



**FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID**

**GAMIFICATION PROPOSAL FOR A UNIT IN  
THE ENGLISH SUBJECT ON DISTANCE  
LEARNING**

**PROPUESTA DE GAMIFICACIÓN PARA  
UNA UNIDAD DE LA ASIGNATURA DE  
INGLÉS EN ENSEÑANZA A DISTANCIA**

**TRABAJO FIN DE GRADO  
EN EDUCACIÓN PRIMARIA,  
MENCIÓN EN LENGUA EXTRANJERA, INGLÉS**

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## **ABSTRACT**

Gamification consists of the use of game mechanics in a non-game context with the aim of engaging and motivating people to achieve set goals.

In this proposal, a research about gamification has been carried out and a gamified experience is designed for Year 3 of Primary Education in the English subject through an online learning. The gamified experience is based on the interests of the students and will introduce them into the Super Mario Bros videogame, through an adventure in which they will overcome challenges and levels and they will be rewarded through points and badges. The main objective is the acquisition and development of skills for learning a foreign language, English, in a motivating way.

**KEY WORDS:** badges, dynamics, emotions, feedback, gamification, goal, levels, mechanics, motivation, reinforcements, rewards.

## **RESUMEN**

La gamificación consiste en el uso de mecánicas de juego en un contexto de no juego con el fin de captar la atención y motivar al alumnado para que consiga metas establecidas.

En esta propuesta se ha hecho una investigación sobre gamificación y se ha diseñado una experiencia gamificada para 3º de Educación Primaria en la asignatura de inglés a través de un aprendizaje online. La experiencia gamificada está basada en los intereses del alumnado e introducirá a los niños en el videojuego Super Mario Bros, a través de una aventura en la que superarán retos y niveles y serán recompensados con puntos e insignias. El principal objetivo es la adquisición y desarrollo de habilidades para el aprendizaje de la lengua extranjera inglés de una manera motivadora.

**PALABRAS CLAVE:** insignias, dinámicas, emociones, retroalimentación, gamificación, meta, niveles, mecánicas, motivación, refuerzos, recompensas.

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# 1. INTRODUCTION

Gamification is used as a technique to improve engagement in different fields, but this proposal is focused on the educational sphere with the aim of knowing the benefits of this technique in learning, which involves the development of competences, social skills, aptitudes, values, knowledge and abilities. Specially, it is based on how gamification could enhance the learning of a foreign language.

Playing games is a child's natural activity, so why not using the mechanics and elements of games that attract children to introduce them in the teaching-learning method? It is one of the main characteristics of gamification in Education that teachers should apply and get enrich of to facilitate learning on students.

To respond to a plurilingual and global society, teachers have the opportunity to stop teaching through traditional methodologies and to start trying innovative and motivating techniques to adapt to child's needs, in which language is used to learn as well as to communicate. Active techniques such as gamification make classes be student-centred and allow children to discover, experience, interact and overcome difficulties.

This work is structured in three main parts with set outcomes.

The first part is a theoretical framework, in which a research about theories and authors is carried out to know more about learning foreign languages, the characteristics of distance learning, the concept of gamification, its main characteristics, principles, elements and benefits, as well as gamification resources for Primary Education.

Basing on the theoretical research, in the second part of the work, a gamified experience is proposed for a specific classroom. As students love playing videogames and gamification has more benefits if it considers students interests, the proposal introduces them into the videogame "Super Mario Bros" to fulfill an adventure based on challenges. Through the gamified experience, a unit about wild animals is carried out in the English subject to improve students' skills in the learning of a foreign language. In the adventure, students get badges and points, which are important elements to gamify.

The last part of the work includes the reflections on the work as well as the conclusions, anticipating advantages and disadvantages..

## 2. OBJECTIVES

The objectives that are pursued with the development of this proposal are the following ones:

- To know the legislation for the teaching of languages.
- To research about theories and authors that defend the use of gamification in the educational context.
- To know the concept and elements of gamification from the perspective of several authors to have a better understanding of it.
- To investigate about techniques and ICT resources, that engage and motivate students, to gamify the teaching-learning process.
- To acquire skills, knowledge and strategies to design gamification proposals.
- To plan, design and evaluate a gamification proposal for a specific classroom through an online learning, considering their interests, previous knowledge, skills, difficulties and needs.
- To promote the learning of a foreign language, English, in students through a gamification proposal.
- To reflect and get conclusions of the research and the gamification proposal.

### **3. JUSTIFICATION**

One of the reasons why it was chosen to investigate about gamification is because, during the internship, it was observed that students are used to carrying out activities guided by the textbook and it should be complemented with techniques that enhance more creativity, imagination, commitment, problem solving and motivation.

As a future teacher, it is useful to learn more about this technique with the intention of applying it, promoting the development of competences and skills, through innovative techniques that facilitate foreign language learning in students.

Furthermore, for children to learn, to build knowledge and to develop values, skills and abilities, it is essential that the class is student-centred and that the teacher guides students to reach the goal, being, consequently, the students the ones who discover, investigate, resolve problems and experience.

#### **3.1 DEGREE COMPETENCES**

The realization of this work is related to several competences that students of the Primary Education degree must develop. Those that are most clearly presented in this work are the following ones:

##### **General degree competences**

- To know and understand objectives, curricular content and evaluation criteria, especially in Primary Education.
- To know and understand main teaching-learning techniques.
- To be able to recognize, plan, carry out and value good teaching-learning practices.
- To be able to integrate the information and knowledge necessary to solve educational problems, mainly through collaborative procedures.
- To be able to interpret data derived from observations in educational contexts to judge their relevance in an adequate educational practice.
- To be able to reflect on the meaning and purpose of educational praxis.
- To be able to use effective information search procedures, both in primary and secondary information sources, including the use of computer resources for online searches.

- The acquire autonomous learning strategies and techniques, as well as training in the disposition for continuous learning throughout life.
- To know and understand methodologies and self-learning strategies.
- The ability to start research activities.
- The promotion of initiative and an attitude of innovation and creativity in the exercise of their profession.

### **Specific degree competences**

- To know and understand the characteristics of primary school students, their learning processes and the development of their personality.
- To know the fundamentals and general principles of Primary Education, as well as to design and evaluate different projects and innovations, mastering active methodological strategies and using a variety of resources.
- To master strategies that enhance active methodologies with special emphasis on teamwork, diversity of resources, and proper use of spaces and time.

### **Teaching and learning languages**

- Use language as a tool to communicate and understand reality.
- Know the curriculum of languages.
- Develop and evaluate curriculum content through appropriate teaching resources and promote the acquisition of basic skills in students.

### **Foreign language (English)**

- To acquire linguistic (phonetic-phonological, grammatical and pragmatic) and sociocultural knowledge of the foreign language.
- To know the cognitive, linguistic and communicative bases of language acquisition.
- To plan what will be taught and evaluated in relation to the corresponding foreign language, as well as to select, conceive and develop teaching strategies, types of activities and teaching resources.
- To know the Primary Education curriculum and the curricular development of the foreign language area.
- To promote both oral language development and written production.

## **4. THEORETICAL FRAMEWORK**

### **4.1 LEGAL FRAMEWORK FOR TEACHING A FOREIGN LANGUAGE**

The Real Decreto 126/2014, 28 February, that establishes the basic curriculum of Primary Education, states that foreign language learning is becoming essential due to a new society increasingly interdependent and global. Communication ability is the first requirement to develop in a pluricultural and plurilingual context. “One of the main objectives of Education is to provide citizens with useful instruments to develop skills that allow them to adapt to the new society”. (BOE, 2014, p. 39).

