

ENGLISH

Irene CABALLERO ALDUNATE

**THE IMPACT OF
MOTIVATION ON ENGLISH
LANGUAGE LEARNING IN
PRIMARY EDUCATION: A
GAMIFIED PROPOSAL
WITHIN A CLIL APPROACH**

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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* se desarrolla en un marco teórico, teniendo como eje principal la aplicación de la gamificación en un enfoque AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) con el objetivo de aumentar la motivación de los alumnos que aprenden un segundo idioma. Ha servido de gran ayuda para la realización de este trabajo asignaturas como “Bases psicológicas” y “Desarrollo evolutivo”, ya que nos han proporcionado los conocimientos necesarios acerca de la motivación y su influencia en la adquisición de una lengua extranjera, así como las asignaturas “Inglés 1” e “Inglés 2” para una mejor formación en lo que se refiere a la competencia lingüística.

El módulo *didáctico y disciplinar* permite enmarcar la propuesta didáctica que se va a presentar en este trabajo. Ésta ha sido elaborada teniendo en cuenta los objetivos, competencias, contenidos, criterios de evaluación y estándares de aprendizaje establecidos en el Decreto Foral 60/2014 de Currículo de las Enseñanzas de Educación Primaria en la Comunidad Foral de Navarra. Por consiguiente, se destaca la importancia de la asignatura “Procesos y contextos educativos” ya que, construimos conocimiento sobre el funcionamiento y organización de los centros educativos de Educación Primaria, así como la planificación de los procesos de enseñanza-aprendizaje y la implementación de diferentes metodologías activas, tal y como se han puesto en práctica en esta propuesta didáctica. Además, la asignatura de “Diversidad y respuesta Psicopedagógica” nos ha permitido adaptar la enseñanza para atender a la diversidad del alumnado y así dar una respuesta más acorde a sus ritmos de aprendizaje. Por otra parte, las asignaturas de “Didáctica del idioma extranjero en educación primaria: Inglés” y “Didáctica de Ciencias Naturales” nos han guiado para trabajar en un proyecto educativo más global.

Asimismo, el módulo *practicum*, nos ha permitido enfrentarnos a la enseñanza en un contexto real y así poder implementar los diferentes conocimientos adquiridos durante nuestra formación universitaria, efectuar la aplicación del proyecto que se desarrolla en este trabajo y obtener resultados reales. De esta manera, hemos sido partícipes del engranaje que conlleva el ser docente. Cabe resaltar que su labor va más allá de enseñar diferentes conceptos ya que es un guía en el proceso de aprendizaje de sus estudiantes,

atiende a la diversidad ofreciendo una enseñanza individualizada, desarrolla su creatividad e implementa nuevas metodologías que permitan al alumnado adquirir un aprendizaje más significativo. En este apartado, es importante destacar la realización de prácticas escolares tanto en Pamplona como en Wilmington (Carolina del Norte, Estados Unidos). Fue una experiencia muy enriquecedora que pude disfrutar como estudiante internacional durante mi periodo de Erasmus en ese país.

Por último, el módulo *optativo*, en nuestro caso, el módulo de lengua extranjera: Inglés, nos ha permitido incorporar diferentes metodologías activas, en este caso la gamificación, en enseñanzas bilingües. Asimismo, la formación en la creación y uso de herramientas digitales para la enseñanza del inglés ha sido clave y determinante para poder llevar a cabo con éxito esta propuesta didáctica. En este caso, asignaturas como “Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE)” y “Nuevas tecnologías aplicadas a la enseñanza del inglés” han favorecido y facilitado la adquisición de conocimientos y su posterior puesta en práctica. Cabe añadir que la asignatura de “Inglés 3” han facilitado el cursar y adquirir un nivel C1 en esta lengua, así como una mayor fluidez del idioma en el aula y en la redacción de este trabajo.

Por otro lado, la Orden ECI/3854/2007 establece que, al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “Introducción” y “Conclusiones”.

Resumen

El presente trabajo de carácter empírico tiene como objetivo principal aumentar la motivación en el aprendizaje del inglés de los alumnos de 3º de Educación Primaria del CPEIP Mendillorri, mediante la implementación de un proyecto gamificado en un enfoque de aprendizaje AICLE. Para ello, en primer lugar, desarrollamos un marco teórico donde se profundiza en el estudio de la motivación y su influencia positiva en el aprendizaje de un segundo idioma. Asimismo, exponemos los beneficios de los enfoques de aprendizaje AICLE y de la aplicación de experiencias gamificadas, concretamente un Breakout Edu, en la enseñanza del inglés. Posteriormente, se lleva a cabo el diseño y la aplicación de la propuesta *Mendiexplorers* en aula de inglés del centro. Considerando los resultados obtenidos, cabe destacar un aumento significativo de la motivación de los estudiantes en el aprendizaje tanto del Inglés como de Ciencias Naturales. Conjuntamente, se ha potenciado el trabajo cooperativo, así como el desarrollo de las habilidades sociales, además de aprender los contenidos del currículo de 3º EP.

Palabras clave: Motivación; aprendizaje de un segundo idioma; gamificación; Breakout Edu; AICLE.

Abstract

The following empirical essay has as main aim to boost 3rd grade students' motivation toward English language learning , by the implementation of a gamified project within a CLIL learning approach at CPEIP Mendillorri. It is for this reason that, firstly, a theoretical framework is developed in order to focus on the study of motivation and its positive influence on second language learning. Likewise, the benefits of CLIL learning perspectives and gamified experiences, a Breakout Edu concretely, in English language teaching. Later, the proposal *Mendiexplorers* is designed and implemented in the English language classroom. Considering the results obtained, it is relevant to highlight a significant increase in students' motivation toward the English language and Natural Science. Furthermore, cooperative learning and social skills have been enhanced while learners have been also working on the content corresponding to 3rd grade, according to the curriculum.

Keywords: Motivation; second language learning; gamification; Breakout Edu; CLIL.

Index	
Introducción	1
1. Theoretical framework	5
1.1 Motivation as an essential tool in English language learning	5
1.1.1 Introduction	5
1.1.2 What is motivation?	5
A. Addressing different perspectives of motivation	6
1.1.3 Impact of motivation on English Language learning	7
A. Kinds of motivation that promote effective English language learning	8
B. Key factors in enhancing English language motivation	10
1.1.4 Lack of motivation in English language learning	11
1.1.5 How can we motivate English language learners?	11
A. Motivating teaching practice in the English classroom	11
B. Content and Language Integrated Learning (CLIL)	13
C. What is CLIL?	13
D. The 4Cs framework	13
E. CLIL objectives	14
F. CLIL as a motivating methodology	14
1.2. Gamification of learning	15
1.2.1 Contextualization of gamification	15
1.2.2 What is gamification?	16
A. Gamification versus Game-Based Learning	17
1.2.3 Description of game design elements in a gamified learning	18
1.2.4. Following the five-step model to gamify learning	20
1.2.5 Emergent new gamified learning experiences: Breakout Edu	21
A. How to implement a Breakout Edu	22
1.2.6. Impact of a gamified learning experience on second language acquisition	24
A. Influence of a Breakout Edu experience on second language acquisition	25
1.2.7 Risky outcomes of gamification in education	25
1.2.8 Role of gamification within a CLIL learning environment	26

2. Gamification proposal for the cil primary classroom	27
2.1 Contextualisation	27
2.1.1 The school	27
2.1.2 Educational program	27
2.1.3 Methodology	28
2.1.4 Description of 3rd grade students	28
A. Description of individual characteristics	28
B. Description of the students as a group: attitude and behaviour	29
2.2 Aims	30
2.2.1 General objectives of Primary Education	30
2.2.2 Curricular goals of Natural Science and English language in 3rd grade	30
2.2.3 Didactic purposes of the gamification proposal	30
2.3 Competences of Primary school	31
2.4 Content of Natural Science and English language in 3rd grade.	31
2.5 Learning outcomes of Natural Science and English language in 3rd grade	32
2.6 Design of the project	32
2.6.1 Introduction	32
2.6.2 Implementation process	33
2.6.3 Project Mendiexplorers	35
A. Activity sequencing	36
B. Diversity outreach	60
2.6.4 Assessment of the project Mendiexplorers	61
A. A diagnostic assessment	61
B. A formative assessment	61
C. A summative assessment	62
3. Results of the implementation of the project <i>Mendiexplorers</i>	63
3.1 Students' survey	63
3.2 Teacher's survey	70
4. Discussion of the results	75
Conclusiones y cuestiones abiertas	79
References	83

