



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

**GAMIFICATION PROPOSAL FOR A UNIT OF
A BILINGUAL SECTION IN THE ENGLISH
LANGUAGE**

**PROPUESTA DE GAMIFICACIÓN PARA UNA
UNIDAD DE SECCIÓN BILINGÜE EN LA
LENGUA INGLESA**

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

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ABSTRACT

Gamification tries to implement the use of game elements in non-playful contexts to obtain greater attention and increase motivation in the students to achieve the set goals. In this document, an investigation on gamification has been carried out and a proposal for classroom-based gamification has been designed for students in the 4th year of Primary Education from a bilingual education centre, in the English language. The classroom proposal thematic is the aliens and the space. Thematic is based on the student's interests and will introduce the children to different space missions in which they will overcome the different challenges, which will be rewarded with points and prizes throughout the entire proposal. The main objective is to promote student participation and a more motivating learning context.

KEYWORDS: Gamification, learning, motivation, primary education, bilingual education.

RESUMEN

La gamificación trata de implementar el uso de elementos de juego en contextos no lúdicos con el objetivo de obtener una mayor atención y un incremento de la motivación en los destinatarios para que se consigan los objetivos propuestos. En este documento se ha llevado a cabo una investigación sobre la gamificación y se ha diseñado una propuesta de aula basada en la gamificación para un alumnado de 4º de Educación Primaria de un centro de educación bilingüe en lengua inglesa. La propuesta de aula tiene como temática los alienígenas y el espacio, está basada en los intereses del alumnado e introducirá a los niños en diferentes misiones espaciales en las que se irán superando los diferentes retos, que se irán recompensando con puntos y premios a lo largo de toda la propuesta. El principal objetivo es fomentar la participación en el alumnado y un contexto de aprendizaje más motivador.

PALABRAS CLAVE: Gamificación, aprendizaje, motivación, educación primaria, educación bilingüe.

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1. INTRODUCTION

The gamification is a concept that is increasingly present in different areas of our lives. Gamification is applied to a wide variety of non-ludic fields such as business environments, education, health, etc. The gamification technique focuses specifically on education, and it claims to benefit the student's learning process.

The application of elements of the game in a non-playful context, such as education, produces a change in the behaviour of students. It stimulates their motivation and it improves the development of competencies, social skills, values, abilities, attitudes, and knowledge (Kapp, 2012) This Final Degree Work attempts to demonstrate how gamification influences positively in the behaviour of students.

The gamification technique is centred on the students and their interests, using motivation and innovation. Gamification favours learning through the student's own experience and interaction.

This document is structured in three principal sections:

The first part is the theoretical framework. Parts of the theoretical framework:

- The relationship between teaching bilingual subjects and the Common European Framework of Reference (CEFR)
- Different authors' development and the importance of motivation in the teaching-learning process.
- Theories' development that supports the use of gamification in the teaching-learning process (Gamification's main elements and its benefits in Primary Education.)

Based on this theoretical research, the second part of this work develops a gamification proposal applied to a classroom of fourth grade of Primary Education. This proposal is based on the use of gamification to positively influence the behaviour of the students.

The last part of the work holds the results and the conclusions of the work.

2. OBJECTIVES

Through the development of this work, a series of objectives are pursued, which are the following ones:

- To establish a general definition of the concept of gamification.
- To investigate theories and authors which support the application of gamification in the educational context.
- To find out the elements of gamification from different perspectives.
- To obtain different abilities, experience, and procedures to plan gamification proposals.
- To relate the studied methodologies to the proposal.
- To design a project structure with game elements.
- To design and assess a gamification proposal applied to a specific context.
- To show and reach conclusions of the investigation and the gamification proposal.

3. JUSTIFICATION

One of my main motivations to research on gamification was my internship at a school. This gave me the opportunity to observe the students' behaviour. The gamification technique aims to improve some behaviours and conducts inside and outside the class. Using this this technique, teachers can improve problem-solving, commitment, interest, different behaviours, and motivation (Ferrán Teixes, 2015).

Gamification encourages the development of attitudes, values, skills, and competencies. It also, facilitates the new content acquisition (Kapp, 2012)

In addition, it is a technique that places the students at the centre of their learning process, while the role of the teacher is to guide and help the student to achieve goals. As a future teacher, it is very useful to investigate and learn more about new techniques that facilitate meaningful learning for our students. (Kapp, 2012)

3.1 DEGREE COMPETENCIES

This work has a close relationship with the competencies that the students of the Primary Education Degree must acquire . Thanks to this work, the following skills are developed (Garc, 2007):

- Knowledge and understanding of principles and procedures used in educational practice.
- Knowledge and understanding of main teaching-learning techniques.
- Be able to recognize, plan, carry out and assess good teaching-learning practices.
- Being able to critically analyse and argue the decisions that justify decision-making in educational contexts.
- Being able to integrate the information and knowledge necessary to solve educational problems.
- Being able to use effective information search procedures, both in primary and secondary information sources.
- Oral and written communication skills, according to level B1, in one or more foreign languages, following the Common European Framework of Reference for Languages.
- The acquisition of autonomous learning strategies and techniques.
- The ability to start research activities.
- The promotion of democratic values.
- The knowledge of the intercultural reality and the development of attitudes of respect, tolerance, and solidarity towards the different social and cultural groups.

3.2 SPECIFIC COMPETENCES

- Know the characteristics of primary school students, as well as the characteristics of their motivational and social contexts.
- Know the fundamentals of primary education as a compulsory stage.
- Know and apply innovative experiences in primary education.
- Plan and develop teaching-learning processes of basic competences.
- Encourage living together in the classroom and outside of it, solve discipline problems and contribute to the peaceful resolution of conflicts.
- Face situations of language learning in multilingual contexts. (Garc, 2017)

4. THEORETICAL FRAMEWORK

In this section I will deal with the gamification theory, from the point of view of teaching in centres with a bilingual section.

Also, how gamification can increase the motivation and interest of students about their learning process.

4.1 BILINGUAL SECTION IN EDUCATIONAL CENTRES AND ITS RELATIONSHIP WITH THE COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR).

The educational centres supported with public funds in the Community of Castilla y León with a bilingual section are regulated through the ORDEN EDU/6/2006 (BOCyL, 2006, p.781). According to this *orden*, the educational centres that use a foreign language will be considered bilingual schools when they teach in the foreign language a minimum of two non-linguistic areas and a maximum of three, taking into account that the total hours taught in the foreign language do not exceed fifty percent of the students' schedule.

ORDER EDU/392/2012, which modifies ORDER EDU/6/2006, establishes that regarding the teaching of the bilingual section: The teachers must have an adequate level of the language taught in that section, teachers required competencies of level B2 or higher of the Common European Framework of Reference for Languages (CEFR). (BOCyL, 2012, p. 38048).

Therefore, following the CEFR (Council of Europe, 2001, p.47), the teaching of the subjects of the bilingual section must have:

- A linguistic approach to the second language
- A cultural approach to the second language

But students should still be efficient in their mother tongue and culture, because the objective is: students to become users of the language.

4.1.1 Application of the CEFR in bilingual subjects.

In the bilingual section subjects, the teacher must focus on multilingualism.

The objective is that students relate the ways of acting and communicating in both languages, becoming multilingual and developing an interculturality. Since, cultural, and linguistic competencies of each language modify each other, contributing to the creation of intercultural awareness, skills, and capacities.

This allows our students to develop a more complex personality, to improve their ability to learn other languages and to have a broader vision and be receptive to new cultural experiences. (Council of Europe, 2001, p.47).

In addition, through this process of teaching the subjects of the bilingual section, the students acquire the ability to interpret and translate, enabling mediation between speakers who cannot communicate in both languages.

4.1.2 Application of the CEFR to contextual reality

"It is important to remember that the CEFR is a framework of reference and so must be adapted to fit your context" (Cambridge ESOL, 2011, p.12). Although in the bilingual section teachers apply the CEFR, we must always consider the context to which we are applying it.

We must relate the characteristics of the bilingual centre in which we are teaching classes with the CEFR, focusing on those aspects that may be most important for our teaching reality and knowing how to select which aspects of the CEFR are relevant to our context.

We must also cover the characteristics that are important in our context but are not contemplated in the CEFR. Following the CEFR in the bilingual section, implies establishing characteristics that are comparable from both linguistic contexts.

