animals.
- To be able to produce some animals' names in Spanish.
- To classify the animals in mammals, reptiles, and birds.
- To recognise animals' habitat.

6.5. DESIGN:

This unit is oriented to be worked from the gamification, having as the main objective to promote teamwork, and learning through play.

According to the explanation given in the framework, gamification has some elements that were considered in the planning of the Spanish lessons.

To follow the dynamics, a Genially has been created, to set the progress and the story, with a board set in the zoo. On this board, there is a *cuidador del zoo* called Tomás, who asks the students for help because some animals are lost, and he needs help to find them. Each day the shadow of an animal they are going to learn about that day will appear, and at the end of the week, those two animals will appear in colour.

To continue with *mechanics*, there are rules defined, to follow in order to get points. These rules are the same as the ones they have been working with since the beginning of the school year but in the Spanish as a foreign language.

To get the points, each group had to mainly work as a group and follow the rules established at the beginning of the project, such as listening to others or speaking in a low tone. It is also taken into account if missions are completed; in this case, they get another point.

On the quiz days, during the quizzes, the teacher will write down the questions that the participants get right and, at the end of the quiz, the teams with the most correct answers get a point.

The key routines in relation to gamification are at the beginning of each session, the zookeeper's letter will be read, and at the end of the session, points will be distributed according to the rules that have been followed. At the end of each week, the winning team will receive a reward.

The duration of each session is approximately 40 minutes. Some sessions may vary depending on the mission of the day.

In the lesson overview developed in the appendix of the document, you can see the objectives set for each session, how to check their scope and also the main course of each animal.

Week 1:

The first week was dedicated to mammals, which is why the letter they read at the beginning of the session contains an explanation of the characteristics that mammals have. The explanation is in English so that the children can understand it well, since they have no knowledge of Spanish and, therefore, if it were explained in this language, they would not understand these characteristics. The letter Tomás sent was this:

¡Hola! Estoy muy contento de que me ayudéis. Vamos a aprender mucho, ¿estáis listos?

Hello! I am very happy that you are helping me. We are going to learn a lot, are you ready?
We are going to look for six animals: 2 mammals, 2 reptiles, and 2 birds. I know you don´t know these types of animals, don´t worry both Cristina and me will explain to you.
Today we are starting with mammals. Mammals are warm-blooded animals. Female mammals produce milk and give birth to their youngs.

Now listen to Cristina to learn more about today´s animal, then she will explain the task you have to do.

I hope you learn a lot today and have fun too!
Good luck!
Tomás.

On the first day, after Thomas' letter, the Giraffe will be introduced as the first animal. Flashcards were used to explain the characteristics of the *jirafa*. The information about the giraffe was: *vive en la sabana, come hierbas y hojas, y es el animal más alto.* As a first task, the pupils, in teams, must complete puzzles with the image of one of the giraffe's characteristics. Once they have done the puzzles, they had to try to say which characteristic it is, being helped by the teacher that give two options, for instance, *¿está comiendo o es el lugar en el que vive?* At the end of the session, the rules were reviewed, and the teams checked which ones have been fulfilled and those who have fulfilled them will earn a point.

In the second session, the same routine was followed, starting with the *cuidador del zoo* card. Then, the *elefante* was introduced, and its characteristics were explained: *vive en la sabana, come hierba, y es el animal terrestre más grande.* By the end of the session, the task to be completed was a report with images; each group was given some pictures about elephants and others that have nothing to do with them, so the children had to discard those that have nothing to do with them. After this discarding, they had to classify the remaining images between the place where they live, what they eat, and the fact. The session ended in the same way, with the distribution of points.
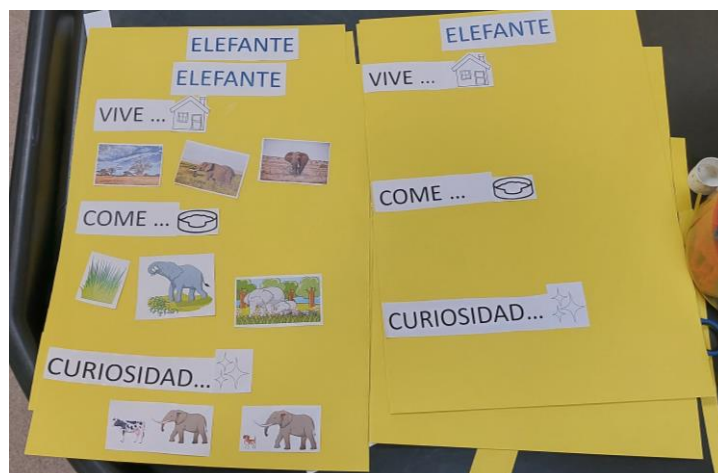
The first session of this week was the last session of the previous week, so a part of it will be devoted to reinforcing knowledge about mammals. A letter from Tomás was read to congratulate the work of finding the animals and a review quiz will be carried out.