ORDEN EDU/519/2014 refers to the importance of “acquiring in, at least, one foreign language the basic communicative competence that allows them to determine and understand simple messages and to cope in everyday situations”. (BOCYL, 2014, p. 44184).

It is essential that the use of the language is connected to the context and everyday language of the students, taking advantage of their previous knowledge.

As reported by Real Decreto 126/2014 (BOE, 2014, p. 39), learning a second language has a positive effect on personal development, improving studies or joining the labour market and it has also an important repercussion on the development of communication skills or the tolerance of differences and other cultural identities.

Based on The Common European Framework of Reference for Languages (CEFR), the main aim of language learning has been modified. It does not consist on achieving mastery in one or more languages, each taken in isolation, now, “the aim is to develop a linguistic repertory, in which there is a place for all linguistic abilities, which involves giving the students the chance to develop the plurilingual competence” (Council of Europe, 2001, p. 5).

Plurilingual and intercultural competence is the ability to apply multiple linguistic and cultural resources to interact with others or fulfill communication needs. On the one hand, plurilingual competence alludes to the resources acquired in the languages learnt, which, in addition, is linked with the culture of these languages. On the other hand, intercultural



competence refers to the ability to experience and analyse cultural diversity and get advantage of it. (Beacco, et al., 2010. p.10)

To develop plurilingual and intercultural competence, the CEFR not only gives a scale of the general language proficiency in a language, additionally, it provides a breakdown of the utilization of language and linguistic competences that will encourage professionals to determine objectives and describe the accomplishments.

In consonance with the CEFR, the Primary Education curriculum is structured in two fundamental parts, which are understanding and producing oral and written texts.

Therefore, the curriculum is organised in four blocks:

- Block 1: Understanding oral texts
- Block 2: Production of oral texts
- Block 3: Understanding written texts
- Block 4: Production of written texts

#### **4.1.1 Methodological principles**

It is essential the active use of language in a communicative context, so classes must be taught in English, being the teacher the guide and facilitator of learning who designs communicative tasks, considering the diversity of the children, their needs and the curriculum. The role of the students must be active, being responsible, autonomous and cooperating with their classmates (BOCYL, 2016, p. 34466).

The learning of a foreign language is linked with the acquisition of cultural learning (sociocultural and sociolinguistic aspects) and it is important the use of ICT resources that allows the oral and written expression. There must be different evaluation strategies, such as self-assessment, peer-assessment, oral and written tests, attitude towards learning, tasks and projects, a portfolio...

A useful way to use the language in the classroom is through daily routines (date, weather, feelings...), songs, chants, riddles, stories, role-playing, talking about own experiences or games (BOCYL, 2016, p. 34467).

Learners should use language for social purposes as well as to learn content, express their comprehension to it and to interact with others (Beacco, et al., 2016, p.12).

## **4.2 DISTANCE LEARNING**

Terms such as e-learning, distance learning, online learning or remote learning are increasingly being used in education. This fact is closely linked to the advancement of the telecommunications society (digital age). These terms are defined as teaching-learning processes through virtual classrooms and technological resources, without the need to be physically in a classroom. The design, the planning, the implementation and the evaluation are carried out online (Area & Adell, 2009).

### **4.2.1 Basic principles for teaching through virtual classrooms**

Anderson (2008) reports some important characteristics to be considered when implementing a distance learning process:

- The process is student-centred, his/her role is active, building the learning by “doing”: reading, analysing, solving problems, investigating, discovering...
- Tasks must stimulate participation and motivation.
- It is very important to have a continuous and constant communication and interaction among teachers and students, creating spaces for it, such as chats, forums, videoconferences ...
- There must be clear and concise planning, objectives, performance guidelines and evaluation criteria.
- The incorporation of multimedia and hypertextual resources is essential: text documents, songs, videos, audios, images, animations...

### **4.2.2 Benefits**

Fadde (2014) states some benefits of distance learning:

Distance learning offers a great training opportunity for those who cannot attend face-to-face classes, doing it virtually from anywhere, with the requirement of having the necessary technological devices and internet access.

It also promotes the autonomy and responsibility, as the students are the ones that organize the time, the learning and the information, establishing their own pace of learning.

Moreover, it facilitates the development of the digital competence because it is based on the use of technological devices and ICT resources.

Online learning fosters the ability to search, synthesize and analyse, and the development of critical thinking, as there are multiple sources and an excess of information.

It promotes communication and interaction between teacher-student and student-student through forums, chats, email or videoconferences.

#### **4.2.3 Role of the teacher**

The teacher is the guide and mediator that indicates the steps to be followed, plans the process with clear objectives and evaluation criteria, gives the resources, links and documents needed, creates spaces that allow communication among the participants, establishes motivating tasks that require searching, reading, synthesizing and reflecting, guides and tutors the students to carry out the tasks autonomously, gives feedback and evaluates (Anderson, 2008).

#### **4.2.4 Resources**

In recent years, the use and appearance of free platforms for online learning has increased (Damián, 2009). Some platforms that are very useful for online learning are the following ones:

##### Microsoft Teams

It is a communication and collaboration platform that includes individual or group chats, video or voice meetings, access to documents, content and notes. It allows to establish, plan and grade tasks as well as to write posts with videos, text, audios, images, documents and links.

##### Google Classroom

It is a Google tool that allows to manage a classroom online. It offers the possibility to create documents, share information in different formats (video, spreadsheets, presentations), schedule meetings and carry them out virtually...

##### ClassFlow

It is a cloud software to teach lessons through interactive and collaborative tools to motivate students. It also allows to collect real-time information from students and monitor student behaviour.

### 4.3 GAMIFICATION

The term gamification started to become popular in 2010 and there are a lot of different definitions.

Kapp (cited by Kiryakova, G., Angelova, N., & Yordanova, L., 2014, p. 1) defines it as “the use of game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems”.

Gamification has not only emerged in the academic world, it is being also used in the commercial sector by large companies and institutions in order to motivate employees, raise funds and market products. Gamification is not about overlapping goals and rewards over content, but rather involves adopting a game-thinking mindset to integrate game mechanics into learning. The aim is to create positive learning objectives while the users are involved, motivated and encouraged. (Kapp, 2012)

Robson, Plangger, Kietzmann, McCarthy, & Pitt (2015) refer to gamification as “the application of lessons from the gaming domain to change behaviours in non-game situation” (p. 412).

According to Yang, Asaad, & Dwivedi (2017), “gamification describes 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” (p. 460).

From the point of view of , Aslamazishvili, Cowgill, Zeragia, Nadareishvili & Gogia (2018), “gamification is the craft of deriving all the fun and addicting elements found in games and applying them to real world or productive activities” (p. 32).

All these definitions coincide in several important ideas about gamification, such as, the use of game mechanics in non-game context, the increase of motivation, the facilitation of meaningful learning, the modification of behaviour, the achievement of outcomes, the encouragement of participation and the enjoyment.

### **4.3.1 Principles: mechanics, dynamics and emotions**

Hunicke, LeBlanc, & Zubek (2004) define three gamification principles, which are mechanics, dynamics and emotions (MDE)

#### **Mechanics**

Mechanics are the decisions made by the designer in order to establish the objectives, the context, the rules, the rewards, the kinds of interaction... The mechanics cannot be changed and must be known before starting to play.