The CEFR proposes different levels of objectives. The teacher must make a selection and choose the objectives that are appropriate to the level of their context and incorporate them into the syllabus. In the CEFR we can observe that the high-level objectives are divided into small learning objectives, which allows us a better organization of bilingual education and a better analysis of the learning results acquired by the students.

To be a link between the CEFR and the teaching of the bilingual section areas, the aims and objectives have to be developed specifically for the context in which we are. The teacher who is the designer of the syllabus can indicate the level of linguistic competence in which they expect their students to achieve the objectives, therefore, the teacher can also use this document to evaluate and supervise the learning process of the students. "It also allows teachers to direct students internationally towards recognized language qualifications at an achievable CEFR level" (Cambridge ESOL, 2011, p. 13).

4.1.3 Using the CEFR in the classroom: teaching and lesson planning.

Linking the teaching of certain areas with the CEFR is a very effective way to achieve language teaching successfully since it focuses on the useful results of language learning. Thus, we focus more on general and specific skills instead of focusing on grades.

According to Cambridge ESOL (Cambridge ESOL, 2011, p.13) establishing bilingual teaching with clear competencies helps in the teaching-learning process to guide students and establish precise goals.

It is a learning focusing on the characteristics of the students, for them to have an optimal level of work. Therefore, it also allows us to focus on those points that promote or hinder the learning of our students, discovering their strengths and weaknesses.

4.2. THE MOTIVATION IN THE TEACHING-LEARNING PROCESS AND ITS IMPORTANCE.

Among other capacities, the structure of gamification is based on the motivation of the students, focused on specific behaviours.

"The impact of motivation on productivity is evident" (Ferrán Teixes, 2015, p.18). There is a clear relationship between motivation and increased productivity in students since motivation is one of the most important individual factors for their learning process and for making changes in behaviour.

The use of motivation to improve academic performance and the learning process in students through the gamification technique is based on the perspective of the theory of self-determination, which emerged between the seventies and eighties by Richard M

Ryan and Edward L. Deci. This theory involves taking control of our lives and making our own decisions (Beatriz. J. 2017, pp. 105-115)

4.2.1 The Theory of Self-Determination

The theory of self-determination aims at understanding behaviours. This theory starts from the basis that people in a general and innately motivated way and show effort and involvement in decision-making and control of our lives.

According to the authors Richard M. Ryan and Edward L. Deci, we can find different types of motivation, including intrinsic motivation and extrinsic motivation. The first modality involves carrying out activities for the pleasure derived from their execution, not being necessary external rewards or environmental control to carry them out. Extrinsic motivation concerns behaviours performed only to an end (Beatriz. J 2017, pp. 105-115)

4.2.2. Types of motivation (extrinsic and intrinsic)

Lepper (1988) states that intrinsically motivated behaviour was undertaken for its own sake, for the enjoyment it provides, the permits, or the feelings of accomplishment it evokes. Extrinsically motivated behaviour, by contrast, involved actions undertaken to obtain some reward or avoid some punishment external to the activity itself.

That is, to achieve intrinsic motivation we must focus the reward on the process rather than on the results. Therefore, when our students are motivated, they do their homework to learn, for enjoyment, etc. Hence, this motivation is intrinsic because it comes from within. On the other hand, we have extrinsic motivation, which occurs when a person is motivated to do something that has a reward, such as a prize. In the gamification technique, both types of motivation are used, extrinsic motivation is proposed with the elements of the game such as points, and intrinsic motivation appears when the students are involved in the game.

However, extrinsic motivation should not be viewed as negative. It should simply be borne in mind we must try the behaviour we were looking for not to disappear when the student achieves the award (Ferrán Teixes, 2015, p.26).

That is to say, the gamification technique tries to find the balance between both extrinsic and intrinsic motivations. This balance can be found in the flow theory elaborated by

Mihály Csikszentmihalyi (1991) in his work "Flow: The Psychology of Optimal Experience", which has a great weight in gamified systems. "Flow is the mental state in which the person is completely immersed in the activity they are developing, focusing their attention, fully engaging and enjoying their practice" (Ferran Teixes, 2015, p. 22). It is a complete immersion in the activity that is being carried out, which implies a greater focus on linking learning with emotions, which leads to a close relationship between the emotions of the students during the unit and the achievement of the objectives. Mihály Csikszentmihalyi (1991) argues that the flow theory assumes a mental state that involves feelings of pleasure that are related to the activity that is taking place.

The skills of the students are fully involved to achieve the objective. In Mihaly's work, we can see how the people who are carrying out a task in a state of flux, establish a balance between the challenge posed by the activity and their abilities when carrying out the task. Therefore, if the challenge exceeds the capacities of the students, a feeling of anxiety will emerge. On the contrary, if the students' abilities are greater than those required by the task, we will create a feeling of boredom and heaviness. For this reason, we must find a balance between both parts.

In gamification systems, the two types of motivation need to be balanced, but trying to gradually eliminate extrinsic motivation to reach a complete intrinsic motivation. The authors R. A. Kusrkar, G. Croiset and the author O. Ten Cate (2011) propose twelve tips to stimulate intrinsic motivation in students:

- Identify and nurture what students need and want: we must try to understand the interests of the students to form classes around those needs, that will create more interesting learning for them.
- Have students' internal states guide their behaviour: Considering the needs of the students to create in them a state of motivation, which replaces the rewards. That is, little by little that state of motivation will guide their learning and behaviour.
- Encourage active participation, which lead to good feedback and creates an improvement in the environment between the student body and the teacher.
- Encourage students to accept more responsibility for their learning: taking responsibility creates greater involvement at work and implies more autonomous learning.

- Provide structured guidance: as teachers we should organize and structure the sessions, guiding our students when carrying out the activities of the sessions and if something fails. The teacher has to take control.
- Provide optimal challenges: The activities and tasks proposed to students must be adapted to their abilities, since being able to overcome missions or challenges increases intrinsic motivation.
- Give positive and constructive feedback: as teachers, we must dedicate some time to feedback focused on learning problems. The tone and the way of giving feedback are very important. We must always give our feedback as a suggestion and not as an obligation.
- Give emotional support: We must create a comfortable classroom environment for all students, namely, they should feel the classroom is a safe environment since this encourages students to ask questions and express their doubts and concerns. A positive student-teacher relationship creates increased interest, which promotes intrinsic motivation.
- Acknowledge students' expressions of negative effect: In the case that the students have a feeling of disinterest or dissatisfaction towards the tasks, we, as teachers, must listen to them. If we do not have that feeling of empathy with the students, they will completely lose interest in the lessons. We always must take into account the opinions of the students, so that they feel heard.
- Communicate value in uninteresting activities: Since not all students are the same, the different activities that we carry out in the classroom will not motivate all our students equally. We have to explain the objective of each task and give it value as an activity so that those students less interested in the activity create the responsibility of carrying out the task despite being less interesting than other activities carried out.
- Give choices: In all sessions, we must allow the students to participate in class. This will promote the autonomy of the students since they will form a feeling of responsibility in their learning process.
- Direct with 'can, may, could' instead of 'must, need, should': Teachers must be careful when addressing our students, since our vocabulary and tone affect the students in one way or another. To improve intrinsic motivation, we must change

orders to suggestions or advice so that the students decide to follow or not follow these suggestions and advice, promoting their autonomy.

4.3. GAMIFICATION IN TEACHING A FOREIGN LANGUAGE.

Gamification could be defined as the incorporation of characteristic elements of games in non-playful contexts. The main objective of gamification focuses on influencing behaviour and people's conducts, using motivation, and involving people to overcome the missions and challenges proposed. (Teixes, 2015)

In 2010 the term gamification began to become popular, giving rise to a great variety of definitions among which we can find: “Gamification is the use of mechanics based on games, aesthetics and playful thinking to retain people, motivate actions, promote learning and solve problems” (Kapp, 2012, p.10).

Also, gamification is a series of designs, processes and systems that are used to influence, involve, and motivate people to improve their behaviours and achieve the desired results, as described by businessman Wang (2011)

The inclusion of the game is one of the key elements for the students to have a good base for the acquisition of concepts and the first foreign language. The game in the classroom favours the integration of the four skills of the language, in addition to improving creativity, entrepreneurship, effort and interaction and collaboration among students. (BOCyL, 2016, p.34467)

For the design of a unit based on the gamification system, we must take into account some key points stated in 2014 in Te@chThought, a blog about education and public technology in the article “10 Specific Ideas to Gamify Your Classroom” in which Mike Acedo, proposes ten ideas or keys about gamification in the classroom:

- Make students co-designers.