After this part, the rest of the session was devoted to learning about reptiles, so another letter from Tomás was read, explaining what reptiles are and their characteristics. The letter was:

Hola de nuevo, hemos encontrado a los mamíferos vamos a por los reptiles. ¡Buena suerte!

Hello again, we have found mammals let´s continue with the reptiles. Do you know which are the reptiles?
Reptiles are cold-blooded animals with scaly skin. Almost all reptiles lay eggs.

Now listen to Cristina to learn more about today´s animal, then she will explain the task you have to do.

I hope you learn a lot today and have fun too!
Good luck!
Tomás.

Then the *serpiente* and its characteristics were introduced with the help of flashcards. That information is: *pueden vivir en el agua o en la tierra, comen insectos y gusanos y su piel tiene escamas.* The task of the day was a search for objects, each group will be given a card with a landscape of a swamp and various hidden elements, these elements are related to the snake and the children will have to try to say what they have to do with it. Finally, points were distributed.

In the next session, the *cuidador del zoo* letter was read, and the characteristics of reptiles were reinforced. Then the *cocodrilo* and its characteristics were introduced through flashcards, it was explained that: *viven en pantanos, comen otros animales como peces y serpientes, y son el animal más antiguo.* The mission of the day was to complete a report with sentences in Spanish. Each group was given the sentences and some pictures, then it was explained that they had to match the sentences with the pictures. As the sentences were in Spanish and it was a bit more complicated, I projected the resolution of the report on the digital whiteboard to give them a little help. When everyone had finished, I reinforced the sentences and information from the reports. Finally, points were distributed according to the rules that have been met.

At the end of the week, the *cuidador del zoo* sent a letter congratulating the students for finding the animals and explaining that they will have to do a quiz. The teacher explained the dynamics of the quiz and they proceeded to play. Afterwards, a taboo game was played, each team had an image related to everything they have seen, and they had to give clues to the next group so that they can try to guess it. To finish, the groups were divided, and the winner will be checked.

Week 3:

During this week, children learn about the birds.

On the first day, the *cuidador del zoo* explained in the letter what birds are and some of their characteristics. The letter was:

¡Hola! Hemos encontrado a los reptiles, vamos a por las aves. ¡Ya son los últimos!

Hello! We've found the reptiles, let's go for the birds, they're the last ones! Do you know which are the birds?
Birds are animals that have feathers. Birds are born out of hard-shelled eggs.

Now listen to Cristina to learn more about today´s animal, then she will explain the task you have to do.

I hope you learn a lot today and have fun too!
Good luck!
Tomás.

Afterward, the teacher introduced the *avestruz*, and tell what characteristics it has with the help of flashcards. This information provided is that *vive en la sabana, come hierba y lechuga, no puede volar, pero corre muy rápido.* The task they had to complete is a report with images as was done with the elephant, so the same dynamic will be followed. Each group was given some pictures and they had to discard those that are not related to the ostrich and then classify them into habitat, food, and fact. Finally, points were distributed.

On the second day, the *cuidador del zoo* letter was read and then the *flamenco* was presented as the last animal to be found. As in previous animals, flashcards were used to tell the characteristics of the flamingo: *vive en pantanos, come plantas rosas y su color es por la comida*. The task that was carried out was that the children had to complete a puzzle in groups, once the puzzles are done there was a cardboard with the characteristics written on it and the children had to place the puzzle of their group with the corresponding characteristic. In the end, points were distributed, considering that the rules have been followed.