Annexes	94
Annex I <i>General objectives of Primary Education</i>	94
Annex II <i>Assessment criteria in 3rd grade</i>	95
Annex III <i>Competences of Primary school</i>	99
Annex IV <i>Quotes from the curriculum in 3rd grade</i>	100
Annex V <i>Learning outcomes in 3rd grade</i>	108
Annex VI <i>Letters from Indiana Jones</i>	115
Annex VII <i>Puzzle</i>	115
Annex VIII <i>Video from Indiana Jones</i>	115
Annex IX <i>Let's investigate!</i>	115
Annex X <i>Run as fast as you can!</i>	115
Annex XI <i>What do you remember about mammals?</i>	116
Annex XII <i>Memory game</i>	116
Annex XIII <i>Jigsaw technique</i>	116
Annex XIV <i>What do you remember about birds?</i>	116
Annex XV <i>Broken telephone</i>	116
Annex XVI <i>Flying!</i>	116
Annex XVII <i>What do you remember about arthropods?</i>	117
Annex XVIII <i>Decoding messages</i>	117
Annex XIX <i>What do you remember about molluscs?</i>	117
Annex XX <i>Ladder game</i>	118
Annex XXI <i>Battleship game</i>	118
Annex XXII <i>Turning your creativity on!</i>	118
Annex XXIII <i>Final Breakout Edu</i>	119
Annex XXIV <i>Pictures of students throughout the project</i>	119
Annex XXV <i>Formative assessment rubric-Magazine</i>	119
Annex XXVI <i>Formative assessment rubric- Poster (writing)</i>	120
Annex XXVII <i>Formative assessment rubric-Poster (speaking-teacher)</i>	120
Annex XXVIII <i>Formative assessment rubric-Poster (speaking-students)</i>	120
Annex XXIX <i>Formative assessment rubric- Four skills</i>	120
Annex XXX <i>Formative assessment rubric-Attitude</i>	120

<i>Annex XXXI Self-assessment rubric</i>	120
<i>Annex XXXII Summative assessment rubric-Final Breakout Edu</i>	120

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INTRODUCCIÓN

Actualmente, vivimos en una época en la que el aprendizaje de la lengua inglesa se considera esencial y fundamental para poder desarrollarse en un mundo cada vez más globalizado. La *Ley Orgánica para la mejora de la calidad de la educación 8/2013 de 9 de diciembre* (Ley Orgánica 8, 2013) destaca la importancia de su enseñanza en la etapa de Educación Primaria, ya que tiene como fin el formar personas competentes que den respuesta a las demandas actuales de nuestra sociedad.

Sin embargo, la realidad que se manifiesta en las aulas es un desinterés y descontento generalizado por parte de los estudiantes hacia el aprendizaje del inglés debido a una falta de motivación. La motivación constituye una herramienta vital en el proceso de enseñanza-aprendizaje de un idioma puesto que determina el éxito de este.

Esta situación ha desencadenado la necesidad de establecer nuevas estrategias que permitan aumentar la motivación de nuestro alumnado. Por un lado, han emergido innovadoras metodologías activas como la gamificación que, con la introducción de elementos del diseño de los juegos, aumentan la motivación de nuestro alumnado durante su aprendizaje del inglés. Por otro lado, nuevos enfoques de enseñanza, como AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), están ocupando un lugar relevante en el mundo de la enseñanza, asegurando el aumento de la motivación del estudiante durante el aprendizaje de una lengua extranjera, a través de las asignaturas comunes y con ello, se consigue mayor éxito.

Es importante recalcar la escasa información y documentación acerca de los beneficios aportados al implementar la gamificación en un enfoque AICLE. Partiendo de estas premisas y teniendo en cuenta sus efectivos y satisfactorios resultados obtenidos tras su puesta en práctica de manera individual, he diseñado una innovadora propuesta educativa que combina ambas. El conjunto de estas circunstancias me ha animado a atreverme a realizar este novedoso y laborioso proyecto y así, comprobar su efectividad.

La propuesta elegida es una unidad didáctica basada en la gamificación, exactamente un Breakout Edu, en un enfoque de aprendizaje AICLE en coordinación con la asignatura de Inglés.

Es por ello por lo que, en primer lugar, en el *marco teórico*, se profundiza en el estudio de la motivación como herramienta principal en el aprendizaje de un segundo idioma. Específicamente, se establecen los factores y tipos de motivación que influyen en la adquisición del inglés. Posteriormente, se proponen estrategias para potenciar la motivación a través de la aplicación de la metodología de gamificación y del enfoque de enseñanza AICLE. Toda esta investigación ha sido contextualizada de acuerdo a los autores referencia en dichos campos.

En segundo lugar, la elaboración de la *propuesta didáctica* consiste en el diseño de un proyecto gamificado, exactamente un Breakout Edu, en un enfoque AICLE en 3º Educación Primaria (EP). Para su planteamiento se tienen en cuenta las características de la gamificación y del enfoque AICLE, así como el contexto educativo en el que se desarrolla y la diversidad de su alumnado, con el fin de satisfacer las necesidades de este último.

Para finalizar, se lleva a cabo la extracción de *conclusiones* propias a partir del análisis y *discusión* de los resultados obtenidos, para así poder verificar si los objetivos planteados con este proyecto se han cumplido.

El objetivo general del proyecto *Mendiexplorers* es aumentar la motivación y potenciar actitudes positivas hacia el aprendizaje del inglés del alumnado de 3º de EP del CPEIP Mendillorri, Navarra, mediante la implementación de un proyecto gamificado en un aula AICLE con la coordinación de la asignatura de Inglés.

Además de este objetivo general, a continuación, se plantean una serie de objetivos a alcanzar con la propuesta didáctica:

- Promover el interés, curiosidad y actitudes positivas hacia el aprendizaje del inglés.
- Potenciar el disfrute de los alumnos durante su aprendizaje.
- Impulsar el trabajo cooperativo y colaborativo.
- Fortalecer las habilidades sociales de los estudiantes en lo que se refiere a un segundo idioma.
- Desarrollar actitudes de perseverancia, pensamiento crítico, deductivo y trabajo bajo presión.
- Incrementar el uso natural del idioma extranjero.
- Afianzar contenidos del currículo oficial de las áreas de Ciencias Naturales (iniciación a la actividad científica y seres vivos) y Lengua Inglesa (comunicación y expresión oral y escrita relacionadas con la descripción de animales).

Con el fin de alcanzar los objetivos planteados previamente, se llevan a cabo los siguientes procesos:

- Elaborar un marco teórico-conceptual sobre el impacto de la motivación en un segundo idioma, el enfoque de aprendizaje AICLE y la gamificación como una metodología motivadora.
- Diseñar una propuesta didáctica gamificada en un enfoque de aprendizaje AICLE en coordinación con la asignatura de Inglés en 3º de EP.
- Implementar dicha propuesta didáctica en el aula de 3º de EP durante el periodo de realización de las Prácticas Escolares II y III del Grado de Maestra en Educación Primaria.

- Analizar los resultados obtenidos considerando los datos recogidos a través de encuestas y observación directa por parte del profesorado durante el proceso de enseñanza-aprendizaje.
- Elaborar las conclusiones y reflexiones finales teniendo en cuenta las oportunidades que brinda esta propuesta, así como las limitaciones de la misma para poder mejorarla en un futuro.

1. THEORETICAL FRAMEWORK

1.1 Motivation as an essential tool in English language learning

1.1.1 Introduction

Students' motivation in the classroom is regarded as one of the most relevant aspects in the education field since it drives and maintains their behaviour and attitudes. Moreover, it has a great influence on the children's interests and conducts that will significantly determine how the teaching-learning process is going to develop.

1.1.2 What is motivation?

There are many authors that have studied motivation throughout time considering that it is a valuable tool to promote learning.

The following authors can be highlighted because of their thorough work on motivation. According to Santrock (2002), motivation can be defined as the reasons that drive humans to behave in a particular way. Furthermore, he adds that this behaviour is vigorous, goal-directed and persistent. On the other hand, Ajello (2003) explains that motivation is responsible for maintaining humans engaged in the significant activities they become involved in. Furthermore, Herrera et al. (2004) argue that motivation is what moves humans to take action (activation), direct behaviour toward a particular goal (direction) and pursue to achieve it (maintenance). Last but not least, Trechera (2005) claims that the term motivation derives from the Latin "motus" which means movement. Because of that, he defines motivation as the reason that moves and drives humans to execute an activity. It is a process in which humans set their ultimate goal, use the resources and means that are required to achieve it and maintain their behaviour to attain their main aim.

After explaining what motivation is, it can be observed that most definitions share four moments, considered essential in any motivation description. As stated by Casanova and Sanz de Acedo (2012), they are:

1. *Anticipation*. It means that humans notice desires or unfilled needs.
2. *Activation and direction*. It is related to the incentive that drives humans to behave in a particular way in order to achieve their goal.
3. *Performance*. It refers to the process in which humans are involved so as to get closer to their aim. In addition, effectiveness is also assessed.
4. *Result and feedback*. It implies having accomplished the goal and its positive consequences. If the goal is not reached, the active behaviour persists.

It is important to underline that motivation is a dynamic process, that is to say, it flows continuously.