We must allow students to participate in the design of their learning, since giving importance to their opinions and letting them make decisions improve their motivation.

- Allow second chances. And third.

If our students can opt for second and even third chances when facing a challenge, they will be able to learn from their mistakes and will end up overcoming that challenge. In addition to all this, the fear of failure and academic pressure are also eliminated.

- Provide instant feedback.

It is important to verbalize and give feedback on the effort of our students so that they know how their learning process is evolving. This is an important gamification technique since when they play a game, they are constantly showing us how they are doing it and how much they need to achieve their goal.

- Make progress visible.

Teachers in gamification systems must create elements that show the progress of the students, such as a scale of points. We must also create objectives that can be exceeded.

- Create challenges or quests.

To increase motivation in students, we can change homework for challenges or missions that they must overcome as if the homework was a game. In this way, teachers can change their point of view when carrying out tasks. That is, it is not the same to answer questions about prehistory than to embark on a mission as time travellers trapped in the past in which we have to discover how the men of the Cro-Magnon lived.

- Give students voice and choice.

In the different games and videogames, the players have different paths to be able to achieve the proposed objective, so to carry out gamification in the classroom it is recommended that teachers give different options so that students can choose which one best suits them. This learning process is more personalized and adapted.

- Offer individual badges and rewards.

We can give badges or rewards to show that the students have achieved the objectives and recognize the effort made. This is a form of extrinsic motivation, that together with intrinsic motivation, can help us to achieve certain objectives.

- Have students design an achievement system.

If the students propose ways of acquiring the objectives for the group, the result will be better, since, in addition to being motivated because they have participated in the process and the design, they will also stimulate team and collaborative work, helping all the students' group to achieve the objectives.

- Implement educational technology.

Although technology is dispensable to implement gamification in the classroom, the use of technology facilitates the processes and stimulates their motivation. We can find different applications that can help us with gamification systems, such as ClassDojo or ClassRealm.

- Embrace failure, emphasize practice.

Gamification must allow students to learn by themselves. This implies that they can fail and have second opportunities to learn from their mistakes. However, teachers have to know how to manage the failures that the students may have during the process, in order to show them how to manage failure and how to learn from it. Therefore, transforming failures into positive learning.

4.3.1. Gamification elements in the teaching process

The game is one of the most natural ways of learning for children, therefore, through gamification, we can include the elements that facilitate the assimilation of new concepts. According to Hunicke, LeBlanc, & Zubek (2014) we can distinguish three different elements in gamification:

- **Mechanics:** describe the different components that characterize the game. The mechanics are based, for example, in the representation of data or the algorithms of the game. Mechanics are the configurations that make the progress of the students visible
- **Dynamics:** mechanics and dynamics have a direct relationship between them since through dynamics we adapt the game mechanics to the players, that is to say, without the dynamics, there are no adaptations for the player, which can cause them to lose interest in the game.

- **Aesthetic:** this element defines the emotional responses that you want to provoke in the player when students immerse themselves in the game. In this element, it is essential to choose the appropriate aesthetics and badges that resemble the interests of our students, since they are highly related to feelings and experiences about the game.

"In describing the aesthetics of a game, we want to move away from words like 'fun' and 'game' to a more targeted vocabulary" (Hunicke, LeBlanc, & Zubek, 2014). Therefore, we can include more elements, such as:

1. **Sensation:** The game as pleasure of the senses
2. **Fantasy:** game as a fantasy
3. **Narrative:** game as a drama
4. **Challenge:** game as an obstacle course
5. **Scholarships:** game as a social framework
6. **Discovery:** game as uncharted territory
7. **Expression:** game as self-discovery
8. **Presentation:** game as a hobby

As teachers we must consider the context in which we are developing gamification, since depending on our students, different types of players will be created. As far as gamification is concerned, we can find different types of players according to different authors. For example, Bartle (1996) describes four players:

- **Killers:** players whose objective is to eliminate the competition to win.
- **Socializers:** players motivated by the interaction with the rest of their classmates.
- **Achievers:** players that want to collect points or pass the level.
- **Explorers:** players who research about how things work.

However, Marczewski's (2013) proposes to broaden this general framework and defines the following players:

- **Socializers:** are motivated by interaction.
- **Free spirits:** this type of player is motivated by being able to express themselves and have autonomy.

- Achievers: players motivated by the acquisition of new concepts or the learning of new skills. They seek to improve and want to overcome missions.
- Philanthropists: motivated by altruism. They like to be able to help their colleagues to overcome the challenges that they have already overcome or can overcome.
- Disruptors: these people are motivated by change; they want to create a change in the system that can be positive or negative.
- Players: their main incentive is the prize or reward that is obtained by completing the mission or missions.

4.3.2. Gamification as a resource of motivation

"Gamification is based on the ability of its systems to stimulate the motivation of users/players to develop specific behaviours or activities" Ferran Teixes (2015).

The behaviours that occur through the game in a gamification system are internalized and produce more meaningful learning in students. In addition to being a simpler and more natural way of acquiring new concepts, gamification enables students to be aware of their abilities.

One of the key points of gamification is the recognition of the effort, since it increases the motivation of the students. Therefore, the inclusion of recognitions such as points, passing levels, symbolic awards, etc., increases interest in learning and turns the learning process into a more dynamic and playful process.

The recognition of effort also allows students to visualize their progress in their learning process, That is, teachers provide them with feedback that motivates them to continue facing the different challenges proposed.

This part of gamification also allows students to feel appreciated and heard since their ideas are listened to and analysed in class. That is, students have a voice and vote in this type of systems, which increases motivation due to the feeling of belonging to a group.

Another reason why gamification increases the motivation of our students is that this system is based on adapting the unit to the interests and context of the students. This

means that the topics discussed in the classroom are treated from an approach close to the context of our students.

Since the beginning of humanity, games have been part of all cultures that have existed. It is an innate way of having fun as human beings. Therefore, the use of gamification is a way to include this fun that enhances motivation, since game elements are incorporated in non-playful environments. Ferrán Teixes (2015)

In the words of game theorist Brian Sutton-Smith "The opposite of play is not work; it is depression."

We could define depression as a pessimistic feeling that prevents you from performing certain tasks, that is, this feeling causes inactivity due to lack of motivation. According to the game designer Jane McGonigal, if we invert this definition, it would be such that: Optimistic feelings provokes motivation to face challenges. This would be a definition of the feelings that the game produces in people, they allow us to take on challenges and difficulties optimistically and with an attitude of resilience, that is, the use of gamification in the classroom allows our students to face the content without fear of failure and having the motivation to make second chances.

4.3.3. Gamification in the foreign language acquisition process

In gamification, the teacher has the role of creating the situation in which learning takes place and the role of mediator, based on the context of their classroom to facilitate the students' development of their skills, and make learning more meaningful. Consequently, as teachers we must know the importance of the game in our students, being able to use it as a tool to carry out teaching (Begoña Gross, 2000)

In gamification, the student overcomes challenges by passing the level, this is one of the reasons why gamification facilitates the learning of new concepts and the language, it provides an alternative for foreign language teachers to plan learning experiences and observe what is the language level. (J. F. Figueroa Flores, 2015, p.43)

According to the authors Ames (1990) and Pintrich (2003) from a psycho-pedagogical point of view, in a gamification system, the student will advance after having successfully completed the challenge and language learning will be evaluated through the different

games, that is, gamification allows the teacher to present language learning as a means to overcome the proposed challenges.

According to the input hypothesis, language acquisition can only take place when a message which is being transmitted is understood when the focus is on what is being said rather than on the form of the message. “Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.” (Krashen, S., & Terrell, T, 1983, p.55)

This implies that whatever helps comprehension is important. Therefore, in the gamification system visual aids are so useful. Pictures and other visuals supply the extra-linguistic context that helps the acquirer to understand and thereby to acquire. It also implies that vocabulary is important. Grammar-based approaches to language teaching deliberately limit vocabulary to concentrate on syntax. So, the teachers must provide a gamification system focused on the vocabulary instead on the syntaxis.

According to The Natural Approach (1983): The basic organization of the second language course is according to the acquisition-learning distinction.