There are three types of mechanics: setup mechanics, rule mechanics and progression mechanics (Robson, Plangger, Kietzmann, McCarthy & Pitt, 2015, p. 415).

Setup mechanics are the factors that shape the environment of the experience, such as the setting, the items and objects that are required, the spatial and temporal dimensions, the distribution of the materials and objects among players and so on.

Rule mechanics shape the goal to be pursued, establishing the permitted and forbidden actions and explaining the consequences of different actions (Elverdam & Aarseth, 2007).

Progression mechanics are the reinforcements and rewards of the experience in order to indicate the progress and achievements. Trophies, badges or leaderboards are some examples of it and must be motivating for players.

#### **Dynamics**

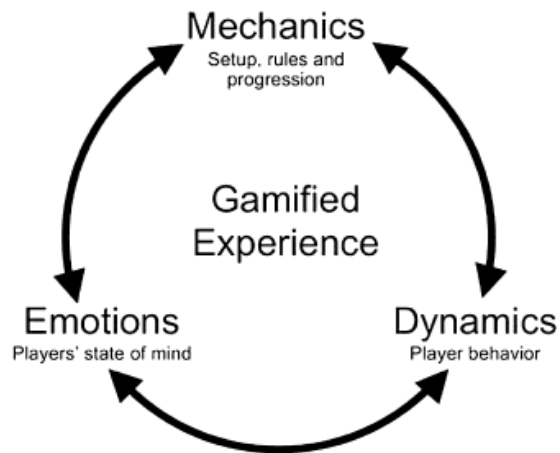
Dynamics are the interactions among players, the behaviour and the use of different strategies that appear during the gamified experience (Camerer, 2003). It means how players follow the mechanics created by the designer. Mechanics based on teamwork promotes cooperation dynamics, while mechanics based on individual work may lead to a more competitive dynamic.

#### **Emotions**

Emotions are the responses, reactions and feelings that arise toward the gamified experience. Emotions are the result of how players follow the mechanics and create dynamics. Enjoyment is an important factor and one of the players' aims (Sweetser & Wyeth, 2005).

In view of this, the MDE framework summarizes the interdependent relationship of the three gamification principles: mechanics, dynamics and emotions.

In gamification, player's reactions, emotions and the dynamics that arise in the experience shape the mechanics and inversely.



*Figure 1 MDE Framework, retrieved from Robson, et al., (2015). Is it all a game? Understanding the principles of gamification.*

#### **4.3.4 Designers, players, observers and spectators**

Depending on the level of participation and interaction with the gamified experience, there are four types of people that are involved in it: designers, players, observers and spectators (Robson, et al., pp. 413-414).

Designers are the creators of the gamified experience and handle the design, management, maintenance and organization. When they set it up, they are very active, but once the experience begins, they are more passive, managing the experience and checking that the objectives are being accomplished.

Players are those who fully participate in the gamified experience, solving the challenges and mysteries. They are the main characters and they are very immersed in it.

Spectators are those who do not participate directly in the gamified experience, but their presence influences how it is carried out. They are immersed in the game, their presence alters and influences the player's behaviour.

Observers are those who have a passive role, watching the gamified experience from the outside, so they do not have a direct impact on it. They are witness that follow the experience to see who wins or what happens.

### **4.3.5 Games**

Gamification relates to games as it incorporates design game elements (Deterding, Dixon, Khaled, & Nacke, 2011).

Salen & Zimmerman (cited by Paras, 2005, p. 3) define game as “a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.”

The game is an innate action of the human being that is used from birth to relate to the outside world as well as to give life to inanimate objects. It is characterized by creativity and imagination, discovery through cultural experiences, rules setting, and spatial and temporal dimensions (Mora, et al., 2016, p.140).

#### **4.3.5.1 Game elements**

Mcgonigal (2011) and Reeves & Read (2009) set up some important game elements.

- **Goal:** It is the purpose and the objective that the players pursue, in which they are focused during the participation in the game.
- **Rules:** The rules establish what is allowed or not in the game to achieve the goal. Limiting the obvious ways to reach the goal, promotes creativity and strategic thinking.
- **Feedback:** The feedback system informs the players of the distance they are to achieve the goal. It can be carried out through levels, points... that boost the motivation of the players.
- **Narrative context:** It consists on a mission that is presented with a clear goal. A compelling story makes the goal more attractive and provides initial and ongoing motivation for the game (Dickey, 2006). It is important that the gamified experience has a common thread that engages and motivates players, such as their movie, book or favourite character.
- **Badges and rewards:** Players achieve reinforcements during the game that encourage and allow them to complete a collection. Gamification is based on the instinct of human beings to collect things.

- Self-representation with avatars: An avatar is a graphic image that represents a real person and allows players to create a representation of themselves that interacts in virtual environments.
- Voluntary participation: It implies that players voluntarily accept the objective, the rules and the feedback. The freedom to play is essential for the experience to be pleasant.



## **4.4 WHY THE USE OF GAMIFICATION IN THE TEACHING-LEARNING PROCESS**

According to Francesco Tonucci “children learn much more by playing than by studying, by doing than by watching” (Mora, Plazas, Torres & Camargo, 2016, p. 140).

Gamification promotes the acquisition of competences, knowledge, abilities, values, skills, that accelerates the learning experience curve in a short period of time with effective results (Kapp, 2012).

ORDEN EDU/519/2014 states that interactive strategies are the most appropriate in a competency-based teaching-learning process, since they allow the construction of knowledge through dialogue and the exchange of ideas. In gamified experiences the teacher assumes the role of mediator and creator of learning situations that motivate and encourage students to achieve the proper development of competences and meaningful learning by giving full meaning to what they learn. For all these reasons, we must not ignore the importance of play in the life of children and we must see in it an ally to develop educational work (Gros Salvat, 2000).

Gamification becomes very important in the academic world due to the cognitive processes it develops, such as attention, observation, the consolidation of imagination and creativity, concentration, memory and systematic thinking. It is not about playing to pass the time, it is a teaching-learning method with a clear and specific planning, objectives and intention (Mora et al., 2016).

Gamification not only is favourable for cognitive development, it is also benefit for the physical, social, cultural and emotional spheres (Arango, 2000).

In the physical sphere, it enables movement, promoting muscular, sensory or motor coordination development.

In the social and cultural sphere, it is a tool for socialization since it allows us to get to know ourselves and others better, to understand the rules and values that govern our society. Besides, it contributes to the acquisition of cooperative habits.

In the emotional sphere, gamification promotes self-confidence, the feeling of belonging to a group, satisfaction, pride, enthusiasm, happiness, motivation or inspiration, among others. Gamification promotes students to learn how to manage emotions, contributing to

better personal and social well-being and to develop emotional intelligence (Goleman, 1995).

Gamification modifies behaviour because it takes advantage of motivational drivers of human behaviour through reinforcements and emotions that promote repetition of conducts, as operant conditioning shows us. It means that a behaviour with positive repercussions tends to be repeated while the ones with negative consequences not. Behaviour is encouraged by reinforcements and “emotions are powerful motivators for behaviour change” (Robson et al., 2015, p. 413).

Vygotsky interprets play as “the source of development, that creates the zone of proximal development” (Pramling-Samuelsson & Flear, p. 7). Vygotsky considers that the ZPD of the child expands while playing. ZPD is the difference between the level of real cognitive development, determined by the independent resolution of problems and the level of potential development, determined by the guidance of an adult or the help of peers to solve problems (Bodrova, Germeroth, & Leong, 2013).