A. Addressing different perspectives of motivation

Motivation is regarded as a complex idea that cannot be explained considering just one approach, as Dörnyei (2001) claims. Due to that, different motivation perspectives are shown below, with the aim of offering a complete view of it. According to Santrock (2006), we can distinguish four different approaches:

- *Behavioural perspective*. It highlights external rewards and punishment as conductual incentives.
- *Humanistic perspective*. It emphasises students' ability to thrive in their personal level. It is important to mention that basic needs should be fulfilled so as to achieve self-fulfilment.
- *Cognitive perspective*. It holds that students' thoughts are key to determine what is going to happen.
- *Social perspective*. It stresses the need of being connected with other people due to its direct influence on students' attitude and academical achievements.

1.1.3 Impact of motivation on English Language learning

Once general ideas about motivation have been fully explained, we are going to focus on the impact of motivation on second language acquisition, concretely on the English language.

Motivation plays a substantial role in the process of learning a language since it determines how successful it is going to be. Because of that, language instructors cannot teach a foreign language effectively unless they understand the relationship between motivation and its impact on language learning. Therefore, we are going to concentrate on the most emblematic authors that have research this topic.

Gardner is one of the most relevant leading figures in the field of second language acquisition. He designed a socio-educational model in which he explains the main factors that influence second language acquisition that, combined with motivation, determine the learner's success. As suggested by Gardner, Giles and Coupland (as cited in Norris-Holt, 2001) these factors are social and cultural milieu (the place where a human lives conditions their beliefs about other cultures and languages), individual learner differences (intelligence, language aptitude, motivation and situational anxiety), the setting or context in which learning occurs (the impact of the individual difference variables alters depending on the context it happens), and linguistic and non-linguistic outcomes (the former refers to actual language knowledge and language skills while the latter to individual attitudes and beliefs toward the target language community).

In addition, according to Gardner (1985), motivation, besides positive attitudes toward learning a foreign language, combines attempt and desire. Furthermore, later, Gardner (2001) adds that motivation is responsible for the attainment of a second language. In the same vein, Lasagabaster (2011) and Dörnyei (1994) regard motivation as the essential key to acquire a second language. Taking all these into account, needless to

say, it is fundamental to continue investigating motivation owing to its significant influence on second language acquisition, the English language in this case.

A. Kinds of motivation that promote effective English language learning

Given that motivation plays an outstanding role in second language acquisition, I do consider essential to summarise the main kinds of motivation which influence on English language learning.

On the one hand, we can use Dörnyei as a reference in the study of intrinsic and extrinsic motivation while Gardner and Lambert are acknowledged due to their work on instrumental and integrated motivation.

- *Intrinsic motivation.* Students engage in different activities because either they bring them pleasure or they are interested in them. It is an internal force (Dörnyei as cited in Alizadeh, 2016).
- *Extrinsic motivation.* Children are compelled to do an activity because of need or just to attain a reward, an achievement certificate. It is an external force (Dörnyei as cited in Alizadeh, 2016).
- *Instrumental motivation.* Learners desire to learn a new language in order to achieve another goal (Gardner and Lambert, as cited in Alizadeh, 2016).
- *Integrative motivation.* Pupils want to learn a new language so as to be able to deal with its peoples and be included in its culture (Gardner and Lambert, as cited in Alizadeh, 2016).

Once the different types of motivation that intervene in second language learning have been clarified, it is highly recommendable how Brown (2000) establishes a relation among them.

Table 1. Relationship among intrinsic, extrinsic, integrative and instrumental motivation. Source: Brown (2000).

	INTRINSIC	EXTRINSIC
INTEGRATIVE	Students want to learn a second language for personal and cultural enrichment.	An external power wants the learner to know a second language for integrative reasons.
INSTRUMENTAL	Students want to achieve goals using the second language (e.g., for a career).	An external power wants the learner to learn a second language for a practical purpose (e.g., parents take their children to a bilingual school).

It is important to mention that it is convenient to work with intrinsic and extrinsic motivation together although it is more efficient when the former is higher (Casanova and Sanz de Acedo, 2012).

Considering the studies carried out by Gardner, Lambert and Spolsky (as cited in Alizadeh, 2016), those students with a high level of integrative motivation turn out to have higher scores in proficiency tests in a foreign language. Hence, I would go so far as to say that it is really relevant to work on intrinsic and integrative motivation for successful language learning.

B. Key factors in enhancing English language motivation

English teachers must know which key aspects are the ones that boost their students' motivation so as to promote a favorable, positive, and profitable learning environment.

Following Alizadeh (2016), we can remark the factors below:

- *Positive attitude toward the L2 (second language) community.* English language motivation depends on the students' attitude toward that community.
- *Enjoying while learning.* The fact of students having fun while learning a second language is an essential aspect that influences on learners' motivation. Here, we can include intrinsic and integrative motivation. As stated by William and Burden (cited in Dörnyei, 2001), we can incorporate: interest of the activity (curiosity), value of the activity (personal relevance), sense of agency (setting appropriate goals), mastery (competence), self-concept (awareness of personal strengths and weaknesses), anxiety, confidence.
- *External pressures.* It is worth bearing in mind that there are different external pressures that push students to learn a second language such as pleasing parents, getting rewards, reaching goals. All these situations motivate students to learn a second language as indicated above. Extrinsic and instrumental motivation play an important role at this point. The following aspects can be considered: others (parents, peers, teachers), the nature of interaction with significant others (learning experiences, feedback, rewards, punishments), the learning environment (resources, size of the class), cultural norms, societal expectations and attitudes (William and Burden, as cited in Dörnyei, 2001).

1.1.4 Lack of motivation in English language learning

It goes without saying that these days, one of the main problems in the educational system is the lack of motivation when it comes to the English language subject.

It is significant to bear in mind that not only are motivating factors noteworthy in the process of learning a second language but also discouraging factors have a great impact on that process. On the words of Dörnyei and Ushioda (2011), lack of motivation plays an outstanding part in second language learning experience that is even much more significant than the motivating aspects.

Furthermore, Bednářová (as cited in Bunyamethi, 2018) adds that lack of motivation is a psychological state in which students that were previously motivated, do not want to move forward in their learning since their inner and external inputs are weakened thus preventing them achieving their goals. However, lack of motivation can be recovered once conflicts are solved (Jung, as cited in Bunyamethi, 2018).

1.1.5 How can we motivate English language learners?

A. Motivating teaching practice in the English classroom

These days, English instructors are worried about this overarching problem: lack of motivation. They do not find solutions to manage this situation. Due to that, some recommendations are provided next, so as to supply teachers with strategies and increase English language learners' motivation.