Most of the classroom time is spent on activities which foster acquisition; learning exercises are important in certain cases, but always play a more peripheral role, so such as it happens in the gamification system, allowing student errors to occur without undue emphasis on error correction, allows the natural order to take its course. (p.59)

The authors Krashen, S., & Terrell, T (1983) support that student are expected to use the conscious grammar only when they have time, when the focus is on form, and when they know the rule. This occurs mostly in written work, in prepared speech, or on homework assignments. They are not expected to apply rules consciously in the oral communicative activities of the classroom.

This standpoint of the second language provokes the following perspective in the students: The language instead of being seen as an impediment that hinders the learning of bilingual subjects, with gamification, the student approaches the learning of the language as a tool that helps them overcome challenges.

5. PROPOSAL DESIGN

The purpose of this intervention proposal is to implement the gamification system within a non-recreational environment, such as education, in this case, to motivate students during their bilingual Social Science learning process.

In addition to seeking an increase in motivation in the students, an increase in participation in the classroom by all the students is also sought, therefore through the gamification system by including elements of the game, which is an element close to the students we create a feeling of interest in them by placing them at the centre of their learning process.

5.1 CONTEXT

The proposal is based on the experience where this future teacher carried out her internship, a state-subsidised school in Palencia, that is formed by Infant Education, Primary Education and Secondary Education. This school is also a bilingual centre of the net of bilingual schools in Castilla y Leon. The bilingual section was implemented 12 years ago and nowadays the school has this programme in Infant and Primary Education.

This proposal aims at the fourth-grade year of this school. There are 25 students (12 girls and 13 boys), There is a child with special needs who follows a Significant Curricular Adaptation -ACS-: Natural and Social Science are adapted to Spanish.

During the observation period of the Internship, a series of disrespectful behaviours among the students were noticed on a daily basis, both inside and outside the classroom. They were affecting very negatively to the development of the lessons and to the personal development of the students. An intervention was needed to redirect the current situation of the students. This intervention was carried out through GAMIFICATION and in the Social Science subject, in the unit “Living in Spain”.

The Internet connection of the school was not very good, so most days it did not work, which meant that the gamification resources used in the classroom could not be digital, even though educational technology is always recommended.

5.2 OBJECTIVES

The learning objectives of the gamification proposal are:

- To offer students a more motivating and effective learning context.
- To achieve greater commitment and participation in the students.
- To provide a greater internalization of the skills and knowledge learned.
- To encourage children's interest, curiosity, and creativity.
- To use English as a tool to achieve the objectives.
- To improve behaviour skills both inside and outside the classroom.
- To reinforce values of help and respect and enhance the living together of the group at school.
- To use the dialogue as a tool to solve conflicts and to reach common solutions.
- To boost teamwork.
- To enforce a routine of daily work.

5.2.1 Cross-curricular concepts

In the development of the gamification system, some cross curricular concepts will be worked throughout the development of the game. The cross curricular elements are the following ones:

- Set critical sense:

This cross curricular concept is developed throughout the entire application of the gamification system. The students, through their reflection on their daily behaviour, rate themselves according to their criteria, thus developing their critical and reflective thinking about how they see themselves. Also, when it comes to analysing group points, they develop a critical sense in such a way analyse their behaviour as a group.

- Oral and written expression

Through the different missions carried out to observe the daily work, the students are also working on their oral and written expression. In addition, throughout the development of the gamification system, students develop and improve these elements.

- Reading comprehension

This concept is present throughout the development of the gamification system, both in the missions, as in the rules or the scoring system.

- Equality

This concept is present above all in the theme selected for the gamification system because it is a theme that allows us to get away from gender stereotypes, as, for example, it can happen in themes such as Mario Bros in which the boy rescues the princess, since I have not defined the aliens with a gender.

- Teamwork

It is developed in terms of group point decision-making, since the whole class has to reach a consensus and reflect on how their behaviour in the group has been and how the group behaviour, in general, has been.

- Learning in values

The theme selected has a great weight since it instils respect and motivation and generates interest in learning new cultures from a respectful point of view. Avoiding elements such as violence and destruction which may be present in themed games such as Fortnite, which is a game in which the main objective is to assassinate opponents.

5.2.2 Competencies

Also, during the gamification process, the following competencies are worked on:

- Communicative competence (CC): Through the different dialogues and missions in which the students had to express themselves through language.
- Mathematical, science and technology competence (MSTC): Through the counting of points.

- Digital competence (DC): Through the search for information necessary to carry out missions.
- Learning to learn (LTL): It is present in the process since the students made a critical reflection on their behaviour and learning.
- Social and civic competencies (SCC): The students through this gamification system analysed their behaviour within the group and in society.
- Sense of initiative and entrepreneurial spirit (SIE): It is present throughout the entire gamification system since they develop their creativity and initiative independently.
- Cultural awareness and expression competence (CAEC): Students know and reflect on individual and social behaviours according to culture.

5.3 METHODOLOGY

The methodological gamification proposal is based on the following premises:

- Learning will be carried out most dynamically and playfully.
- The student must occupy the central place in the process of learning- teaching.
- The teacher will help the students to build their learning.

This methodology will seek the integration of the different experiences of the students and will adapt to their characteristics and learning paces. Therefore, the nature of the subject, the sociocultural conditions of the environment, the availability of resources and the characteristics of the students will be considered, as well as the possibilities offered by information and communication technologies in the classroom.

Likewise, the methodology is based on skills, towards the "know-how" that is applied to a diversity of contexts, inside and outside the classroom, so that the contents facilitate the adequate performance of activities and the effective resolution of problems. Interactive strategies are used, since they are very much appropriate in a competency-based teaching and learning process, because they allow the sharing and construction of knowledge, energizing the proposals through the exchange of ideas.

Active methodologies like this one must be supported by cooperative learning structures. Methodological principles include strategies, procedures and actions organized and planned by the teacher, consciously and reflectively, to enable students to learn and achieve the objectives set.

Additionally, the diversity of the students is considered, that is to say, the adaptation of the teaching-learning process to the different paces of the students based on their educational needs, valuing their early needs to be able to adopt different measures and be able to respond to each diversity.

This methodology promotes interaction and collaboration within students, the dialogue as a method of conflict resolution, that reflects the process followed to achieve the learning. Creativity, entrepreneurship, and effort are common elements too. This teacher will create learning situations that stimulate and motivate students to be able to achieve the required competencies and enable them to participate actively in real life.

The gamification methodology is directly linked to the elements of the game, that is to say, through this methodology it is sought to develop the potential of the students and their educational quality, for which I have used the dynamics of the game, which provides students with a direct incentive that arouses interest in learning.

5.4 DESIGN

The gamification proposal is based on the following elements of the game:

- ⇒ the theme and the thematic on which it is based is *Aliens*
- ⇒ the rules that the students will follow to achieve the different missions.
- ⇒ the points, badges, and prizes that they will get by respecting the rules and passing the mission.

This proposal includes two types of points: individual and group (as a whole class) points:

INDIVIDUAL POINTS	POINTS PER DAY	CHECKING
Sit down properly and prepare the materials	2	EVERY HALF AN HOUR
Control your voice tone.	2	EVERY HALF AN HOUR
Participate in class and raise your hand if you want to talk.	2	EVERY HALF AN HOUR
Help your partners if they need and respect everybody.	2	EVERY HALF AN HOUR
work in class	4	END OF THE CLASS
work at home	4	END OF WORK TIME AT HOME

GROUP POINTS	POINTS PER DAY	CHECKING
Enter or leave the class, in silence.	10	End of the class
Respect the queue order.	10	End of the class
Be a good classmate in the queue.	10	End of the class
Be kind at the break time.	10	End of the class

Arrive on time to class.	10	End of the class
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At the end of the week students will do a recount of the points they have and depending on the level they are, they can choose different prizes.

5.4.1 Rules.

Several rules will be followed by the pupils in their “trip” to win points to get individual prizes.

- Sit down properly and prepare the materials.
- Control your voice tone.
- Participate in class and raise your hand if you want to talk.
- Help your classmates if they need it and respect everybody.
- Everyday work (in class and at home).

The first rule, sit well and prepare the material needed, is to regulate when pupils tended to get up and move around when it’s not allowed. As for preparing the material, it is a way to make good use of the time, this rule focuses on organizing class time, so students must have the material already prepared when the teacher enters the classroom.