In the last week, there were two sessions that were used to evaluate and reinforce the contents.

In the first session, the letter they received from the zookeeper was to congratulate them for all the work they have done. This was the letter:

¡Hola, lo habéis conseguido! Habéis encontrado todos los animales y seguro que habéis aprendido un montón.
Gracias por vuestra ayuda, estoy muy contento y habéis trabajado muy bien.

Hello, you made it! You have found all the animals and I'm sure you have learned a lot.

Thank you for your help, I am very happy, and you have worked very well.

Now, we have to make a review of all the animals to make sure you remember all about them. Cristina is going to explain the game you are going to play now.

I hope you remember a lot and have fun too!

Good luck to everybody!
Tomás.

The first part was dedicated to reviewing all the animals and their characteristics, the teacher used the same flashcards and instead of explaining everything again, she asked questions such as *¿dónde vive el cocodrilo? ¿en pantanos o en la sabana?, ¿Qué come la jirafa? ¿hierba o insectos?* etc. In case they didn´t remember a feature, the teacher would go back and explain it again. After all the reviews, a board was presented with all the animals seen in the squares. In this game, each time they land on one of the animals, they had to try to say its name in Spanish and one of the characteristics they have learned. At the end of the game, points were distributed.

In the last session of the project, the zookeeper sent the last letter thanking them for having helped him and for having found the animals. To evaluate the pupils, there was a final quiz; the teams have to agree on the correct answer. After the quiz, each group was given a secret animal and had to fill in an information sheet about that animal with all the knowledge they have worked on. Once the cards are completed, each group presented their animal in front of the class, the teacher would help those groups that need help by asking questions about that animal. To finish, the final distribution and counting of points took place to find out who is the winning team.
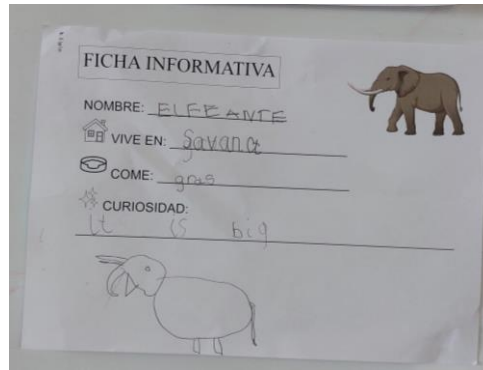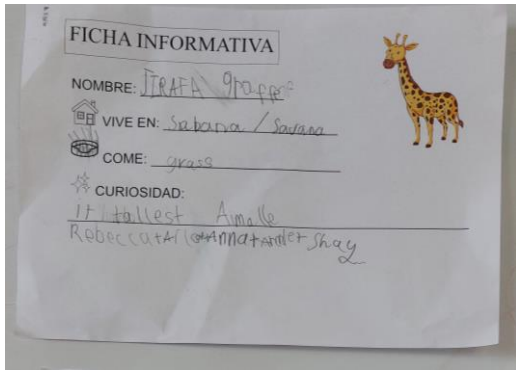
6.6. EVALUATION:

4.6.1. Evaluation of the students:

To conclude the project, an evaluation was carried out, consisting of a final quiz that included all the contents seen and the presentation of a card on a random animal.