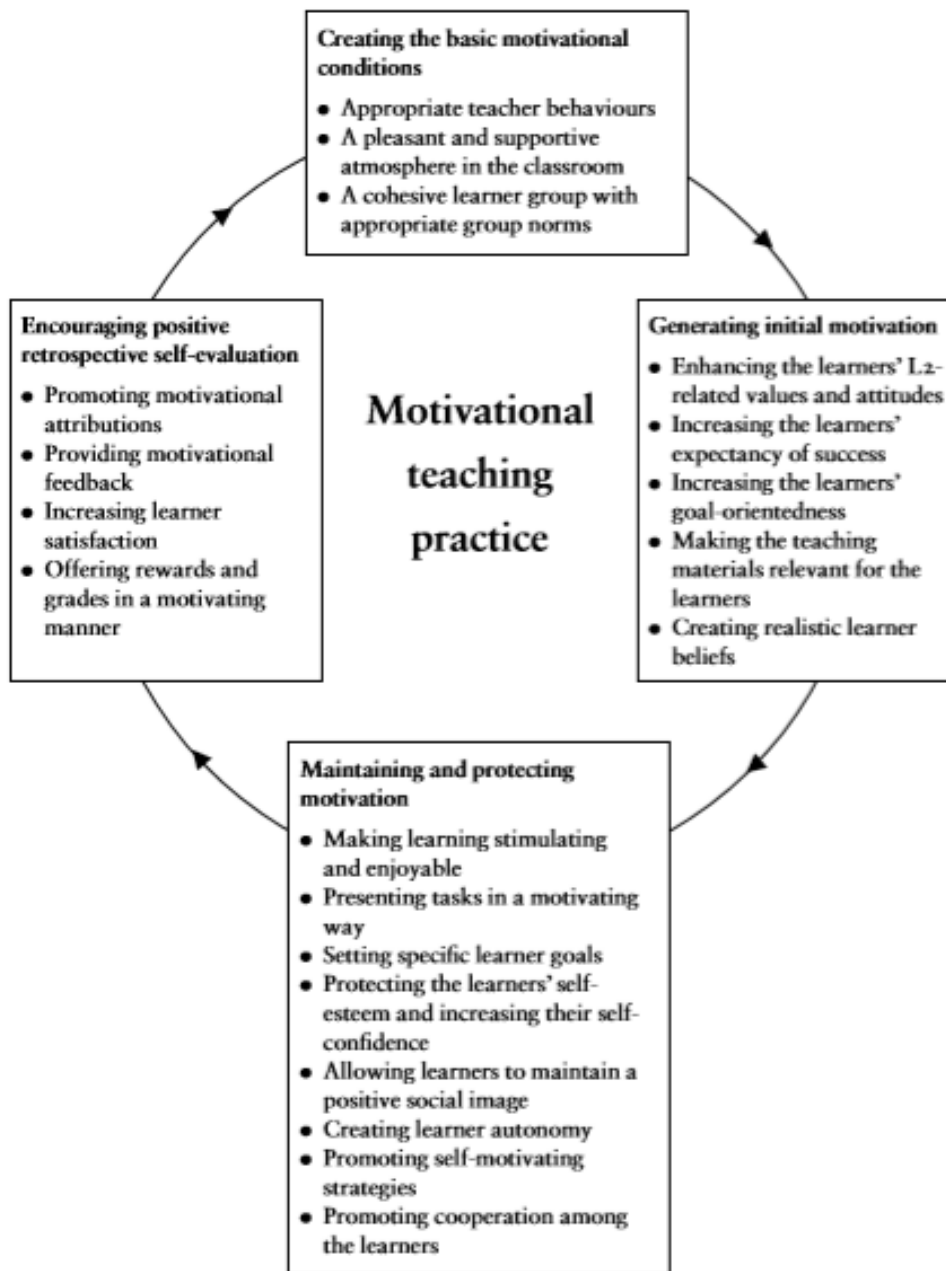


Figure 1. The components of motivational teaching practice in the L2 classroom.

Source: Dörnyei (2001, p29).

B. Content and Language Integrated Learning (CLIL)

Lately, a new teaching model called CLIL has emerged (Content and Language Integrated Learning) in Spain. This approach has been followed by different countries of Europe with really good results for years. The implementation of this kind of methodology involves numerous benefits among which we can underscore an increase in students' motivation and in their positive attitude toward second language learning.

C. What is CLIL?

CLIL is the term created by David Marsh in 1994 to describe a new linguistic perspective in which different subjects are taught through a foreign language so as to reach a dual goal: the learning of content while mastering a second language simultaneously (Marsh, 1994). Therefore, the teaching-learning process entails the learning of content (Science, History, Biology, Arts and Crafts, etc.) using a second language as lingua franca as well as the learning of the linguistic competence. It is important to bear in mind that the second language is as important as the content since it is what allows students to access the content. Due to that, it is highly recommendable to coordinate with English language teachers so that they also work on that language that enables students to grasp the content. In that way, we offer students an integrated teaching that is more meaningful to them.

D. The 4Cs framework

There are numerous authors that state how advisable is incorporating the 4Cs in CLIL lessons. The 4Cs is a conceptual framework to enable instructors to plan lessons and units of work so that different CLIL elements are connected and make sense.

Coyle (2007, as cited in Lasagabaster, 2011) designed the 4Cs framework that focuses on the interrelation of content (topic), communication (language), cognition (learning and thinking) and culture (social awareness of self and otherness) in CLIL approach.

E. CLIL objectives

When applying a CLIL approach, it can be said that we pursue different purposes. The most representative are the ones cited by Eurydice (2006, as cited in Lasagabaster, 2011):

- *Socioeconomic goal.* To prepare students to an internationalized society and offer them the best working opportunities.
- *Sociocultural goal.* To instil tolerance and respect values in learners toward other cultures through CLIL language.
- *Linguistic goal.* To let students develop linguistic skills so as to improve their communication in a foreign language while motivating them to learn a second language for a practical and real purpose.
- *Educational goal.* To allow children to develop and foster their ability to learn different content through an innovative perspective.

F. CLIL as a motivating methodology

Nowadays, we live in a society in which changes happen frequently, so the educational system should adapt to them. Our students are digital natives and are inclined to develop a mind-set to which educators must respond: *learn as you use, use as you learn* contrasted with the old saying *learn now for use later* (Marsh, as cited in Navarro, 2012).

Taking it into account and being consistent with Doiz, Lasagabaster and Sierra (2014), it seems that CLIL tasks are prone to generating more positive and motivating responses than those tasks completed in context in which English is taught as a second language (ESL). Due to that, students' interest in learning a language is higher in the CLIL perspective, in other words, integrative motivation is boosted. In addition, a natural use of the language can enhance learners' motivation towards learning languages. In CLIL, language is a means, not an end, and when learners are interested in a topic, they will be more motivated to acquire language to be able to communicate, thus instrumental motivation is enhanced (Darn, as cited in Doiz et al., 2014).

The impact of motivation on English language learning in Primary Education: a gamified proposal within a CLIL approach.

Finally, as it will be shown throughout this essay, there are other ESL methodologies that have appeared these days. One of them is called gamification and it works spectacularly along with the CLIL approach, since they both foster students' motivation when designing collaborative tasks and promote group dynamics that increase the use of a foreign language in the classroom. Learners become players, tasks turn into challenges and classrooms are the appropriate setting to learn while having fun (Pérez, 2017).

1.2. Gamification of learning

1.2.1 Contextualization of gamification

It is possible to think that gamification is a recent technique, however, it has been put into practice since the 80's by means of the videogame industry. Firstly, it was associated to the business and marketing field (offering rewards such as loyalty cards, discounts in shops...), and then, it was implemented in other fields. Its application to the education world arises at the hands of Malone, professor that developed a motivation study about online games by using gamification elements.

However, the concept of gamification was firstly coined in 2003 by Nick Pelling. He considered gamification as a huge revolution that could change society. It was in 2010 and 2011 when Cunningham and Zichermann, acknowledged game designers, spread this concept in different conferences they attended to. Moreover, they stressed on the significance of applying all the emotions, concentration and fun of games, to real life (Malvido, 2019). The role of gamification in the education field was introduced and published in a paper, for the first time, in 2011, by Sebastian Deterding, Dan Dixon, Rilla Khaled, and Lennart Nacke (Pandey, 2017).

Nowadays, gamification plays an outstanding role by leveraging games' experiences and benefits for students during their teaching-learning process.

Generally speaking, gamification has a great influence upon students' motivation since, it makes them be more implicated and participative in their learning.

1.2.2 What is gamification?

Before defining this concept, it is relevant to study its root: game. According to Salen and Zimmerman (as cited in Kapp, 2012) a game consists of a system in which players participate in an artificial conflict that is defined by rules that turns out to quantifiable outcomes. If we transfer this definition to the education field it would be necessary to add the component of emotional reaction based on Koster's definition (as cited in Kapp, 2012). He describes a game applied to education as a system in which players participate in an abstract challenge defined by rules, interactivity and feedback, that turns out to quantifiable outcomes that usually come with emotional reactions.

Once what a game is has been detailed, we are going to tackle the term of gamification, defined by many authors. Next, we are going to highlight the most prestigious authors in this field:

- Zichermann and Cunningham (2011) defines it as a process that is related to the players' thinking and game techniques in order to attract users and solve problems.
- As stated by Marín and Hierro (2013) not only is gamification a technique but also a strategy. It takes into account the most attractive elements of a game design and puts them into practice in a non-game setting. All of that leads to the stimulation of a change in humans' behaviour, the transmission of a message or content, as well as the establishment of a special link with the users, thus creating a significant and motivating experience.

- According to Teixes (2019), when gamifying we use the most fascinating elements of games in non-game settings in order to accomplish specific goals at the same time we encourage a change in participants' behaviour. The fact of putting into practice gamification in different non-game contexts (education, business, health...) allows to reach concrete objectives from that field. Moreover, gamification can boost the player's motivation toward the goal we want to achieve.
- Kapp (2012) expresses that gamification uses game principles, mechanisms and thinking along with its aesthetics so as to engage and motivate students, promote learning and solve problems.

After analyzing different authors' points of view and applying this term to the education field, I suggest this definition about the gamification of learning: it is a methodology that puts into practice the most appealing elements of game design in a non-game context, concretely in the classroom, with the purpose of increasing students' motivation and interest. In doing so, it influences on their physiological and social behaviour during their teaching-learning process, in my case, in CLIL. All of that fosters a positive, dynamic and enriching learning environment that assists in promoting successfully the didactic objectives proposed.

A. Gamification versus Game-Based Learning

After explaining what gamification consists of, some doubts about the difference between gamification and game-based learning (GBL) might arise. On the one hand, according to Youssef (2015), the former becomes the entire learning process into a game by putting into practice its elements, mechanisms and principles so as to better motivate and engage learners. Students do not learn through a specific game but as if they were playing through the gamified experience. Furthermore, it lets create new experiences and provides learners with control and autonomy in their learning (Hamari and Koivisto, as cited in Ocon, 2016). On the other hand, when it comes to the latter, game-based

learning uses a game as part of the learning process with the goal of teaching an individual skill or specific learning outcome, instead of a whole pedagogical system (Youssef, 2015).