According to the learning style model developed by Kolb, it is necessary to process and work with the information collected to learn, completing four phases: concrete experience, reflective observation, abstract conceptualization and active experimentation (Kolb, 1983). Through gamification, students feel and participate in an experience, observe, review and reflect on the experience, conclude and learn from the experience and try out what they learn.

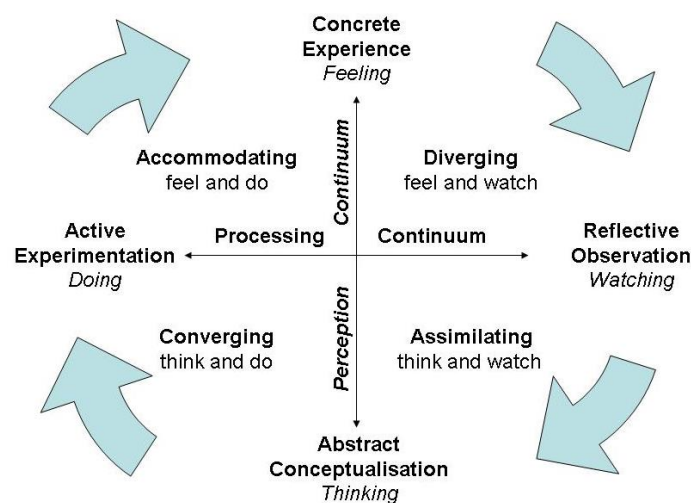


Figure 2. Kolb's Cycle of Experiential Learning. Retrieved from: <http://www.nwlink.com/~donclark/hrd/styles/kolb.html>

#### **4.4.1 Gamification to enhance second language learning**

The use of the game and the performance of group tasks are essential elements to properly set the basis for the acquisition of a language. One of the key elements in teaching a foreign language is to rekindle and maintain motivation towards learning in students, which implies an active role of the learner (BOCYL, 2014, p. 44487).

Motivation is one of aims of gamification and Gardner believes that “the motivation to learn a second language is a combination of the desire to learn the second language, the effort made and the attitudes favourable to learning attitudes” (Ayerbe & Espí, 1996, p. 65). Motivation is “the process that directs us towards the objective or goal of an activity, that instigates and maintains it” (Martín & Navarro, 2010, p.134). Several authors (De Caso & García, 2006) have reported that different motivational orientations can be recognized in students. Therefore, a distinction is made between extrinsic motivation, that comes from other people through positive and negative reinforcements, and intrinsic motivation, that the individual executes and activates for himself when he wishes, it does not depend on the outside, they have an inner strength that drives them to be competent and succeed (González & Bueno, 2004).

Arango (2000) explains the communicative function of gamification, since players have the chance to express themselves and communicate constantly, promoting a greater exploration of the word and the gestural or oral language and, consequently, developing skills to acquire the language.

Vygotsky’s theory of language is based on constructivist learning theory, which contends that children acquire knowledge as a result of engaging in social experiences (Min, 2006). Vygotsky defends that language is a social concept that is developed through social interactions, and gamification, as mentioned before, is a tool for socialization.

According to Bruner, to acquire a language, the teacher has the task of helping the development of the individual to be incorporated in society, guiding the child to go from the particular to the general and allowing the child to discover and construct knowledge (Martín & Navarro, 2010). In teaching-learning process through gamified experiences, the teacher is the designer and the mediator that guides children to achieve the goal and to develop skills.

## **4.5 GAMIFICATION RESOURCES FOR PRIMARY EDUCATION**

The recommendation of the use of the game in Infant and Primary Education as a learning method is favouring the progressive inclusion of playful activity and the appearance of resources for gamification, such as Duolingo, ClassDojo, Kahoot!, Plickers, Classcraft or PlayBrighter.

### **Duolingo**

Duolingo is an online platform for learning languages, offering courses in 27 different languages. It introduces game mechanics to motivate students, such as the use of points, achievements, missions, challenges, rankings and progress bars to let learners know the level they are in. It is organized in didactic units with thematic vocabulary and grammar sections. It also includes a discussion tab that allows students to participate in discussion boards about a broad range of topics. Learners must complete an entire section in order to move on to the next one. However, if they have previous knowledge on the topic, they can take a test to advance to a higher level. Learners can also get little jewel icons to exchange for bonus activities or power-ups. (Teske, 2017)

### **ClassDojo**

ClassDojo is a classroom management application that allows you to create a classroom with all your students to manage the different habitual tasks within the classroom. The teacher can award 'positive behaviour' points or give negative points to children's behaviour and participation in the classroom, providing them with real-time feedback. Through this system of points and badges, a ranking is created to encourage them. Moreover, ClassDojo allows the communication with the families, sharing information about their children's progression. (Williamson, 2017)

### **Kahoot!**

Kahoot is a platform to create online quizzes and surveys or join one of the many already created. Students complete test-type questions selecting the answer they think is correct. The speed in answering as well as the answer being correct are rewarded. At the end of the quiz, the students are able to see the results and the punctuation (Alamanda, Anggadwita, Ramdhani, Putri, & Susilawati, 2019)

## Plickers

It is a platform similar to Kahoot! as it also consists on creating quizzes, but it uses quick response (QR) codes printed on paper. “Each side of the QR code corresponds to one of four options of the question given, depending on how the card is oriented (A, B, C, or D)” (Kent, 2019, p. 92). To answer the questions of the quiz, students scan the card with a tablet or other device and, to do it, the card will be oriented according to the answer they think is correct. These cards are freely available to print from the website. In addition to motivating the student, it allows the use of ICTs in the classroom (Kent, 2019).

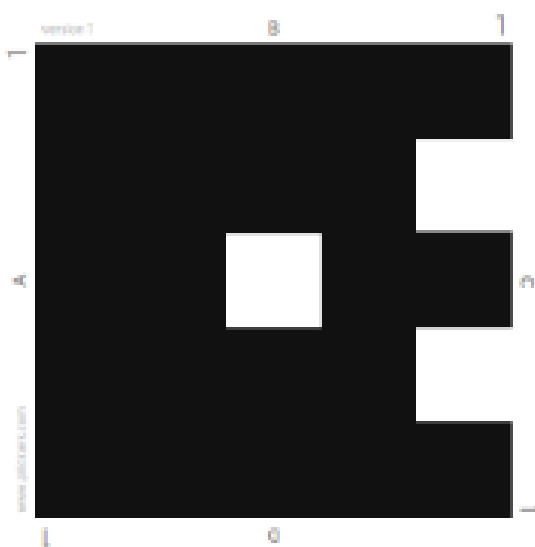


Figure 3. Example of Plicker's QR code. Retrieved from: <https://medium.com/@MartaRico4/experiencia-educativa-con-plickers-5b96e4dea235>

## Classcraft

It is an attractive and visual web application to transform the classroom into a role-playing game. It could be carried out in year 6, as it is more complicated than the other ones that were explained before. Classcraft improves student behaviour through a system of rewards and penalties, giving feedback in real time. Students play in teams as magicians, healers and warriors. Classcraft requires cooperation and participation in missions to earn points and gold to improve the team. Students win access to powers that are related to game mechanics (heal another player, protect another player, regenerate Action Points, etc.) or to privileges having an impact on players' real lives (being the helper of the week,

choose a song, sitting next to a classmate, etc.). The aim is to pass levels collaboratively while learning and developing their knowledge and abilities (Sanchez, Young, & Jouneau-Sion, 2017).