The quiz consists of 7 questions related to the contents seen, each question is formulated in both the mother tongue and the foreign language. As possible answers, there are two options in picture format as it is easier for the children to understand, and each picture has written the word in Spanish.
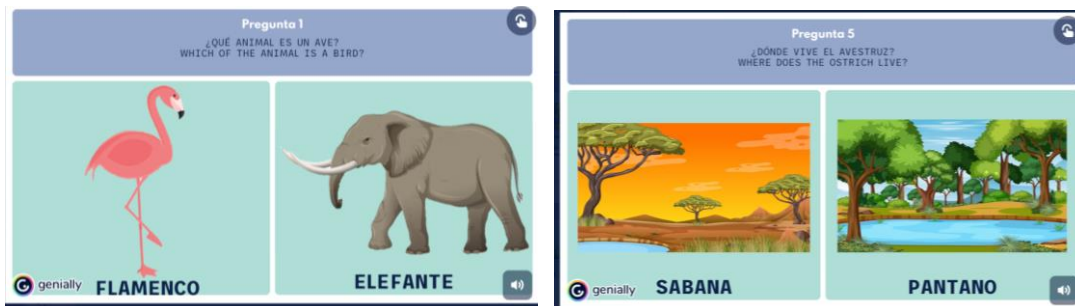
The general response to the project was good, all the children were motivated to participate and score points in order to win the week. All of them have been able to name the animals in the foreign language, and most of them have also named some of the explained characteristics such as where they live.

4.6.2. Teacher evaluation:

At the end of the project and seeing the evolution of the children's motivation and the involvement that they have had, I ended up very satisfied with it. The improvements that I could include if I were to carry it out again are better control of the time of each session, as sometimes I have not given them enough time to complete the tasks. I would also

expand my knowledge about animals because there have been children who were very interested in the subject of animals and they told me information that I did not know and therefore, I could not verify it for them.

I liked the first experience with gamification because, although it was a challenge, the students reacted very well, and the results obtained were very satisfactory.

7. PROJECT RESULTS:

Before starting the project, there was an introductory class to present the topic. The main objective of this session was to create that motivation in the children to be able to develop the project well. This first contact was affected by time management, as what was planned for 30 minutes was too much. On the other hand, the children liked the idea of having to help the zookeeper and even more the idea of having rewards.

The first lesson-giving content was also affected by time. The explanation of the giraffe took more time than I had planned. Besides, the puzzles that they had to complete as a task, had a high level of difficulty and took longer than expected.

From the second lesson onwards, I improved the time control of the sessions by reducing a slightly the explanations of the animals and adapting the missions better to the children's capacities. The children had to complete a report in the second session; they had prior knowledge, which made the mission easier to carry out. While they completed it, they asked a question about where each photo went, I answered them by asking what relationship it had with the elephant or with some class question about it, and they knew how to answer me, even if it was difficult for them to classify the image.

The next day I took a quiz for the first time, I explained it in the best possible way, and although I told them that I had to talk among their group to decide the answer, they answered when they finished reading the question. It was nothing that harmed the development of the session, but I think that copying the response of the colleagues could have been avoided.

The day of the snake was a good day, the time control was correct, and the task adapted to the level. The children shared a lot of information about the snake, which is good because it means that they like the subject and are motivated by the project, but it is also true that I did not know that information and therefore could neither affirm nor deny it.

On the crocodile day, the task was to complete a report with phrases in Spanish, which I knew was going to be difficult for them. Therefore, I completed the report on the computer and project it to show it; It seemed that they were copying what I had done without thinking much about the information that was in the sentences, but many of them asked me what I put or what it meant. So, it was partly a relief that they tried to know the information and then classify it.

The second quiz I carried out was somewhat better than the first in the sense that they did not answer immediately but tried to reach an agreement among themselves to say the correct answer.

The last week of content was good, the group had already taken the dynamics of the classes and the vast majority of them participated. In addition, the team's work had improved. For the first session of the week, the report task was repeated with images, so no problems arose. In the second session, I tried again the puzzles and their classification, the changes I made were that the puzzles had fewer pieces in addition to, giving them the image of the puzzle, they had to do. Although it was difficult for some to perform the puzzle in a group, all the puzzles were completed.

In the review week, I was really surprised because the first day I reviewed all the contents seen, the children remembered all the information and even the exact phrases with which I had explained it. Which was very gratifying. On the second and last day of the project, I made a last quiz, not all the groups got all the answers right, but in the second activity which was to fill out a file on a random animal, everyone knew what information to put. That meant that the contents were more than known and therefore, the objective of the project had been achieved.

8. PROPOSAL FOR IMPROVEMENT:

The unit took place during the last hours of school, so the children's concentration was very low. Despite these factors, the results were very satisfactory, and the main objectives of the unit were achieved.