1.2.3 Description of game design elements in a gamified learning

It is significant to know that the fact of adding points or rewards to created learning experiences does not mean that changes in students' behaviour will become the desired ones. Due to that, as Kapp (2012) claims, we have to bear in mind the interplay of different game design elements such as mechanisms, dynamics and aesthetics, so that they run in unity in favour of students.

- *Mechanisms*

The elements within this group are the most alluring and play an important role in enhancing students' engagement and motivation toward the aims. The main tools are:

- *Points*. They can be used as rewards for achieving different objectives, for attaining levels or getting prizes, among others.
- *Levels*. Leveling up is one of the most motivating aspects in gamified learning since it means progress.
- *Challenges*. They strengthen competitiveness against students and themselves. Furthermore, challenges can supply rewards and points.
- *Quests*. They are short tasks that meet short-term objectives. Students must reach all of them so as to complete the whole gamified experience. They usually satisfy learners', which makes their learning meaningful.
- *Goods*. These are the elements learners invest in by using the points they have.
- *Gifts*. Children's motivation and interests increase when they know a gift can be reached. It is given at any moment in order to compensate for lack of motivation.

- Leaderboards. They show students' points in a ranking.
 - *Feedback* and reinforcement. It informs learners of the rightness or wrongness of an activity, act or response. Moreover, feedback also leads them to the correct outcome.
 - *Storytelling*. This element is not found in all games but provides relevance and meaning to the experience. The fact of setting a context in which we can apply tasks engages students to move their learning forward.
 - *Rules*. They limit children actions and keep the game manageable.
- *Dynamics*

The game dynamics satisfy needs students may have as players. These needs are regarded as universal and timeless. The main dynamics are:

- *Rewards*. Learners are highly motivated when they get prizes, points, goods because of leveling up or overcoming different challenges. They can be material (a certificate) or emotional (public recognition).
- *Competition*. Children are prone to being more engaged in gamified learning when they compete either against themselves or against each other. Beating their opponents boosts their self-satisfaction. Classification based on points or levels plays an important part here.
- *Achievements*. They depend on how much pupils strive to complete tasks successfully. When they get it, they have restorative feelings.
- *Self-expression*. Students often need to act or express themselves in an autonomous way to show the role they are playing as players.
- *Status*. It allows children to acquire certain recognition due to their progress.
- *Altruism*. Learners must take into account that, sometimes, the objectives and benefits they attain are for the greater common good.

- *Aesthetics*

Regarding the aesthetic component, it is not the most relevant element in gamification, but it should reinforce the other elements. It enhances learners' motivation and enjoyment through visual elements, manipulative tools, videos, attractive topics, colours, music, etc. Therefore, ignoring aesthetics in designing gamified learning reduces the overall experience of the students. In addition, I am inclined to believe that it is important to know the target audience as well as the context in which gamification is going to be applied, so as to make the aesthetics appealing to students.

1.2.4. Following the five-step model to gamify learning

The concept of gamification may appear simple but the fact of applying it to a learning experience may not. Nevertheless, it can be less complex, by following Huang and Soman's (2013) five-step process:

As a first step, understanding the target students and the context is a key factor that determines how successful the learning will be. It refers to the fact that the teacher needs to become familiar with their students and the context so as to comprehend some relevant aspects such as the group age, learning abilities, current-skill set, group size, learning environment, etc. Grasping these previous main points will help the teacher to determine which elements of gamification should be implemented.

Next step, the second one, defining learning objectives, is essential to determine what instructors want their students to accomplish by completing the program. This includes general instructional aims, specific learning aims and behavioural aims.

Step three on the five-step model, structuring the experience, means splitting the learning program into stages and milestones with a view to sequence knowledge and establishing what children need to learn and attain by the end of each stage. If a student stays behind, the teacher needs to re-think and provide motivation so that a learner completes that phase. It is highly recommendable to start with easy milestones so that pupils are more engaged and move forward to next stage.

The impact of motivation on English language learning in Primary Education: a gamified proposal within a CLIL approach.

Identifying resources is the fourth step. Once different milestones have been set, the teacher will know which stages can or cannot be gamified. The instructor needs to reflect upon different aspects in each phase, such as: tracking mechanisms (tool to measure students' progress), currency (unit of measure: points, time, money...), levels (amount of currency to reach an objective), rules (boundaries in the learning) and students' feedback.

Last step but not least, applying gamification elements implies that the teacher decides which game elements are going to be applied. They can be either self-elements such as points, levels, time restrictions or social elements like interactive competition or cooperation. The former focus on making students compete with themselves and recognize self-achievement while the latter makes students' achievements public and lets students become members of a community.

1.2.5 Emergent new gamified learning experiences: Breakout Edu

These days, there are more and more educators that have started to execute gamification in their educational programs so as to boost students' motivation and engagement in learning. In addition, some of them, like Negre i Walczak, have started to implement new gamified learning experiences called Breakout Edu (Edu means it is related to the education field).

As stated by Negre i Walczak (2017), a Breakout is an immersive game derived from the so popular games known as Escape Rooms. Lately, this kind of experiences are earning an important spot in leisure areas worldwide. The main difference between a Breakout and an Escape Room is that in the former we do not have to exit a room in a certain amount of time but opening a locked box. It is necessary to obtain different codes, which will be supplied once challenges are overcome, so as to open the locks. Storytelling plays an important part since the whole experience is based on it: challenges, participants that become explorers, investigators, and so on.

As mentioned above, these experiences are emerging in the education field. This kind of gamification transform the classroom into a game, fosters face to face contact, cooperation and teamwork. Moreover, setting time restrictions implies more students' involvement in their learning. Unlike other virtual games that are based on chance and fate, Breakout Edu entails strengthening minds in order to overcome challenges, puzzles, enigmas, etc. (Nicholson, 2018). Due to the fact that it is an innovative approach, there are not papers, books or essays with information about this kind of gamification. Most of the information collected can be found in webpages, blogs in which teachers share their own experiences applying Breakout Edu in their classrooms.

A. How to implement a Breakout Edu

As a Breakout Edu is a kind of gamification, Soman's five-step model can be followed as well. In spite of this, other considerations must also be taken into account so as to adjust a gamified learning experience to the distinctive characteristics of a Breakout Edu.

It is interesting to remark upon different aspects that must be present when designing this type of gamification in the classroom, as the ones suggested by Poyatos (2018):

- *Starting point.* Creating an initial activity such as a video, performance or a hidden message awakes students' curiosity and enhances their engagement in learning. It is based on a mission learners have to face. Furthermore, this starting point is linked to a storytelling that motivates and involves children in that adventure.
- *Storytelling.* It is a key factor in a Breakout Edu due to its role as a link throughout the whole game. Storytelling addresses appealing topics for students to connect with that experience. Thanks to it, learners become investigators, explorers, detectives, scientists in search of clues and solving enigmas in order to overcome the challenges and quests.

- *Challenges.* As in every gamified experience, challenges are the ones that keep students engaged and involved in their learning. They constitute different activities that require cognitive processes. It is important to create a wide variety of challenges and observe their complexity.
- *Materials.* When inventing activities and challenges, teachers can include the use of different resources to solve them. For instance, ultraviolet light torches, Morse codes, QR codes, puzzles, locks. These latter materials are really important since the whole gamified experience consists of discovering the code to open the lock or locks. The materials implemented in the Breakout Edu depend on the resources an instructor can have access in their classroom. Other possibilities can be considered, for instance, using digital locks.
- *Time restrictions.* Breakouts Edu are usually designed to last 50-60 minutes roughly. Hence, it is really important to estimate how long each activity is going to take beforehand.
- *Grouping.* Children are grouped so as to solve the challenges. Cooperative work and teamwork are indispensable to succeed in it.
- *Spaces.* The rooms where this gamified learning is going to be held is also relevant. It is highly recommendable to choose a wide variety of places to execute the Breakout Edu: corridors, stairs, library since they provide diverse learning environments that ensure an immersive and thrilling experience, whenever it is feasible.
- *Metacognition.* Some time for students to reflect individually after the experience is highly advisable. In that way, learners can be aware of what they have learnt, how they have worked as a team, how they have felt...
- *Ending:* Once students have overcome all the challenges, teachers have to think about a reward, related to the storytelling, to congratulate students on their hard work.

Moreover, a Breakout Edu is a technique that can be used in different learning moments such as activation of prior knowledge, revision of content, introduction of new topics or assessment.

1.2.6. Impact of a gamified learning experience on second language acquisition

There are several reasons that encourage instructors to apply gamified experiences in a classroom given that they have a great and positive impact on second language acquisition, of the English language in our case, just as it is explained below.