### **PlayBrighter**

It is a platform for creating personalized learning environments, configuring the world in which the students will participate, including the creation of the missions and the points they assign, challenges or new problems to each student according to their needs. As students pass levels, they are rewarded with online currency to improve their avatars on the platform. The teacher can monitor the work done by the student and see if there is a need to raise or lower the level of the challenges or focus more on a specific topic.

# 5. DESIGN OF THE PROPOSAL

## 5.1 CONTEXT

The school, for which the intervention proposal is planned, is a state school with English bilingual section, located in Palencia. The gamified proposal is for Year 3 in the English subject to work about the unit “At the wildlife park”. It is a class formed by 16 children that love participating, but they get bored and disconnected easily from explanations. Due to the COVID-19 pandemic, students and teachers had to adapt to a learning-teaching process based on online teaching, since we were confined. This has meant a change in routines, techniques, methodology, resources... The proposal is planned to be carried out during the lockdown and it will be an online learning through “Teams” platform to upload missions, resources and tasks, and ClassDojo platform to reward them through points and badges. Due to these circumstances, it is very important to encourage children to keep learning through tasks that are meaningful, adaptable, motivating and must promote curiosity. That’s why the teaching-learning process was gamified. Following the main lines of attention and inclusion, the proposal was planned taking into consideration the learning style and profile of the students. They are very interested in animals, most of them have pets at home or have been to a zoo. They know a lot about domestic animals, but not too much about wild animals and UK wildlife. For these reasons, it was decided to work about this unit through the gamified experience.

## 5.2 OBJECTIVES

### **Learning objectives**

- To increase the students’ motivation through an attractive technique.
- To stimulate creativity, participation, interest, initiative and curiosity.
- To develop skills and competences in the students to learn a foreign language.
- To facilitate meaningful learning.

### **Learning outcomes**

- To listen, read and understand animal descriptions.
- To communicate with non-verbal language.
- To read and understand the location of animals.
- To learn about UK culture (wildlife park).

- To know the main features about reptiles.
- To classify animals considering their similarities and differences.
- To describe a wild animal.

### **5.3 COMPETENCES**

The law LOMCE states that the key competences are conceptualized as a «know-how» that are necessary for personal development, social inclusion and active citizenship.

Through this proposal, students will develop several competences, specially the following ones:

- Linguistic Communication competence: they use language to communicate as well as to learn a foreign language.
- Learning to learn: students follow the steps indicated by the teacher to achieve the learning outcomes. They organize their own learning, manage the time, the information and the resources.
- Social and civic competences: they follow the rules, interact, share and comment tasks through the Teams platform.
- Sense of initiative and entrepreneurship: they express their ideas and have initiative to make decisions and be creative.
- Digital competence: they use ICTs to search for information and resources that help them to pass the levels and achieve goals, they upload and publish the tasks in the Teams platform.

### **5.4 CONTENTS**

#### **English foreign language**

##### **Common contents to all blocks**

- Adjectives to describe animals: furry, dangerous, colourful, lively, noisy, funny.
- Affirmation (affirmative sentences; Yes (+ tag)).
- Negation (negative sentences; No (+ negative tag)).
- Expression of possession (verb “to have”).
- Expression of the place where things are (“to be” with prepositions).
- Expression of existence (there is / are).
- Names of wild animals.



- Body parts of animals.
- Non-verbal language (gestures, facial expression).

### **Block 1. Understanding oral texts**

- Basic strategies to support comprehension: active listening, picture reading.
- Approach to the rhythm and sound of the language through riddles.

### **Block 2. Production of oral texts and interaction:**

- Message expression in a clear way, with coherence and a correct structure.

### **Block 3. Understanding writing texts:**

- Understanding the main ideas of a text

### **Block 4. Production of writing texts:**

- Expression of the message clearly, with coherence and a correct structure, adjusting to the given models.

## **Natural Science**

### **Common contents to all the blocks**

- Use of ICTs to search and select information.

### **Block 3. Living beings**

- Reptiles features.

### **Cross-cutting contents**

- Respecting and protecting wild animals.

## **5.5 SKILLS**

**Reading:** reading and understanding animal riddles, descriptions and reptile features.

**Listening:** Listening for specific information (a video and a story) about animal descriptions and UK wildlife.

**Speaking:** classifying animals considering their differences and similarities; describing a wild animal.

**Writing:** writing core language at word and sentence level; unscrambling words; writing a simple description of a wild animal.

**Interaction:** answering and sharing ideas, tasks or doubts through Teams.

## **5.6 DESIGN**

### **5.6.1 Theme**

The theme of this gamification proposal is Super Mario Bros, as the students love playing videogames and it is one character that they all know and both, girls and boys, like. Therefore, it is based on their interests and will engage them.

### **5.6.2 Narrative context**

The gamified experience will start with a video, that will be published on the platform Teams, in which Bowser, the evil character of the videogame, will inform us that he has kidnapped the best scientists who were creating an antidote to COVID-19. Bowser will invite them to participate in an adventure with challenges that they have to achieve if they want to rescue them and help the world with the global pandemic. So, the adventure is based on challenges that Bowser sets for the students.

The link of the video is the following one:

<https://www.powtoon.com/s/dWS7iOutBAX/1/m>

### **5.6.3 Grouping, space and temporalization**

Students will carry out the gamified missions individually on distance learning but sharing ideas, doubts and tasks through the chat of “Teams” platform.

It is planned for three weeks. Each student will work at their own pace, some of them may finish it earlier and others may need more time, but the aim is that everyone can achieve the challenges, so time is flexible.

### **5.6.4 Rules**

Before starting the adventure, the rules are posted in the Teams platform, that are the following ones:

- Read the missions in the section “Levels and missions” on Teams, clicking on the link. Start with “Mission 0”.
- Upload the tasks and share doubts in Teams.
- Pass to the following mission as the teacher tells you.
- Win a maximum of three points in each mission: participation, well done (task) and creativity.

- Get badges by showing positive skills.
- Follow the instructions given and do your best.

### 5.6.5 Points and badges

In each mission, students can get three points through Class Dojo: one point if they do the task, another point if it is well done and another point if it is creative and surprising. Once a student achieves five points, it is sent a card about one character of the videogame through Teams, that they can collect in their computer or technological device.

Moreover, through ClassDojo, students can get badges that rewards their skills, such as creativity, participative, helper, good memory, good writer, good listener, good speaker, good mime or sharing ideas.



Figure 4. Skill badges examples. Created with: <https://www.makebadq.es/>

They also get a badge when they complete a level to let them know they have finished it.

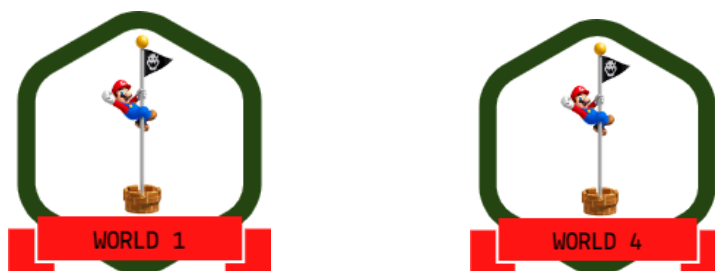


Figure 5. Level accomplish badges examples. Created with: <https://www.makebadq.es/>

### 5.6.6 Feedback

When students complete a mission, they receive a message from Bowser congratulating them on their work and feedback from the teacher, reporting the points they have earned.