Nevertheless, there are possible improvements to achieve higher results. The main one would be to change the timetable for some days, with 11.15 being a good time with a higher concentration of the children. This time would be beneficial for the two days when

the animals are presented and therefore the children learn about them. The last day of the week, being for review and reinforcement could be kept at the last hour.

Bearing in mind that the Spanish sessions prior to the unit were about numbers and colours, they could have been part of the introduction and presentation of the animals, and questions could have been asked about the colour of the animals, the number of legs, or the number of body parts.

On the other hand, the project was very focused on making reports, as it is a type of text, they were working on in their mother tongue and, although the teacher was very appreciative of the reinforcement the children had, I think it should have been given a more playful and dynamic approach, but without completely eliminating the reports. For instance, we could have done imitations of the animals or some kind of movement dynamic, such as asking a question about an animal whose answer has to be yes or no and attributing a movement to each answer: if the answer is yes, we stand up, if the answer is no, we bend down. In this way, I think the children would also have been more active and participative in the last hours.

In the future and with a better knowledge of the language, another improvement when designing the quizzes, the questions could be asked only in Spanish, so that the children would be introduced to the association of verbal sound and written word.

The improvements I mentioned could be introduced in the timetable like this:

DAY	TASK
Day 1: Giraffe	Letter
	Explanation
	Mission: Puzzles giraffe and classification
Day 2: Elephant	Letter
	Explanation
	Imitation game
	Mission: Report with images
Day 3: Review + snake	Letter
	Mission: Quiz
	Reward
	Letter

	Explanation
	Mission: Seek and find
Day 4: Crocodile	Letter
	Explanation
	Mission: Movement dynamic: yes or no
	Go to… game
Day 5: Review	Letter
	Mission: Quiz
	Tabu game
	Reward
Day 6: Ostrich	Letter
	Explanation
	Imitation game
	Mission: Report
Day 7: Flamingo	Letter
	Explanation
	Mission: Puzzles and classification
Day 8: Review	Letter
	All animals review.
	Mission: Board game
Day 9: Review	Letter
	Mission: Quiz
	Final mission: Information sheet and presentation
	Reward

Table 2: Improved timetable personal design.

9. CONCLUSIONS

After the in-depth research I have done to get to the bottom of gamification, its principles, its processes, and the theories that support it, I can conclude by emphasising the importance of motivation in gamification. I can conclude by emphasising the importance of motivation in gamification, it is true that the process starts with extrinsic motivation, but in the end, it is quite possible that intrinsic motivation will win out in some students. Although the concept of gamification does not come from the educational field, the role it now plays in it is to make learning much more motivating and attractive. It seems that they are playing, when in fact they are learning.

In addition to motivation, cooperation between students is also relevant in gamification. In my proposal, this is one of the objectives, as the relationships in the classroom were not very good. Gamification itself requires teamwork, and sharing knowledge and having common goals improves communication and social relations.

Likewise, gamification encourages feedback which benefits learning by being continuous and specific to each learner. The fact that there are rewards for completing missions makes children more motivated than when teaching any subject in the traditional way. This motivation creates greater and therefore more meaningful learning. This makes gamification a methodology with a future in foreign language teaching.

On the other hand, having had the opportunity to undertake a project based on gamification has made me realise how good it is to propose advances and improvements in teaching methods. As I explained at the beginning of the document, society is advancing by leaps and bounds in terms of technology and, for this reason, the educational field should be one of the first to use it and teach ways to use it effectively and also as a learning tool. As well as being motivating for children, it provides endless possibilities.

As a final conclusion, every teacher should value technology in the classroom because, when used well, many benefits can be obtained. Regarding gamification, it is not the simple fact of playing games, it goes further than that and, in order to use it, it is necessary to know its process well so that it can be used in an effective way. Having developed a project in another country and using gamification has been a very satisfying challenge and has already marked the teacher that I am.