The second rule, control your voice tone, aims at students to control their volume through a tool called noise meter which indicates the volume of voice the students must have in each activity and allows them to visualize what their volume should be, so that they can self-regulate their volume.

The third rule, participate in class and raise your hand to speak, aims at shy students who do not dare participate in class and the second part of the rule is because despite students should participate in class, they also must have the habit of raise their hand when speaking.

The fourth rule, help your classmates if they need it and respect everybody, is focused on *TeamWork* in order to solve arguments and disrespectful actions among classmates, apart

from respect each other. This rule is also centred on help the classmates to avoid attitudes of aggressive competition.

Finally, the everyday work rule, this rule has its hub on the daily work, so it is important to create a daily work routine both in class and at home. In this standard, it is included the realization of *Little Missions* which are developed further on in this document.

As it is previously pointed out group cohesion in class builds a great environment of learning, so this gamification system includes rules that the whole class should follow to get points as a group apart from the rules that gave points individually, the standards are the following:

- Enter or leave the class, in silence.
- Respect the queue order.
- Be a good classmate in the queue.
- Be kind at the break time.
- Arrive on time to class.

This section of group rules is focused on improving group behaviour, especially when students queue, or at recess to solve possible conflicts that can appear in this situation and to enhance living together.

For this reason, to avoid conflicts, and for all the students to be involved in the achievement of the rules, this part of group norms, is included in the gamification system which everyone must respect if they wanted to get group points.

5.4.2 Organisation

The gamification system is going to be developed in four weeks, four days each week and one hour per day. The first one is going to be an introductory week for the pupils to understand the new elements or instruments we as teachers are going to introduce in the class and to understand the points system and the rules.

Once everybody has understood and know how the gamification system works, we can start to develop in the next week the system, in these weeks the students will perform different challenges to get the points and finally get their price or award.

	MONDAY	WEDNESDAY	THURSDAY	FRIDAY
INTRODUCTORY WEEK:	Introduce theme	Introduce individual points and noise meter	introduce the points' chart and the individual prizes	introduce group points; the rocket and the group awards
WEEK 1:	-Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them.	Revise work at home -Collect individual points. -Discuss group points and collect them -Choose prizes and award
WEEK 2:	-Give individual prizes and group awards -Revise work at home -Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them -Choose prizes and award
WEEK 3:	-Give individual prizes and group awards -Revise work at home -Collect individual points.	-Revise work at home -Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them.	-Revise work at home -Collect individual points. -Discuss group points and collect them

	-Discuss group points and collect them.			-Choose final awards
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There is a final session which is carried out on the following Monday to give the last prizes, the final award, and the group award.

After these three weeks, the teacher will assess the students and of the process of the gamification system, to make the required adaptations to continue with the system gamification.

5.4.3 Theme and setting.

The game will be presented to the students through a PowerPoint (appendix 1) to explain the system of gamification. The presentation will include: a front cover, the introduction to the story, where the theme of gamification is set; in this case the topic is about *Aliens*, the theme was chosen considering the interests and likes of the students. The story for the gamification system will be this:

Hello, my little aliens!!!

We have a new mission; we are going to discover a new planet! Our goal in this mission is to win as many points as possible!

Our friends Kaz and Muzzy are deciding which planet we are going to visit, so read the comic carefully to find out where we are going to travel...

The presentation shows a comic in which there are two aliens (Kaz and Muzzy) talking about the planet the students (who will be aliens too) are going to visit.

The comic is used to introduce the corresponding rules that students must follow to win points. Everything about the gamification system is collected in a booklet that must be

given to the students in case they need to revise the information, or they forgot something about it.

5.4.4 Points, prizes, awards, and missions.

Each rule explained in the previous section contains daily points, that is, if students want to win points to obtain the different prizes and awards, what they must do is follow the rules, which each has the following points:

- Sit down properly and prepare the materials. → 2 points per day
- Control your voice tone. → 2 points per day
- Participate in class and raise your hand if you want to talk. → 2 points per day
- Help your partners if they need and respect everybody. → 2 points per day
- Everyday work (in class and at home). → 8 points per day

To see the acquisition of the different points, students have a point's chart (Appendix 2), which reflects the rules with the daily points that can be obtained from each one if you respect the rules, in this template students must write their alien's nickname and make a drawing of it as if they were an alien.

Then, in this point's chart we can find the different rules they have to follow if they want to win individual points, each rule is divided in three weeks, which are the duration of the game, each of these weeks is divided in four days (Monday, Wednesday, Thursday and Friday), under the days, in the two-point rules, there are two boxes (one box per point), the classes are one hour long, so every half an hour pupils reflect their behaviour on the template. In the first half-hour, students should paint in green the first square of the day of the rules that they consider have respected and in red those they consider not to have respected.

This system is just for the two-point rules per day, but the last rule, is eight points per day, this rule is also divided into three weeks and four days by weeks, the difference in this rule is that each day is divided into two sections classwork and work at home, each section was divided into four boxes, the class work boxes students will colour them at the end of the class and the work at home boxes will be coloured at home at the end of their work time.

To colour the four squares of work in class in green, they should carry out the following guidelines:

- I have corrected my Little Missions.
- I have written down a word that I did not understand in my notebook.
- I have completed the points sheet.
- I have written down which are the Missions for the next day.

And to be able to colour the four squares of work at home in green they should carry out the following guidelines:

- I have done the Missions for the next day.
- I have reviewed what we saw the previous day in class.
- I have completed the outline of the unit.
- I have learned the words that I did not understand.

In the initial presentation, the teacher will introduce to the students that the Little Missions are daily missions (homework) in which they can review contents they have seen in class and that pupils must carry out to acquire points and level up. There are three levels and depending on the points students obtain, they could be at one level or another and acquire different prizes or awards depending on the level they are at.

This point's chart is created to develop the students' capacity for autonomy, thus being able to be critical of their behaviour when it comes to having to be the ones who decide whether they obtain the daily points or not.

When introducing the points system, the students should be conscious that they are going to keep track of their points, but also the teacher will keep track of the points too through ClassDojo application. Due to the weak Internet connection, the teacher will take notes of the students' behaviour, and then will transfer into the application when the teacher has access to the Internet. For the students to see the teacher points track, at the end of the week the teacher will take a screenshot of the application (in the case there is no Internet connection) and students will compare how many points they have obtained according to their criteria, and how many points they have obtained based on the teacher's criteria. If

the teacher's points are different from the student's point, they will have to reach an agreement. After this comparison, the students will get different prizes.

The weekly prizes (Appendix 3) the students can choose are the following ones:

- A space sticker.
- A star sticker.
- An alien sticker.
- Tell a joke.
- Tell a conundrum
- Tell a riddle.
- Tell a tongue twister.
- Be the teacher's assistant for one day.

POINTS GOT	NUMBER OF PRIZES THEY CAN GET
2-20	One prize
21-40	Two prizes
41-64	Three prizes

At the end of each week, all the points of that are going to be added, if they get between 2 and 20 points, it means that they are at level 1, they can only choose one prize. If they are at level 2, that means they have between 21 and 40 points, they can choose two prizes. Finally, if they are at level 3, that is, between 41 and 64 points they can choose three prizes.

The selection of the prizes must be based on the interests the students, in this case there are prizes for those students who like talking in public and are more extroverted as for example, tell a joke, but there are also prizes for those students who are more introverted, such as stickers or the prize of the teacher's assistant.

At the end of the game, students will recount all the points of all the weeks and depending on the total score, they would be placed in three different final levels and depending on the level they are at, they can opt for different final awards.

The final awards (Appendix 4) that students can choose are the following:

- A gold medal.
- A tattoo.
- A sweet.
- A crew card.
- A sticker.

POINTS GOT	NUMBER OF AWARDS THEY CAN GET
4-64	Crew card and a sticker
65-128	Crew card, a sticker and choose one award
129-192	Crew card, a sticker and choose two awards

If at the end of the game, the sum of points of all the weeks and all the rules is between 4 and 64 those students are in final level of type 1 in which they are going to receive a crew card and a sticker, if the student at the end of the game have between 65 and 128 points, these students are in a final level of type 2 and would receive as final awards a crew card, a sticker and they can choose another award from those proposed. Finally, if the total points obtained are between 129 and 192, these students are in a final level of type 3, so as a final award they would obtain a crew card, a sticker and they can choose two other final awards.