Furthermore, children get a badge that indicates the number of the level achieved and another badge if they show a positive skill.

Once a student has the eight level badges, and that means that they have completed the adventure, students receive a diploma.

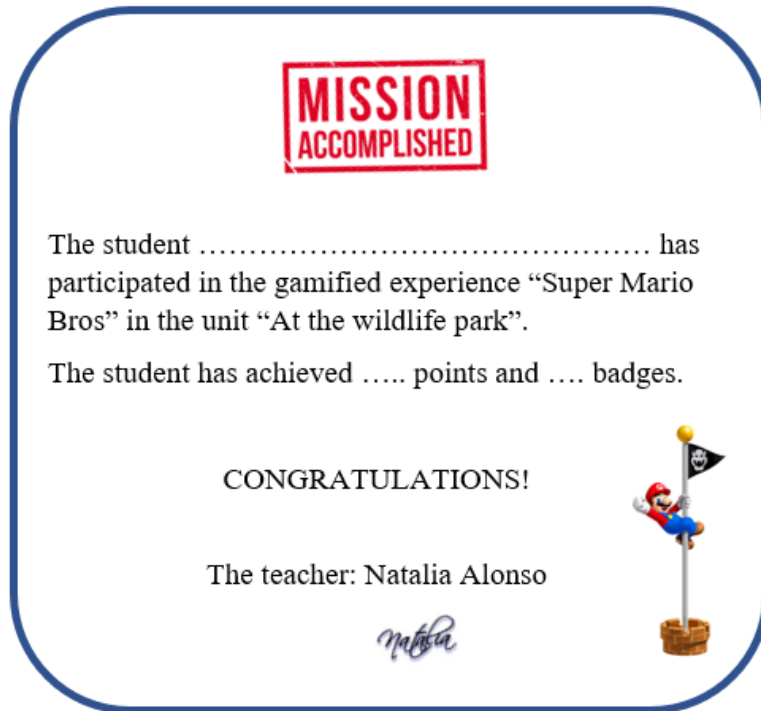


Figure 6. Diploma

### 5.6.8 Levels and missions

There are nine missions: an initial mission and eight more that increase in difficulty. The levels are the eight worlds of the videogame it is based on. Students can see the worlds and missions through an interactive presentation that is attached on the platform Teams, in the section “levels and missions”.

The link of the presentation is the following one:

<https://view.genial.ly/5ec9501bf3aac90d34a3715a/presentation-super-mario-bros-adventure>

# SUPER MARIO BROS ADVENTURE



Figure 7. Map of the worlds and missions. Created with: <https://www.genial.ly/es>

## Mission 0

### Objectives:

- To design an avatar.
- To be represented in a virtual environment.

### Contents:

- Use of ICT.

### Description:

Students design their avatar in Class Dojo, that is the platform we use to reward them through points and badges. When they finish, they take a screenshot of the avatar and upload it in a post in the section “My avatar” on Teams. Once they upload it, the teacher will tell them to start the following mission.

## Mission 1 (World 1)

### Objectives:

- To develop communication skills with non-verbal language.
- To express and represent with the body.

- To stimulate creativity and imagination.

Contents:

- Non-verbal language (gestures, facial expression).
- The body and movement as instruments of expression and communication.

Description:

It consists on recording a video imitating three wild animals with non-verbal language. They will post it in the section “wild animals videos” on Teams and the classmates will guess the animals. In comment they should ask “Is it a ...?” and the author will reply “Yes, it is” or “No, it isn’t”.

Skills:

The main skill worked in this mission is interaction (written interaction through the platform Teams).

**Mission 2 (World 2)**

Objectives:

- To read, understand and guess riddles.
- To use ICT to search a riddle.

Contents:

- Approach to the rhythm and sound of the language through riddles.
- Names of wild animals
- Use of ICTs.

Description:

It consists of reading six riddles to guess the animals described. Then, they will search for another animal riddle on the Internet, books or the source they prefer to publish it on a post in the section “riddles” on Teams. In comments, they will ask “Is it a ...?” and the author will replay “Yes, it is” or “No, it isn’t”.

The riddles are the following ones:

I like to use my long tongue  
to eat leaves from tops of trees.  
I don't have to climb up though  
with my long neck it's a breeze.

**1**

I can hiss and I am long,  
I don't have any legs  
and my tongue is forked.

**2**

I have four legs and two big ears  
I have a trunk and I am very big.

**3**

I am the king.  
I live in the jungle  
and I like to eat meat.

**4**

I take my home wherever I go.  
I live in water and on earth,  
I go to the sand to lay eggs.

**5**

I am a funny and lively animal.  
I like climbing on trees  
and eating bananas.

**6**

## Skills:

The main skills worked in this mission are reading (inferencing) and interaction (written interaction through Teams).

## **Mission 3 (World 3)**

### Objectives:

- To learn the prepositions of position.
- To differentiate between there is and there are.

### Contents:

- Expression of the place where things are (“to be” with prepositions).
- Expression of existence (there is / are).
- Names of wild animals.

### Description:

It consists of drawing a landscape following instructions as:

On the left-hand side, there is a river. On the right-hand side there is a tree. There is a colourful parrot under the tree. You are between the river and the tree. There is a wildlife park in front of you. You can see some giraffes behind the lions. There are two rhinos next to the lions and a flamingo next to the giraffes.

A mediator about prepositions has been created to facilitate them the task:

# PREPOSITIONS

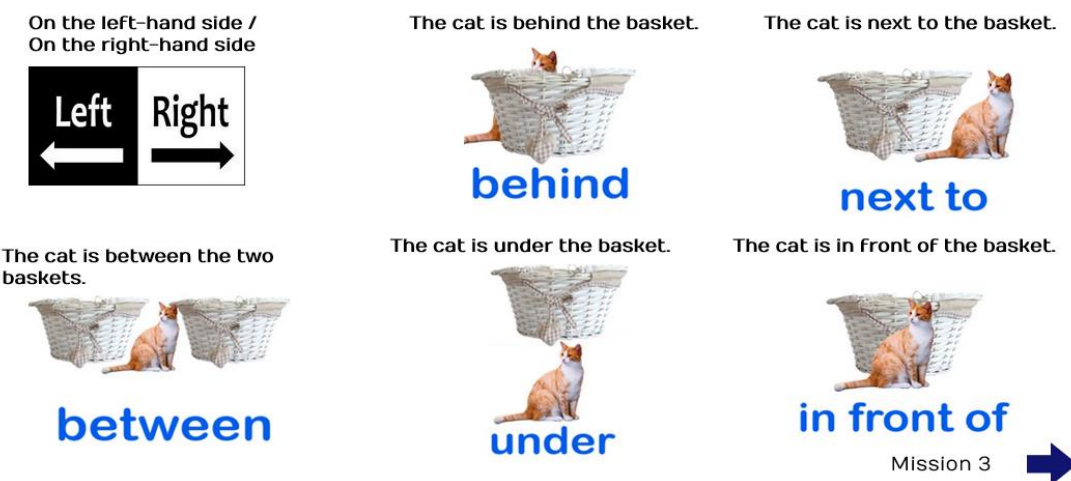


Figure 8. Prepositions mediator. Created with: <https://www.genial.ly/es>



Skills:

The main skills worked in this mission are reading (scanning) and drawing.

**Mission 4 (World 4)**

Objectives:

- To learn about UK culture (wildlife park).
- To develop the visual perception and the attention.
- To order temporal sequences through pictures.
- To form coherent words.