Consistent with Muntean (2011), gamification has been an object of study and application regarding L2 learning for years. Integrating gamification into a foreign language learning triggers a more attractive and effective learning experience for those language students. In the light of what has been mentioned previously, one of the main aims of gamifying learning is to promote a change in students' behaviour, in particular toward English language learning, in order to improve language learning while acquiring skills to solve proposed challenges. It goes without saying that the common denominator between ESL learning and gamification is motivation. Following Gardner, Lambert and Dörnyei's studies about the four primary motivations that influence on second language acquisition, reference works in this essay, it could be concluded that gamification has a direct impact on intrinsic and extrinsic English language learning motivation. On the one hand, when it comes to the former, gamification enhances achievement, autonomy, mastery and sense of belonging. On the other hand, with regard to the latter, it is strengthened through points, levels, rewards to promote engagement. Furthermore, along with Fogg (as cited in Figueroa, 2015), competition, social interaction and cooperation motivate an English language learner.

Additionally, gamification implies working with social skills, that offer students the chance to interact among them, a distinctive aspect of second language learning (Fogg, 2002). According to Figueroa (2015), gamification also helps English language learners to overcome their shyness due to positive feedback and game design elements.

A. Influence of a Breakout Edu experience on second language acquisition

Since Breakout Edu constitutes a kind of gamification, its implementation in an English language classroom has a considerable impact on the acquisition of that language, as explained above. Notwithstanding, Breakout Edu provides other benefits in the education field like the following ones, mentioned by Galanis and Duckworth (as cited in Negre i Walczak, 2017):

- It promotes collaboration and teamwork
- It develops problem-solving and critical thinking skills
- It enhances communication skills
- It challenges players to persevere
- It builds deductive thinking
- Students learn to work under pressure
- It is student-centered
- It is inquiry-based

1.2.7 Risky outcomes of gamification in education

In spite of all the benefits gamified experience provides to ESL students, teachers have to bear in mind some risks gamified experiences may entail. Along the same lines as Allueva (2018), creating suitable materials for your students is quite time-demanding which makes the gamification design process hard. Furthermore, as stated by Lee and Hammer (2011), we have to be careful when executing gamification since it could absorb teachers' resources or teach students they should learn just when rewards are provided. In addition, by making play compulsory, gamification could create rule-based experiences that feel just like school.

1.2.8 Role of gamification within a CLIL learning environment

Once motivation has been analyzed in depth, it can be shown that there are four main types of motivation that influence on second language acquisition: intrinsic, extrinsic, instrumental and integrative motivation. When incorporating a CLIL methodology to our classroom, it mainly boosts integrative and instrumental motivation. On the other hand, just as it has been indicated before, gamification has a determining role in enhancing intrinsic and extrinsic motivation. That is why, it could be considered that implementing gamification in a CLIL learning stresses on those four principal motivations, which promote successful and satisfactory behaviours toward the English language learning.

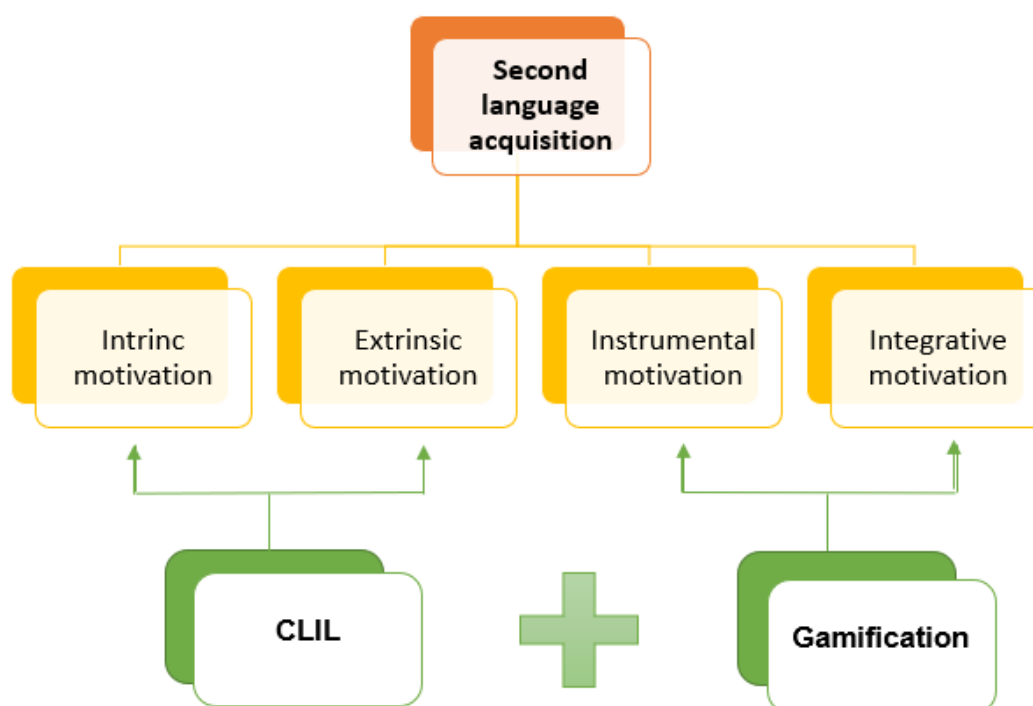


Figure 2. The role of gamification within a CLIL learning approach.

2. GAMIFICATION PROPOSAL FOR THE CLIL PRIMARY CLASSROOM

Once it has been detailed the positive impact of motivation on second language acquisition, the role of CLIL approaches in enhancing learners' motivation toward the English language as well as the rewarding benefits of applying active methodologies, like gamification, to ESL learning environments, I present my gamification proposal aimed at 3rd grade students in a CLIL and English language classroom. This gamified experience consists of a Breakout Edu implemented in Natural Science and English language subjects.

2.1 Contextualisation

2.1.1 The school

The following didactic proposal is implemented in 3rd grade of primary school at the Public School of Infant and Primary Education of Mendillorri (Pamplona). Founded in the year 2000, CPEIP Mendillorri is one of the four public schools located in the area. Each school was built as a response to the growing number of people that are now residents of the neighborhood.

2.1.2 Educational program

This school adopts a bilingual education by offering twelve sessions in English: Natural Science or Social Science, three sessions; Arts and Crafts, two sessions; Values or Religion, two sessions each; and English Language, five sessions. It is also important to take into consideration that the possibility of teaching Natural Science and Social Science in English at the same grade is not available. If one is taught in English, the other one in Spanish. It alternates depending on the grade. When it comes to 3rd grade, it is the Natural Science subject taught in English. Moreover, its tutor is the English language and Natural Science teacher so coordination and integrated learning is feasible, as it will be shown later.

2.1.3 Methodology

It is worth bearing in mind that 30% of students are at risk and there are a great number of children that come from non-Spanish-speaking countries. This prominent variety of students currently studying at the school has triggered a methodology change. During the course of 2018-2019, the textbooks of 1st and 2nd of Primary Education were gradually removed. This year, the process is happening in 3rd and 4th of Primary although, books have not disappeared entirely in 3rd grade. The tutor has a Natural Science and English book that she uses as a model to teach different lessons and students have an English activity book. However, it is more common the use of interactive notebooks to gather all the information (it is a notebook in which students show their learning and creativity through handicrafts to make it more visual and easier to understand) and the Interactive White Board (IWB) for the projection of different digital resources. In addition, the focus now resides in the configuration of a cooperative and socioemotional working system as well as introducing progressively the project methodology. In 5th and 6th of Primary there are still a few textbooks that are used in some subjects.

2.1.4 Description of 3rd grade students

There are 41 students in 3rd grade, 21 in 3rd A and 20 in 3rd B. It is relevant to take into account that there is a wide diversity of children in terms of cultural aspects, language and special needs. Furthermore, some of them need some affection because of their situation at home or personal issues.

A. Description of individual characteristics

On the one hand, in 3rd A, there is one student that came in November from a country where neither Spanish nor English were spoken at all. Hence, their main objective during this school year is grasping the Spanish language that is practised and learnt with the learning support teacher. However, that pupil follows the lessons and does some exams, the ones in which s/he feels confident. There are also 2 children that are

taking some tests and medical checking so as to make a diagnosis: Autistic Spectrum Disorder (ASD) , Attention Deficit and Hyperactivity Disorder (ADHD), etc. Moreover, it is significant to mention that one student does not come to class very often, which makes the process of learning very difficult, above all, given that this student has some literacy delays and has to retake some subjects from previous years. Therefore, when that pupil comes, we take advantage of that situation and s/he works on literacy with the learning support teacher. Finally, there is another learner that has dyslexia and sometimes works with the speech therapist.

On the other hand, in 3rd B, there is a child that has some behavior problems and has to resit various subjects. Regarding socialization, there is one student that has some difficulty in the way s/he interacts with their mates. There is also one case of Attention Deficit Disorder (ADD). Besides, there are two pupils that have some literacy issues and they have not passed some subjects from previous years yet. They sometimes work with the learning support teacher and thanks to that and their personal work at home, these students are making a huge progress in their learning. There is one more learner that has not passed some subjects from previous years either, but that child tries to follow the lesson. In this class, there are 3 students that are taking some medical tests to make a diagnosis. One of them already has ADHD but doctors are investigating if ASD could be another disorder that child suffers from.