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12. APPENDIX

- Genially board: https://view.genial.ly/643586d18dcd3200107fd102/interactive-content-zoo

- Quiz 1: https://view.genial.ly/64418b913d8eb20018f6c59b/interactive-content-quiz-zoo-1

- Quiz 2: https://view.genial.ly/6448116c11153600145fb5a7/interactive-content-quiz-imagenes

- Quiz final: https://view.genial.ly/645a8f5258306b001864e8f4/interactive-content-quiz-imagenes

- Lesson overview

Ilustración 1 INFORMACIÓN FLAMENCO

AVESTRUZ

o Viven en sabanas
o Es ave
o Es omnívora come pasto
o Es el ave más grande
o No vuela, pero puede correr hasta 64km/h

Ilustración 2 INFORMACIÓN AVESTRUZ

COCODRILO

o Es reptil
o Come mamíferos, aves, anfibios, peces...
o Es semiacuático: puede vivir en la tierra y en el agua
o Es de los animales más antiguos.
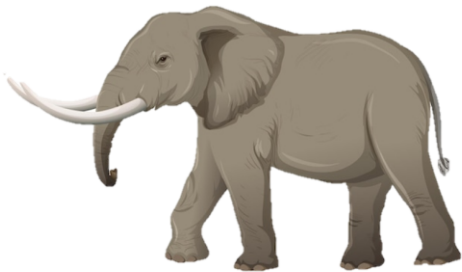
Ilustración 3 INFORMACIÓN COCODRILO

SERPIENTE

o Es reptil
o Come aves, anfibios, peces...
o Puede vivir en la tierra y en el agua
o Tienen la piel llena de escamas

Ilustración 4 INFORMACIÓN SERPIENTE

ELEFANTE

o Viven en sabanas
o Es mamífero
o Come hojas, y hierba
o Es el animal terrestre más grande

Ilustración 5 INFORMACIÓN ELEFANTE

JIRAFA

o Viven en sabanas
o Es mamífero
o Come hojas, y hierba
o Es el animal más alto
o Tiene una lengua enorme, miden hasta 50cm

Ilustración 6 INFORMACIÓN JIRAFA

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Main course
1	• To know what mammals are • To discover the giraffe, its habitat, the food it eats and some interesting facts. • To participate actively in the activities • To work as a team to achieve the task. • To understand and follow the teacher's instructions.	Children will be able to: • Learn about the giraffe through flashcards and explanations. • Produce the animal's name in Spanish. • Understand what a mammal by teacher explanation is and examples. • Help their classmates to complete the task. • Understand and follow the teacher instructions during the activities.	Giraffe´s puzzles	• Jirafa • Es mamífero • Come hierba • Vive en la sabana • Tiene lengua larga • La más alta

		• Participate actively in the activities		
2	• To know the elephant and its characteristics • To classify elephant´s information in habitat, food and interesting facts • To participate actively in the activities • To understand and follow the teacher's instructions. • To pay attention during the explanations	Children will be able to: • Identify the elephant in the flashcards. • Produce the animal's name in Spanish. • Organise the report images according to the habitat, food and facts. • Discuss and decide which images go in each part of the report. • Participate in the activities with a positive behaviour in the school.	Report with images	• Elefante • Es mamífero • Come hierba • Vive en la sabana • El más grande

		• Understand and follow the teacher instructions during the activities. • Participate actively in the activities		
3	• To remember the giraffe and elephant information • To complete the review quiz • To know about the reptiles • To discover the snake, its habitat, the food it eats and its facts. • To participate actively in the activities • To understand and follow the teacher's instructions. • To pay attention during the explanations	Children will be able to: • Reach an agreement to answer the review quiz. • Produce the snake information in their mother tongue. • Produce the animals' names in Spanish. • Participate in the activities with a positive behaviour in the school. • Complete the seek and find sheet.	Seek and find about the snake	• Jirafa • Come hierba • Vive en la sabana • Tiene lengua larga • La más alta • Elefante • Come hierba • Vive en la sabana • El más grande • Serpiente • Es un reptil • Come insectos • Vive en agua y tierra • Renueva piel