Contents:

- Basic strategies to support comprehension: active listening, picture reading.
- Names of wild animals.

Description:

There are three different tasks: the first one is watching a video about a wildlife park; in the second task, they will sequence some pictures from the video; finally, in the third task, they will unscramble the name of the animals that appear in it.

Link of the video:

<https://1drv.ms/v/s!AtPCGeQH0uPMhXPcpcfcdHl-pCVI?e=FJCTCa>

Pictures to sequence:





Figure 9. Images to sequence.

Words to unscramble:

mlaces

gpusenin

oisrteto

faigrfe

aknsse

rodcoclsie

Figure 10. Words to unscramble.

Skills:

The main skills worked in this mission are listening (retain, recognize and short-term memory) and writing.

## **Mission 5 (World 5)**

### Objectives:

- To listen and understand a story about animals
- To develop listening skills.
- To understand the main ideas of a story.
- To relate adjectives with the corresponding animal.
- To answer questions with affirmative and negative sentences.

### Contents:

- Basic strategies to support comprehension: active listening.
- Affirmation (affirmative sentences; Yes (+ tag)).
- Negation (negative sentences; No (+ negative tag)).
- Adjectives to describe animals: furry, dangerous, colourful, noisy, lively, funny

### Description:

It consists of watching a story animation about animals and their descriptions. Then, they will do a kahoot, answering questions about the story.

Story animation:

[https://1drv.ms/v/s!AtPCGeQH0uPMhXQUwc8cEm8fmB3\\_?e=zLoWaP](https://1drv.ms/v/s!AtPCGeQH0uPMhXQUwc8cEm8fmB3_?e=zLoWaP)

Kahoot link:

[https://kahoot.it/challenge/088410?challenge-id=9b18ea5a-5d8f-494d-bb15-457ec17e9d07\\_1604915954143](https://kahoot.it/challenge/088410?challenge-id=9b18ea5a-5d8f-494d-bb15-457ec17e9d07_1604915954143)

Game PIN: 088410

### Skills:

The main skill worked in this mission is listening (retain, recognize, select and short-term memory).

## **Mission 6 (World 6)**

### Objectives:

- To read and understand a text about reptiles.
- To comprehend the main features of reptiles.
- To differentiate which animals are reptiles and which animals are not.

- To give reasons why an animal is not a reptile.
- To select the adjectives and body parts that correspond to several animals.

Contents:

- Reptile features.
- Understanding the main ideas of a text.
- Body parts of animals.
- Expression of the message clearly, with coherence and a correct structure.

Description:

It consists of reading a text about reptile features. Then, they will write the reasons why four animals (a gorilla, a rhino, a parrot and a penguin) are reptiles or are not. Children follow this structure: “The ... is / is not a reptile because it is /is not/ has got / hasn’t got ...”. Finally, they complete a table in which information about different animals (adjectives and parts of the body) is showed and they will tick or cross depending on whether the information corresponds to that animal or not.

Text:

**REPTILES**

Reptiles are a group of animals. Crocodiles, snakes and iguanas are some examples of reptiles.

Reptiles haven’t got wings. Some reptiles haven’t got legs. Some reptiles have got four legs. Reptiles haven’t got ears. They’ve got ear holes.

Reptiles aren’t furry. They’ve got scales. The scales on a tortoise make a shell.

Reptiles lay eggs.

Reptiles are cold-blooded. They can’t move fast when they are cold. They need energy from the sun. Reptiles are lively when they are warm.

Chart to complete: tick or cross.

ANIMALS	Furry	Dangerous	Colourful	Noisy	Reptile	Have got legs	Have got scales	Have got wings
<b>Gorilla</b>								
<b>Penguin</b>								
<b>Monkey</b>								
<b>Frog</b>								
<b>Snake</b>								
<b>Rhino</b>								
<b>Parrot</b>								
<b>Giraffe</b>								
<b>Elephant</b>								
<b>Flamingo</b>								
<b>Crocodile</b>								
<b>Tortoise</b>								
<b>Camel</b>								
<b>Lion</b>								
<b>Iguana</b>								

Skills:

The main skills worked in this mission are reading (scanning and short-term memory) and writing (plan, organize, write and check).

**Mission 7 (World 7)**

Objectives:

- To classify animals.
- To find differences and similarities among animals.
- To develop visual discrimination and agility.
- To develop reasoning ability.

Contents:

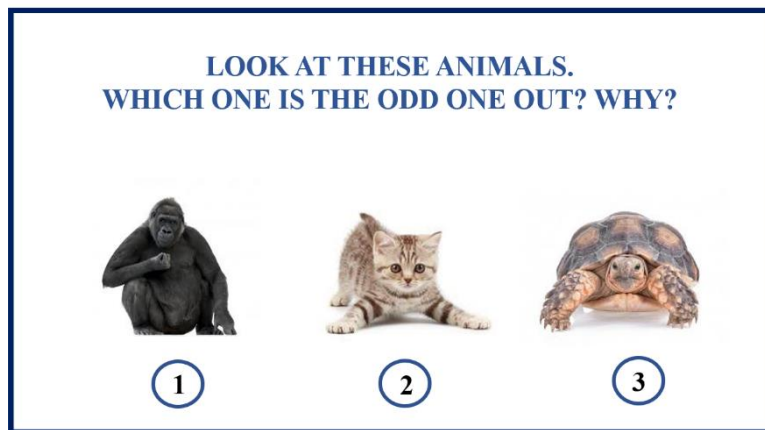
- Names of animals.
- Body parts of animals.

- Adjectives to describe animals: furry, dangerous, colourful, noisy, reptile, lively, wild.
- Expression of possession (verb “to have”).
- Message expression in a clear way, with coherence and a correct structure.


Description:

It consists of looking at pictures of animals to find, in three pictures, which animal is the odd one out and, in other three pictures, what they have in common. They will answer giving a reason orally, through an audio. Children follow this structures: “The odd animal out is the ... because it is/ is not/ has got/ hasn’t got...”, “The three animals are/are not/ have got/ haven’t got...”.

The questions are the following ones:



**LOOK AT THESE ANIMALS.  
WHICH ONE IS THE ODD ONE OUT? WHY?**



1 2 3

**LOOK AT THESE ANIMALS.  
WHAT DO THEY HAVE IN COMMON?**



1 2 3

**LOOK AT THESE ANIMALS.  
WHAT DO THEY HAVE IN COMMON?**



1 2 3

**LOOK AT THESE ANIMALS.  
WHAT DO THEY HAVE IN COMMON?**



1 2 3

Figure 11. Questions mission 7.

### Skills:

The main skills worked in this mission are reading (picture reading, perception: developing visual discrimination and agility) and speaking (plan the speech and conduct the speech).

### **Mission 8 (World 8)**

#### Objectives:

- To plan a descriptive text following a structure.
- To write a descriptive text about a wild animal.
- To make a drawing of a wild animal.
- To check the text and make improvements if necessary
- To talk about the main features of a wild animal.

#### Contents:

- Body parts of animals.
- Adjectives to describe animals.
- Expression of possession (verb “to have”).
- Non-verbal language (gestures, facial expression).
- Expression of the message clearly, with coherence and a correct structure, adjusting to the given models.


#### Description:

It consists of writing a simple descriptive text about their favourite wild animal, following a model given. Then, they will do a show and record a video that they will post in the section “My favourite wild animal” on Teams.