B. Description of the students as a group: attitude and behaviour

It is remarkable to indicate that 3rd A and 3rd B students differ so much from each other when it comes to the learning environment and behaviour.

Regarding the latter, these students tend to have diverse behaviour problems since they are quite disruptive. Due to that, they are grouped in pairs instead of in groups of four as in 3rdA. These aspects have a negative impact on their learning process which is accentuated by their lack of motivation.

2.2 Aims

The following set goals show us different achievements 3rd grade students have to reach by completing the didactic project proposed.

2.2.1 General objectives of Primary Education

In this section, it is revealed those targets pupils have to attain once Primary school is finished. Most of them are achieved when implementing this gamified project, as can be seen in *Annex I* (DECRETO FORAL 60, 2014).

2.2.2 Curricular goals of Natural Science and English language in 3rd grade

Due to the fact that these objectives are not explicit in the law, they have been formulated according to the assessment criteria established in DECRETO FORAL 60, (2014). These curricular objectives are detailed in *Annex II*.

2.2.3 Didactic purposes of the gamification proposal

Below, the didactic aims (general and specific goals) learners are meant to meet once they finish this learning program are specified.

Table 2. Didactic aims (general and specific goals).

GENERAL AIM
Students will be able to describe and classify different animals into their animal group according to their characteristics.
SPECIFIC AIMS
<ol style="list-style-type: none"> 1. To name different animals. 2. To distinguish vertebrate and invertebrate animals. 3. To identify and classify diverse animals into their animal groups: mammals, birds, fish, reptiles, amphibians, arthropods and molluscs. 4. To describe various animals and the main facts of each animal group: reproduction, nutrition, body temperature, physical characteristics, respiration, what they can do. 5. To compare animals considering their distinctive characteristics.

2.3 Competences of Primary school

As stipulated in DECRETO FORAL 60 (2014), Primary education has to enhance the development of different competences. Those that are worked through this project are shown in Annex III.

2.4 Content of Natural Science and English language in 3rd grade.

Content refers to the combination of knowledge, skills and attitudes that enable students to achieve the aims previously set.

Those contents that are worked with the execution of this learning program can be seen in Annex IV (DECRETO FORAL 60, 2014).

2.5 Learning outcomes of Natural Science and English language in 3rd grade

Learning outcomes describe what children should know, comprehend and do at the end of a period of time, after implementing this gamified project. When it comes to the learning outcomes attained in Natural Science and English language, they can be found in Annex V (DECRETO FORAL 60, 2014).

2.6 Design of the project

2.6.1 Introduction

In the light of what has been indicated above, CPEIP Mendillorri is involved in a methodology change toward a project-based learning. Due to that, 3rd grade teachers decided to implement one project during the second term in the following subjects: English language, Arts and Crafts, Natural Sciences, Social Sciences, and Spanish language.

With regard to the topic of the project, students decided it before leaving for Christmas holidays. The most popular topic among learners was animals.

When it comes to Natural Science and English language subjects, I did consider this project as an ideal opportunity to apply gamification, a Breakout Edu in particular. Furthermore, its implementation would boost students' motivation and engagement in English language learning.

Breakout Edu usually takes 50-60 minutes to be completed and is used for activating prior knowledge, introducing or revising content, as well as assessing. Nevertheless, I decided to make an adaptation of that kind of gamification and apply it to a whole learning program. Moreover, another Breakout Edu was executed at the end of the didactic unit as summative assessment.

2.6.2 Implementation process

First of all, according to Huang and Soman's (2013) five-step model, before implementing a Breakout Edu, it is relevant to understand the target audience and the context. Regarding the former, it has already been explained in 2.1 Contextualisation. When it comes to the latter, this gamified experience happens, most of the time, in the classroom (equipped with an IWB and Internet) although learners sometimes work in other learning environments such as the computers' room, the library, the gym and so on as it will be clarified later. Secondly, it is significant to define the learning objectives as indicated previously. Structuring the experience is the third step. Below, we can see a figure that shows how the didactic unit is split into different milestones.

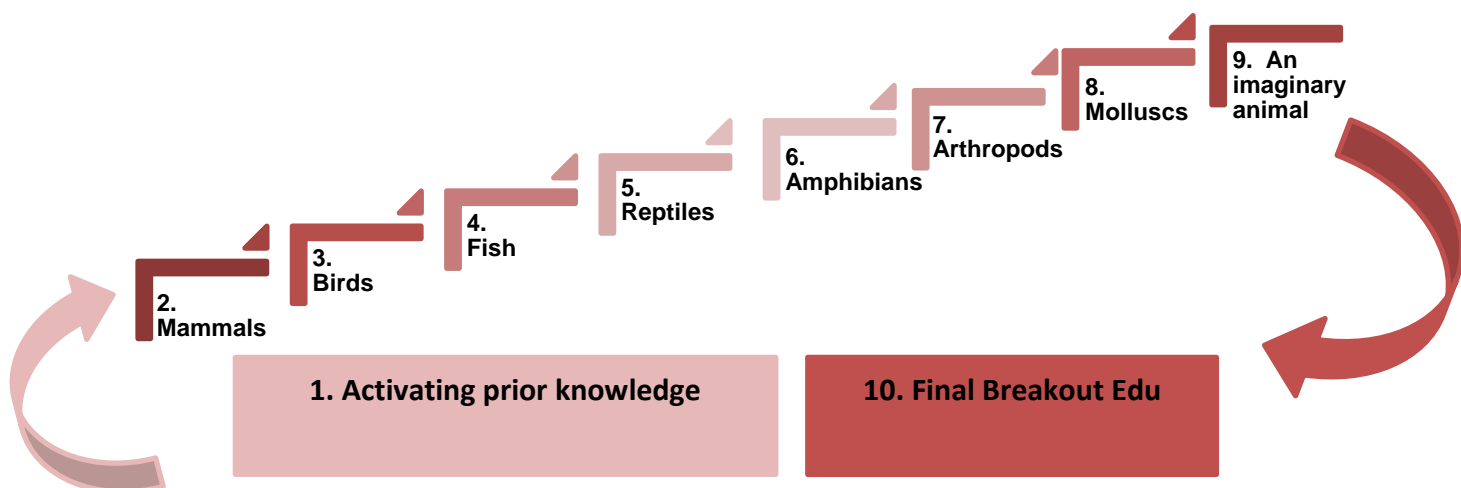


Figure 3. Different stages of the learning program.

Each stage includes dynamic, active and student-centered activities that enable learners to achieve the specific objectives set before:

Table 3. Relationship between each stage and its corresponding specific objectives.

<i>Stages</i>	<i>Specific objectives</i>
<i>Activating prior knowledge</i>	1. To name different animals
<i>Mammals</i>	1. To name different animals.
<i>Birds</i>	2. To distinguish vertebrate and invertebrate animals.
<i>Fish</i>	3. To identify and classify diverse animals into their animal groups: mammals, birds, fish, reptiles, amphibians, arthropods and molluscs.
<i>Reptiles</i>	4.To describe various animals and the main facts of each animal group: reproduction, nutrition, body temperature, physical characteristics, respiration, what they can do.
<i>Arthropods</i>	4.To describe various animals and the main facts of each animal group: reproduction, nutrition, body temperature, physical characteristics, respiration, what they can do.
<i>Molluscs</i>	5. To compare animals considering their distinctive characteristics.
<i>An imaginary animal</i>	4.To describe various animals and the main facts of each animal group: reproduction, nutrition, body temperature, physical characteristics, respiration, what they can do. 5. To compare animals considering their distinctive characteristics.
<i>Final Breakout Edu</i>	1. To name different animals. 2. To distinguish vertebrate and invertebrate animals. 3. To identify and classify diverse animals into their animal groups: mammals, birds, fish, reptiles, amphibians, arthropods and molluscs. 4.To describe various animals and the main facts of each animal group: reproduction, nutrition, body temperature, physical characteristics, respiration, what they can do. 5. To compare animals considering their distinctive characteristics.

As a fourth step, it was decided to gamify each stage. Moreover, it was established that leveling up implies obtaining a reward that helps them discover the final code. Lastly, some game design elements are included like, storytelling, rewards, clues, time restrictions, letters, etc. as it will be described in depth later on.

2.6.3 Project Mendiexplorers

After de having organized the whole Breakout Edu experience, below, it is explained in detail its application in the classroom.

Most Breakouts Edu start with a storytelling, which serves as common thread, that reveals a mission and drives and encourages students to overcome different challenges so as to get the code and open the lock. Therefore, I have created a video with a story about Indiana Jones, a biologist and explorer that has just been kidnapped and needs to complete different tasks so as to create an animal magazine. He asks children for help because he cannot do it alone. Hence, pupils have to do the activities proposed in each stage in order to write the animal magazine and thus, getting the code to open the lock.