As for the group rules created for conflict resolution and group cohesion, they also follow a point system. If students follow the group rules, the entire class can obtain the following points:

- Enter or leave the class, in silence. → 10 points per day.
- Respect the que order. → 10 points per day.
- Be good classmate in the queue. →10 points per day.
- Be kind at the break time. → 10 points per day.
- Arrive on time to class. → 10 points per day.

Every day at the end of the session, a few minutes should be spent for analysing the general behaviour of the classroom, then all the class together should decide which group rules they had follow that day and which ones they had not. These rules are present in class on a small board (Appendix 5) on which the rules are always written and at the time of reflecting on the behaviour, the teacher puts a tick next to the rule acquired and a cross next to those that are not acquired.

Finally, the students add all the total of the points acquired and reflected it in the "Space Rocket" (Appendix 6) which is a rocket that starts from 0 points to 600 points, written from 50 to 50.

The rocket is a visual support for the students to see the amount of class points they obtain as a group. If they follow all the rules in one day, they could achieve up to 50 points per day, obtaining the following group awards depending on the points the class obtained at the end of the week:

- Class in the playground.
- 15 minutes extra of break time.
- No Little missions (Homework) for one day.
- Play one game at the end of the class.

POINTS GOT	NUMBER OF GROUP AWARDS THEY CAN GET
10-200	One group award
210-400	Two group awards
410-600	Three group awards

When students reach between 10 and 200 points, they can choose one group award, if they reach between 210 and 400 points, they can acquire two group awards and if they reach between 410 and 600 points, they can acquire three group awards.

5.5 EVALUATION

Assessment is an essential tool in the teaching-learning process that allows teachers to know and assess the different aspects that make up the educational process. Assessment is not an isolated element of education but is an indispensable strategy in the educational process. Likewise, for a correct evaluation, it is necessary to consider all the aspects of each student, taking into consideration the different contexts.

The gamification system developed in this work is intended for students to reflect on their individual and group behaviour, that is, the acquisition of this content must be progressive, continuous, and global since otherwise, it cannot be effective, making the process evaluation is complex.

Therefore, the evaluation strategies selected to know the achievement of the objectives by the students will be a continuous evaluation. Continuous assessment is carried out progressively during the teaching-learning process to know the knowledge and skills that the student is acquiring. In this, the effort and daily work of the students is essential. In addition, this type of evaluation offers greater possibilities of assimilation of the contents by the students since they are acquired progressively and deeply, always considering the collaboration of the teaching staff.

Hence, it is an evaluation in which the interests of the students, their creativity, involvement and participation, achievements and tasks performed are very much in mind, all this is a process in which progress is rewarded by points and prizes.



In this project, three different types of evaluations will be varied out: the first one is the students' self-assessment, then, the teacher's evaluation of the students and the evaluation that the teacher will do of the system itself.

5.5.1 Self-assessment.

Even though during the whole process they are evaluating their daily behaviour, the students will carry out a final self-evaluation to continue developing their critical thinking, and to involve them in the learning process. Therefore, at the end of the game, the students will write what their two strengths are when it came to behaving in class (two

stars) and what is one thing about their behaviour they would like to continue improving (one wish).

Chart:

SELF -ASSESSMENT	
2 STARS 	
1 WISH 	

5.5.2 Students' evaluation

For continuous evaluation, the teacher can use the following evaluation instruments:

Observation

- Attention in class.
- Participation in class.
- Type of attitude towards the activities presented.
- Autonomy and responsibility before the proposed approaches.
- Relationship of respect and dialogue with their peers.
- Correct use of materials.

Production analysis

- Classwork.
- Interest in the different classroom proposals.
- Relationship of what has been learned with their daily environment.

Oral exchanges

- Group discussions on scoring points.
- Argumentation about the acquisition of points.

The following template will be used to register if the students have acquired the proposed objectives exposed in this template as items and the competencies that they have developed on each objective that is achieved. The levels of acquisitions are: Acquire (Yes), in process of acquisition (sometimes (ST)) and not acquired (No).

Evaluation instrument	Items	Competencies							Acquisition			Observations
		C	M	D	L	S	S	C	Y	S	N	
		C	S	C	T	C	I	A	E	T	O	
		T		L	C	E	E	S				
		C						C				
Observation	Shows interest, motivation and commitment on the activities.											
	Participates in class.											
	Their behaviour skills have improved.											
	Shows values of respect with their classmates.											

Production analysis	They carry out daily classwork.																	
	They carry out daily work at home																	
	They participate in group discussions on scoring points.																	
Oral exchanges	They use the dialogue to solve problems																	
	Use the English language as a tool to achieve the goals.																	
	Use the English language as a tool to achieve the goals.																	

Through this grid, the teacher has a visual element to follow how the gamification system has influenced the students, to visualize what the concepts that must be worked with each student in the case they want to continue using this system.

5.5.3 Project evaluation

Therefore, it is necessary to include an assessment of the gamification system itself that has been carried out. To do this, the teacher will use a template to reflect on each proposed session and a template based on the achievement indicators reached at the end of the implementation.

SESSIONS' RECAPITULATION

Observations	During the development	Aspects to consider	Modifications for future implementation
Introductory Sessions			
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			
Session 8			
Session 9			
Session 10			
Session 11			
Session 12			
Final Session			

ACHIEVEMENT INDICATORS			
Criteria	Yes	No	Observations
The prizes and awards are the right ones to improve motivation in students.			
The thematic is a topic that cause interest in the students.			
The points system is suitable for this gamification system.			
The behaviour of the students has improved with this gamification system.			
The gamification system applied has an adequate, logical, and planned sequencing.			
The proposal is adapted to the educational problem that you want to work on and to the educational context.			
The evaluation confirms the adequacy of the implementation due to the achievements obtained by the students.			

5.5.4 Results

This proposal, as mentioned above, was put into practice in a real school context, the results obtained are remarkable and should be taken into account to be implemented.

The teacher must spend all the time they need for students to understand the points' system. This system of points increases the responsibility of students, which is essential to develop this gamification system.

Regarding the moment of counting individual points, in which the teacher and the students make a comparison of the points students have win. It has been found that most of the students were more critical and demanding than the teacher when reflecting on their behaviour, having to reach agreements between student and teacher.

According to the discussions about group points students respected the turn to speak, dialogue with their classmates, reflected on their behaviour and reached an agreement. In case of not reaching an agreement, it is part of the teacher's role to mediate in such situations.

When selecting individual prizes, an interesting result that has emerged is the so-called "ripple effect" in which if the first students chose the stickers, the rest of the students saw them, and they also chose and a sticker.

So, it comes out that most of the students choose the stickers prize, despite being a very outgoing group and they also liked to carry out other types of prizes that imply greater social interaction.

With this points' system, students will reflect on their behaviour as a person and on their behaviour as a person who is part of a group, so that they can reflect on the consequences both good and bad, that their behaviours have in the classroom as students and outside the classroom as citizens.

6. CONCLUSIONS

The main objective of this last part is to assess whether the objectives proposed at the beginning of the document have been achieved and to reflect on the gamification technique in a Primary Education classroom.

In the first part of the work, the theoretical framework, an analysis of different authors and definitions that deal with gamification is exposed, that part of work helps us to have a clear idea of the concept of gamification, to understand it more globally and to learn how to apply this technique in a classroom of Primary Education.

In addition to treating the term gamification, other concepts such as motivation in the classroom or the use of this tool in bilingual section subjects are discussed, all this theory serves us, to expand the knowledge about the gamification technique to carry out a proposal design that includes elements of the game following the conceptual bases of the theoretical framework to obtain a greater involvement of the students and increase their motivation around their learning process.

Thanks to this proposal, the motivation, commitment, and behaviour of the students in their learning process are increased since it is also based on the interests of the students. For example, this proposal is based on a real teacher experience with a real class, this means that all the setting, thematic, prizes and awards are based on a previous observation of the students' interests.

Also, to increase the motivation in students the previous proposal has a huge variety of prizes and awards to give the students the opportunity to make their own decisions and to adapt to all the pupils' interests.

Introducing a gamification system in the classroom is not only enough to give awards to the students, but it is about producing interest, motivation a change in their behaviour and to promote a critical thinking, so that the students feel capable of develop their skills and to be the centre of their learning process. We can develop all this concepts with the points' chart.