#### Model:

**MY FAVOURITE WILD ANIMAL**

My favourite wild animal is the monkey. The monkey is a mammal. It is furry, lively and noisy. It is brown and it has got four legs, eyes, ears, mouth, nose, teeth and a long tail. Monkeys live in the jungle and at wildlife parks. They love bananas.



*Figure 12. Descriptive text model.*



### Skills:

The main skills worked in this mission are writing (plan, organize, write and check) and speaking (plan the speech, conduct the speech and non-verbal language).

## **5.7 EVALUATION**

It is a continuous evaluation, considering the participation, achievements, interest, creativity and the tasks they share, rewarding positive progress throughout points and badges.

Another assessment instrument is the oral and written expression that students carry out in the different missions and, mainly, in the show and tell of the wild animal.

Another assessment instrument is the interaction through Teams, asking and answering classmates' doubts, sharing ideas, commenting the posts of the classmates...

To assess the five skills and competences worked, rubrics with criteria assessment have been created, that are annexed.

Self-assessment of the students is also encouraged to develop their critical thinking and to know their point of view regarding the achievement of learning, greater difficulties or strengths. At the end of the gamified experience, students assess themselves through the technique "two stars and a wish", writing two things they thought they did well and one thing they should improve.

## 6. CONCLUSIONS

Thanks to this proposal, students will be engaged and their motivation to learn a foreign language will increase, as it is based on their interests and they will be rewarded through the entire gamified experience.

Due to the online learning, the guidelines and the feedback they will receive from the teacher in all the missions, students will develop skills to work more autonomously and to self-correct their mistakes, being aware of their progress and the items they should improve.

As a result of the different types of tasks that are required in the proposal, children will improve their skills to learn English: reading, listening, writing, speaking and interaction, as well as their Digital Competence, as all the resources are online.

There may also be some difficulties in clearly understanding the tasks due to the lack of non-verbal language and direct interaction with the students. Non-verbal language is very important in all subjects, but especially, for learning a foreign language because kinesics (eye contact, face expression, illustrators, emblems, regulators or affect displayers), semiotics (signs and their meaning in society) and proxemic (distance) complement what it is said.

Moreover, due to the confinement, students will probably lose the school routines, especially related to management, social relationships and responsibilities, and at home, they have a lot of distractions (TV, toys...) that could harm their study routines and concentration.

At first, they may have some difficulties to understand and manage the “Teams” platform to upload tasks or post comments, but once they practise, these difficulties will decrease.

The previous research of the legal framework for teaching a foreign language and theories about gamification and distance learning is closely linked to the practical proposal of gamification:

It is based on the methodological principles for learning a foreign language, as language is used to learn as well as to communicate, and it is connected to the context and everyday language of the students.

Moreover, it is planned from a constructivist perspective, being the gamified experience student-centred: the children will be the ones that discover, search and build their own knowledge, and the teacher will be the mediator who plans, guides and evaluates them.

The virtual classroom will be carried out through “Teams”, a platform that allows the incorporation of multimedia and hypertextual resources, such as text documents, songs, videos, audios, images or animations, and a constant communication and interaction among teacher and students (chat, videoconferences or comments in posts). ClassDojo will also be used to reward them through points and badges.

It includes game mechanics in a non-game context, full of game elements, such as rules, a narrative context that introduces children into the theme of the experience (Super Mario Bros) with a clear goal (rescue the scientists and help the world with the pandemic) that will motivate them to achieve the missions, self-representation with avatars and reinforcements (points and badges).

To sum up, gamification is a great technique that facilitates learning, engages students and improves the cognitive, social and affective-emotional development. For all these reasons, it is a useful tool that teachers shouldn't ignore.

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## RESOURCES

Badges: created with <https://www.makebadg.es/>

Riddles: retrieved from <https://busyteacher.org/17495-animal-riddles-what-am-i.html> and <https://riddles-for-kids.org/20-animal-riddles-for-kids/>

Video “At the wildlife park” (mission 4): Phillips, S., Suzanne, T. & Shipton, P. (2014). *Oxford Rooftops*. Oxford: Oxford University press.

Story animation (mission 5): Phillips, S., Suzanne, T. & Shipton, P. (2014). *Oxford Rooftops*. Oxford: Oxford University press.

Reptiles text:

Phillips, S., Suzanne, T. & Shipton, P. (2014). *Oxford Rooftops*. Oxford: Oxford University press.

Two stars and a wish: retrieved from <http://www.communication4all.co.uk/>



## 8. APPENDIX

### Mission 5

Kahoot questions

1. Are they furry? (Gorillas' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

2. Is it colourful? (Snake's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

3. Are they reptiles? (Monkeys' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

4. Is it noisy? (Parrot's image)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

5. Are they colourful? (Gorillas' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

6. Is it dangerous? (Snake's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

7. Are they lively? (Monkeys' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

8. Is it furry? (Parrot's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

9. Have they scales? (Gorillas' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

10. Is it furry? (Snake's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

11. Are they noisy? (Monkeys' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

12. Is it colourful? (Parrot's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

13. Has it scales? (Snake's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

14. Are they furry? (Monkeys' picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

15. Has it scales? (Parrot's picture)

- a) Yes, they are
- b) No, they aren't
- c) Yes, it is
- d) No, it isn't

Character's cards:

**DONKEY  
KONG**



**CHEEP  
CHEEP**



**BLOOPER**



**GOOMBA**



**SPINY**



**DRY BONES**



**MARIO**



**LUIGI**



**TOADETTE**



**Badges: skills**



**CREATIVITY**



**GOOD LISTENER**



**SHARING IDEAS**



**GOOD SPEAKER**



**HELPER**



**GOOD MEMORY**



**GOOD WRITER**



**PARTICIPATIVE**



**GOOD MIME**

**Badges: level completed**



**Message when a student completes a level**

**CONGRATULATIONS!**

Thank you for your big effort.  
You unlock the following mission.

Are you ready?



**Diploma**



The student ..... has participated in the gamified experience “Super Mario Bros” in the unit “At the wildlife park”.

The student has achieved ..... points and .... badges.

**CONGRATULATIONS!**

The teacher: Natalia Alonso

*Natalia*



**Self-assessment: Two stars and a wish**



**Two Stars and a Wish**

Name: \_\_\_\_\_

Subject: \_\_\_\_\_

★

★

✏️

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

Figure 12 . Two stars and a wish. retrieved from <http://www.communication4all.co.uk/>



**Rubric: Skills assessment teacher's grid**

S H U N S	READING			LISTENING		SPEAKING		WRITING		INTERACTION	
	Reads and understands animal descriptions	Reads and understands reptile features	Reads and understands Bowser's missions	Listens to and understands a video about UK wildlife	Listens to and understands a story about animals	Speaks about the similarities and differences among animals	Talks about the main features of a wild animal	Writes core language at word and sentence level	Writes a coherent description of a wild animal	Shares ideas, tasks and doubts	Asks and answers questions in a group setting through Teams
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

Rubric: competence assessment teacher's grid

S T U D E N T S	Linguistic Communication Competence			Digital Competence		Learning to learn		Social and Civic Competence			Initiative
	Understands brief oral and written messages	Expresses orally and with non-verbal to satisfy the basic communication needs	Writes simple sentences and a descriptive text with a correct structure	Uses ICTs to search information	Uses ICTs to share tasks and doubts	Organizes time and tasks	Accepts errors and initiates self-correcting actions	Takes responsibility for small tasks	Follows the instructions and the rules	Easily interacts and exchanges information through the platform	Makes decisions and has creative ideas
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											