	• To work as a team in the seek and find	• Understand and follow the teacher instructions during the activities. • Participate actively in the activities		
4	• To know the crocodile and its characteristics • To identify crocodile´s information in habitat, food and interesting facts • To complete the report working as a team • To participate actively in the activities • To understand and follow the teacher's instructions. • To pay attention during the explanations	Children will be able to: • Identify the crocodile in the flashcards. • Produce the animal's name in Spanish. • Organise the report images and sentences according to the habitat, food and facts. • Discuss and decide which images go in each part of the report. • Understand and follow the teacher instructions during the activities.	Report	• Cocodrilo • Es un reptil • Come peces, serpientes • Vive en pantanos • El más antiguo

		• Participate actively in the activities		
5	• To reinforce the knowledge of the animals learned so far. • To complete the quiz • To work as a team to complete the tasks. • To participate actively in the activities • To understand and follow the teacher's instructions. • To pay attention during the review and explanations	Children will be able to: • Reinforce their knowledge participating in the quiz. • Learn how to agree while working in a team. • Understand and follow the teacher instructions during the activities. • Participate actively in the activities	Review quiz	• Serpiente • Es un reptil • Come insectos • Vive en agua y tierra • Renueva piel • Cocodrilo • Come peces, serpientes • Vive en pantanos • El más antiguo
6	• To learn what birds are • To discover ostrich´s characteristics	Children will be able to: • Identify the ostrich in the flashcards.	Report with images	• Avestruz • Es un ave • Come pasto • Vive en la sabana

	• To classify ostrich information to complete the task. • To participate actively in the activities • To understand and follow the teacher's instructions. • To pay attention during the explanations	• Produce the animal's name in Spanish. • Organise the report images according to the habitat, food and facts. • Discuss and decide which images go in each part of the report. • Understand and follow the teacher instructions during the activities. • Participate actively in the activities		• No vuela, corre muy rápido
7	• To discover the flamingo, its habitat, the food it eats and some interesting facts. • To participate actively in the activities	Children will be able to: • Learn about the flamingo through flashcards and explanations. • Produce the animal's name in Spanish.	Flaming´s puzzles	• Flamenco • Es un ave • Come plantas rosas • Vive en pantanos • Es rosa por su comida

	• To work as a team to achieve the task. • To understand and follow the teacher's instructions.	• Help their classmates to complete the task. • Classify the puzzles according to its characteristics. • Understand and follow the teacher instructions during the activities. • Participate actively in the activities		
8	• To recognise all the animals learnt • To remember some characteristics about the animals • To reinforce their knowledge • To participate actively in the activities	Children will be able to: • Produce the animals' names in spanish. • Explain with their word's animal´s information. • Identify all the animals. • Understand and follow the teacher instructions during the activities.	Animal review board game	• Jirafa • Come hierba • Vive en la sabana • Tiene lengua larga • La más alta • Elefante • Come hierba • Vive en la sabana • El más grande • Serpiente

• To understand and follow the teacher's instructions	• Participate actively in the activities		• Es un reptil • Come insectos • Vive en agua y tierra • Renueva piel • Cocodrilo • Come peces, serpientes • Vive en pantanos • El más antiguo • Avestruz • Es un ave • Come pasto • Vive en la sabana • No vuela, corre muy rápido • Flamenco • Es un ave • Come plantas rosas • Vive en pantanos • Es rosa por su comida

9	• To reinforce all the knowledge, they have acquired during the unit. • To present animals information to the rest of the class • To participate actively in the activities • To understand and follow the teacher's instructions	Children will be able to: • Work together to complete the report sheets. • Complete the final quiz working as a team. • Express their knowledge about the animals in front of the class. • Participate actively in the activities.	Report sheets	• Elefante • Come hierba • Vive en la sabana • El más grande • Serpiente • Es un reptil • Come insectos • Vive en agua y tierra • Renueva piel • Cocodrilo • Come peces, serpientes • Vive en pantanos • El más antiguo • Avestruz • Es un ave • Come pasto • Vive en la sabana • No vuela, corre muy rápido • Flamenco

			• Es un ave • Come plantas rosas • Vive en pantanos • Es rosa por su comida