The points' chart is an instrument that allows the student to reflect on their behaviour and implies in them responsibility and autonomy. Students become the centre of their learning process because they are the ones that decide the points they are going to win.

This system develops autonomous work skills in students, conflict resolution through dialogue, self-regulation of their behaviours through different systems as for example the points' chart or the daily discussions about group points.

Furthermore, this system shows students their progress as the game progresses, which serves to make students aware of their work and can correct their mistakes to continue moving forward.

For example, as the points' chart when counting individual points or the space rocket for the group points.

After having made the proposal design, I believe that the use of gamification systems in the classroom is a very useful methodology to reach the proposed objectives.

With the implementation of this project in a real context, the results of the evaluation shows the improvement of the behaviour of the students and also an improvement of self-control.

As a teacher, through this methodology, you can work through different very important aspects in the student's learning process, such as conflict resolution, decision-making, or critical thinking.

From an objective point of view, in addition to all these benefits, gamification also presents some drawbacks that we must consider for possible improvement.

Gamification is a technique that needs a lot of renewal and continuous work, since as teachers we must renew it so that the students do not lose interest and motivation.

That is, we have to avoid that this system falls into monotony, to avoid this the teacher must carry out the final evaluation of the system after the three weeks of implementing the proposal to verify if they have achieved objectives or not.

After evaluation, the teacher must decide to continue with this system (if it fits to the class), to change some of the elements of the system (to improve the results) or to end with the application of this system (in case it does not work for the class selected).

In addition, it is very useful for the gamification methodology to be combined with other methodologies in those content or activities that the teacher deems necessary.

Regarding the role of the teacher, we must bear in mind that the technique does not motivate the students by itself, but that the teacher is key in this process.

The teacher must be the ones who create this system based on their students' interests and of what motivates them to get pupils involved in their learning process. Also, the teachers must help the students to achieve the proposed goals and assess the students in the entire process and their progress.

It is also important to bear in mind that we have to create a comfortable environment (Krashen, 1982) for our students, in which students can feel safe and can carry out all activities and express their feelings and opinions both inside and outside the classroom.

To sum up, the gamification system is a useful tool to generate the desired results through elements close to the interests of the students, but it must be developed to avoid dependence of the students on prizes and awards so that the methodology is effective and have good results.

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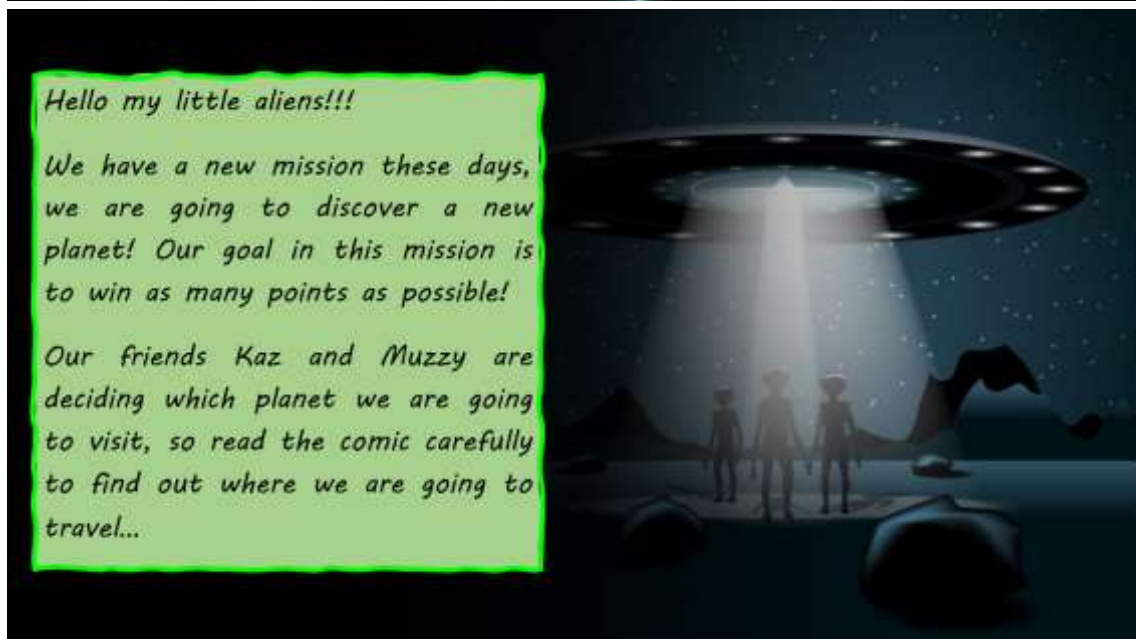
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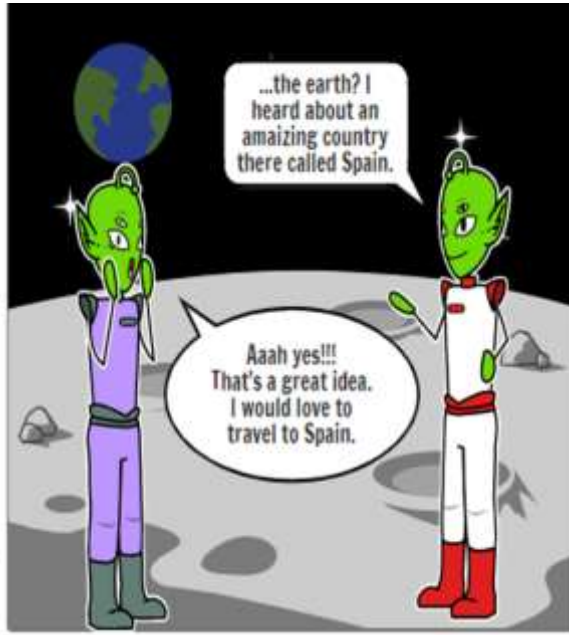
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APPENDIX

Appendix 1: Introduction with a PowerPoint





We want a perfect trip to the earth so we must follow these rules:

Our trip rules

If we respect all the rules, each week we can win different prizes.

Sit down properly and prepare the materials. 2 points per day



Control your voice tone 2 points per day



Participate in class and raise your hand if you want to talk. 2 points per day



Help your group partners if they need and respect everybody. 2 points per day

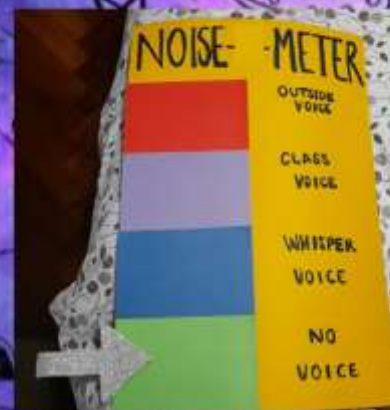


Everyday work (in class and at home !!!) 8 points per day




THE NOISE-METER

- This is a new instrument to measure the noise in class.
- We must control our voice tone if we want to win points!



How do we fill the point's chart?

Nickname: _____



- Sit down properly and prepare the materials. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Respect the noise-a-meter. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Participate in class and raise your hand if you want to talk. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Help your group partners if they need and respect everybody. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Everyday work (in class and at home !!) → 8 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

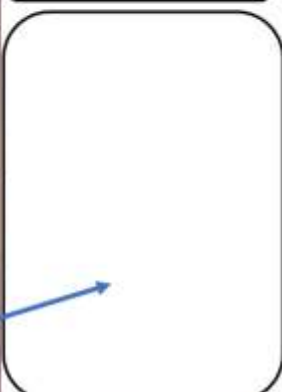
Total points at the end of the unit: _____

How do we fill the point's chart?

1st → Write your Nickname

2nd → Draw your avatar here

Nickname: _____



- Sit down properly and prepare the materials. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Respect the noise-a-meter. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Participate in class and raise your hand if you want to talk. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Help your group partners if they need and respect everybody. → 2 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Everyday work (in class and at home !!) → 8 points per day
- 1st week →

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Total points at the end of the unit: _____

How do we fill the point's chart?

Each day we are going to check if we had respect the four first rules.

If we respect the rule we coloured the square in green ■

If we do not respect the rules we coloured the square in red ■

Nickname: _____

1. Do your properly and prepare the materials. → 40 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

2. Respect the noise-meter. → 40 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

3. Participate in class and raise your hand if you want to talk. → 40 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

4. Help your group partners if they need and respect everybody. → 2 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

5. Everyday work (in class and at home) → 8 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

Total points at the end of the unit: _____

How do we fill the last rule?

The first column: in class

At the end of the class check if:

- I have corrected my Little Missions.
- I have written in my notebook a word that I did not understand.
- I have completed the points sheet.
- I have written down which are the Missions for the next day.

Coloured in green the ones you did in class. ■

Coloured in red the ones you did not do. ■

Nickname: _____

1. Do your properly and prepare the materials. → 40 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

2. Respect the noise-meter. → 40 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

3. Participate in class and raise your hand if you want to talk. → 40 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

4. Help your group partners if they need and respect everybody. → 2 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

5. Everyday work (in class and at home) → 8 points per day

1st week	Monday	Tuesday	Thursday	Friday	TOTAL
2nd week					
3rd week					

Total points at the end of the unit: _____

How do we fill the last rule?

The second column: at home

At home check if:

- I have done the Missions for the next day.
- I have reviewed what we saw the previous day in class.
- I have completed the outline of the unit.
- I have learned the words that I did not understand.

Coloured in green the ones you have done. ■

Coloured in red the ones you haven't done. ■

Nickname: _____

• Get down properly and prepare the materials. → 40 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Respect the noise-meter. → 40 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Participate in class and raise your hand if you want to talk. → 40 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Help your group partners if they need and respect everybody. → 2 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Everyday work (in class and at home) → 8 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
Total points of the end of the unit: _____										_____	

Nickname: _____

• Get down properly and prepare the materials. → 40 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Respect the noise-meter. → 40 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Participate in class and raise your hand if you want to talk. → 40 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Help your group partners if they need and respect everybody. → 2 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
• Everyday work (in class and at home) → 8 points per day										TOTAL	
1st week →	Missions		At home		In class		At home		In class		_____
2nd week →											_____
3rd week →											_____
Total points of the end of the unit: _____										_____	

At the end of the week sum all the green squares of each rule and write down in the total space

Then we sum the points of all the rules.

Depending on the points we have we can get different prizes.

Prizes

You can choose between:

- A space sticker
- A star sticker
- An alien sticker
- Tell a joke
- Tell a conundrum
- Tell a riddle
- Tell a tongue twister
- Be the teacher's assistant one day

- Level 1: If you win between 2 to 20 points you can choose one prize.
- Level 2: If you win between 21 to 40 points you can choose two prizes.
- And if you win between 41 to 64 points you can choose THREE prizes.

Altklasse:

• All done properly and prepare the materials. +2 points per day												
Yellow			Purple			Blue			Green			TOTAL
1st week	2	1	1	1	1	1	1	1	1	1	1	_____
2nd week	1	1	1	1	1	1	1	1	1	1	1	_____
3rd week	1	1	1	1	1	1	1	1	1	1	1	_____
• Respect the lesson-order. +2 points per day												
Yellow			Purple			Blue			Green			TOTAL
1st week	1	1	1	1	1	1	1	1	1	1	1	_____
2nd week	1	1	1	1	1	1	1	1	1	1	1	_____
3rd week	1	1	1	1	1	1	1	1	1	1	1	_____
• Participate in class and raise your hand if you want to talk. +2 points per day												
Yellow			Purple			Blue			Green			TOTAL
1st week	1	1	1	1	1	1	1	1	1	1	1	_____
2nd week	1	1	1	1	1	1	1	1	1	1	1	_____
3rd week	1	1	1	1	1	1	1	1	1	1	1	_____
• Help your group partners if they need and respect everybody. +2 points per day												
Yellow			Purple			Blue			Green			TOTAL
1st week	1	1	1	1	1	1	1	1	1	1	1	_____
2nd week	1	1	1	1	1	1	1	1	1	1	1	_____
3rd week	1	1	1	1	1	1	1	1	1	1	1	_____
• Homework work (in class and at home) +2 points per day												
Yellow			Purple			Blue			Green			TOTAL
1st week	1	1	1	1	1	1	1	1	1	1	1	_____
2nd week	1	1	1	1	1	1	1	1	1	1	1	_____
3rd week	1	1	1	1	1	1	1	1	1	1	1	_____
Total points of the end of the unit: _____												

At the end of the unit sum all the total points of all the rules here.

Depending on the points we have we can get different final awards.

At the end of the unit...

You can choose between:

- A gold medal
- A tattoo
- A sweet
- A crew card
- A sticker

- Level 1: If you win between 4 to 64 points you will receive a crew card and a sticker.
- Level 2: If you win between 65 to 128 points you will receive a crew card and a sticker and choose one award
- Level 3: If you win between 129 to 192 points you will win a crew card, a sticker and you can choose TWO awards.

OUR TEAM POINTS

All the class is a team! Apart from individual points we can get group points. Each day you can win as a class 50 points if we follow the following rules!

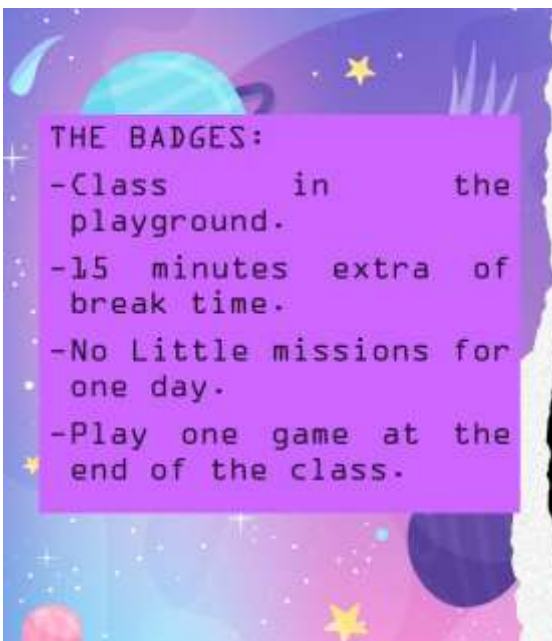
1. Enter or leave the class, in silence. → 10 points per day.
2. Respect the queue order. → 10 points per day.
3. Be a good classmate in the queue. → 10 points per day.
4. Be kind at break time. → 10 points per day.
5. Arrive on time to class. → 10 points per day.



OUR TEAM POINTS

Each day we are going to add the team points of the rules we have followed in this rocket.

At the end of the week, depending on the points we have, we can choose different team awards.



THE BADGES:

- Class in the playground.
- 15 minutes extra of break time.
- No Little missions for one day.
- Play one game at the end of the class.

OUR TEAM POINTS

At the end of the week!

- If we have between 10 and 200 points, you can choose one team award.
- If we have between 210 and 400 points, you can acquire two team awards.
- If we have between 410 and 600 points, you can acquire up to three team awards.

Appendix 2: The point's chart

Nickname: _____

- Sit down properly and prepare the materials. → 2 points per day

	Monday	Wednesday	Thursday	Friday	TOTAL
1st week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
2nd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
3rd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____

- Respect the noise-o-meter. → 2 points per day

	Monday	Wednesday	Thursday	Friday	TOTAL
1st week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
2nd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
3rd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____

- Participate in class and raise your hand if you want to talk. → 2 points per day

	Monday	Wednesday	Thursday	Friday	TOTAL
1st week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
2nd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
3rd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____

- Help your group partners if they need and respect everybody. → 2 points per day

	Monday	Wednesday	Thursday	Friday	TOTAL
1st week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
2nd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
3rd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____

- Everyday work (in class and at home !!!) → 8 points per day

	Monday		Wednesday		Thursday		Friday		TOTAL
	In class	At home	In class	At home	In class	At home	In class	At home	
1st week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
2nd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____
3rd week →	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____

Total points at the end of the unit: _____

Appendix 3:

- A space sticker.



- A star sticker.



- An alien sticker.



- Tell a joke.
- Tell a conundrum
- Tell a riddle.
- Tell a tongue twister.

All the badges were showed in class, and I had them in a shelving so everyone can see them. I choose stickers with different colours, shape and sizes for the students who choose stickers every week, so that they had a huge variety and collected them if they wanted.

Appendix 4: Final Awards

- A gold medal.



- A tattoo.



- A sweet.
- A crew cards.



- A sticker.

Appendix 5: Rules class must follow to win the team points



Appendix 6: Space Rocket