Besides, Indiana Jones communicates with students by letters (Annex VI) in which he explains them what they are meant to do in each stage.

When learners complete all the tasks planned for one animal group (activities and a page of the animal magazine), they receive a piece of a puzzle that represents the final code (Annex VII). Once the puzzle is completed, they get the “final code” that drives them to participate in a last Breakout Edu which will give them the final answer and as a result, will liberate Indiana Jones.

I do consider significant to mention that all the challenges proposed do not entail just individual work but also cooperative and teamwork. Furthermore, students can just level up at the same time, when they all have completed all the tasks. So, collaborative learning is also needed.

A. Activity sequencing

As it has been mentioned earlier, this gamification proposal was executed from January to March, so its extent is considerable. Owing to that, it is shown a summary table that synthesizes the activities implemented. Even so, some of them will be fully detailed later on.

All the activities proposed have associated a presentation to help students revise the main content and check their work.

Besides, it is relevant to underline that the tasks corresponding to fish, reptiles and amphibians were created and put into practice by my school tutor since they happened between my Practicum II and III.

Table 4. Summary table of the activities implemented in the project *Mendiexplorers*.

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARDS
1. Activating prior knowledge	1	<p><i>Students receive a video from Indiana Jones</i></p> <p><i>1.1 Painting windows!</i></p> <p>They write on the windows the name of the animals they recall in order to activate prior knowledge.</p>	Groups of four.	It can be seen in Annex VIII.	Diagnostic and formative assessment (attitude rubric).	
2. Mammals	2, 3	<p><i>2.1 Let's investigate!</i></p> <p>They have to search general information about mammals on the net .</p>	Individual.	It can be seen in Annex IX.	Formative assessment (attitude rubric).	

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
2. Mammals	4, 5	<p><i>2.2 Run as fast as you can</i></p> <p>Children participate in an activity called <i>Running dictation</i>. They have to complete a chart with information about four mammals.</p>	Pairs.	It can be seen in Annex X.	Formative assessment (attitude rubric and four skills rubric).	One piece of the puzzle .
	6	<p><i>2.3 What do you remember about mammals?</i></p> <p>Learners have to complete the first page of the magazine related to mammals.</p>	Individual.	It can be seen in Annex XI.	Formative assessment (magazine and self-assessment rubric).	
3. Birds	7	<p><i>3.1 Memory game</i></p> <p>They have to match questions with their answers. They work on general information about birds.</p>	Pairs.	It can be seen in Annex XII.	Formative assessment (attitude rubric).	

The impact of motivation on English language learning in Primary Education: a gamified proposal within a CLIL approach.

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
3. Birds	8	<p><i>3.2 Jigsaw technique</i></p> <p>Groups of experts have to read a reading about a specific kind of bird. After they return to their initial groups and each of them explains the bird they are experts in, so as to complete a chart.</p>	Groups of four.	It can be seen in Annex XIII.	Formative assessment (attitude rubric and four skills rubric).	One piece of the puzzle.
	9	<p><i>3.3 What do you remember about birds?</i></p> <p>Learners have to complete the magazine page related to birds.</p>	Individual.	It can be seen in Annex XIV.	Formative assessment (magazine and self-assessment rubric).	

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
4. Fish	10	<i>4.1 Run as fast as you can!</i> Students have to complete a chart with general information about fish.	Pairs.		Formative assessment (attitude rubric and four skills rubric).	One piece of the puzzle.
	11	<i>4.2 What do you remember about fish?</i> Learners have to complete the magazine page related to fish.	Individual.		Formative assessment (magazine and self-assessment rubric).	
5. Reptiles	12	<i>5.1 Let's investigate!</i> Children search general information about reptiles on the net.	Individual.		Formative assessment (attitude rubric).	One piece of the puzzle.
	13	<i>5.2 What do you remember about reptiles?</i> Learners have to complete the magazine page related to reptiles.	Individual.		Formative assessment (magazine and self-assessment rubric).	

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
6. <i>Amphibians</i>	14	<p><i>6.1 Amphibian video</i></p> <p>Students need to watch a video about interesting characteristics of amphibians to complete a worksheet.</p>	Individual.		Formative assessment (attitude rubric and four skills rubric).	One piece of the puzzle.
	15	<p><i>6.2 What do you remember about amphibians?</i></p> <p>Learners have to complete the magazine page related to amphibians.</p>	Individual.		Formative assessment (magazine and self-assessment rubric).	

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
7. <i>Arthropods</i>	16	<p><i>7.1 Broken telephone</i></p> <p>Children form a line and whisper an arthropod characteristic to the person who is next to them and reaches the last one. This kid has to stand up and say it aloud. All together place that word in its correct spot in the chart.</p>	Groups of four.	It can be seen in Annex XV.	Formative assessment (attitude rubric and four skills rubric).	
	17	<p><i>7.2 Flying</i></p> <p>Children watch a video about the life cycle of a butterfly and name and put in order its stages.</p>	Individual.	It can be seen in Annex XVI	Formative assessment (attitude rubric and four skills rubric).	

The impact of motivation on English language learning in Primary Education: a gamified proposal within a CLIL approach.

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
7. <i>Arthropods</i>	17, 18	<p><i>7.3 What do you remember about arthropods?</i></p> <p>Learners have to complete the magazine page related to arthropods.</p>	Individual.	It can be seen in Annex XVII	Formative assessment (magazine and self-assessment rubric).	One piece of the puzzle.
8. Molluscs	19	<p><i>8.1 Decoding messages</i></p> <p>Students roll different strips around a paper roll so that they can read some mollusc information and complete a chart.</p>	Groups of four.	It can be seen in Annex XVIII.	Formative assessment (attitude rubric and four skills rubric).	One piece of the puzzle.
	20	<p><i>8.2 What do you remember about molluscs?</i></p> <p>Learners have to complete the magazine page related to molluscs.</p>	Individual.	It can be seen in Annex XIX.	Formative assessment (magazine and self-assessment rubric).	

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
9. An Imaginary animal	21	<p>Learners have to design an imaginary animal and describe it. To do that, students have to learn comparative adjectives and adverbs of manner.</p> <p><i>9.1 Ladder game</i></p> <p>Students work on comparative adjectives by playing a game. They have to make sentences using the animal cards and comparative adjectives on the board.</p>	Groups of four.	It can be seen in Annex XX.	Formative assessment (attitude rubric and four skills rubric).	

The impact of motivation on English language learning in Primary Education: a gamified proposal within a CLIL approach.

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
9.An imaginary animal	22	<p><i>9.2 Battleship game</i></p> <p>Children revise adverbs of manner with this game. They have to guess where their partners place their adverbs in the grid and make sentences with them.</p>	In pairs.	It can be seen in Annex XXI.	Formative assessment (attitude rubric and four skills rubric).	Last piece of the puzzle.
	23, 24, 25, 26, 27, 28	<p><i>9.3 Turning your creativity on!</i></p> <p>Pupils design and describe an imaginary animal. Some scaffolding is provided. After writing their imaginary animal descriptions, pupils create a digital poster with that information. Finally, they present it to their mates.</p>	Individual.	It can be seen in Annex XXII.	Formative assessment (poster rubric and co evaluation rubric and teachers' oral presentation rubric).	

STAGE	SESSION	ACTIVITIES	GROUPING	MATERIAL	ASSESSMENT	REWARD
10. Final Breakout Edu	29,30	<p>Learners enter the code, but it is incorrect, last digit remains. They can obtain it by participating in the last Breakout Edu.</p> <p><i>10.1 Looking for the last digit!</i></p> <p>Pupils have to overcome seven different challenges in less than 55 minutes. Lastly, they attain the last digit, enter the code and liberate Indiana Jones</p>	Groups of four.	It can be seen in Annex XXIII.	Summative assessment.	<p>Last digit of the final code .</p> <p>Achievement certificate.</p>

Next, more detailed information of the activities implemented is explained in depth.

Table 5. Description of the activity *Painting the windows*.

ACTIVITY 1: <i>Painting the windows</i>		
STAGE 1: <i>Activating prior knowledge</i>	SESSION: 1	TIMING: 50'
PLANNING		MATERIAL AND RESOURCES
<p>First of all, the teacher shows the video to their students. After watching it, the tutor asks them what the video is about and what they are meant to do.</p> <p>Once it is comprehended and children are motivated, in order to activate prior knowledge, learners write the animals they know in a sheet using the “Let’s spin the sheet” technique. Each student writes the animals they know but in turns.</p> <p>Next, each child writes their group animals on the windows of the classroom.</p>	<p>Students work in groups of four.</p>	<p>Video from Indiana Jones</p> <p>Special markers for painting windows</p>
ASSESSMENT		
<p>Diagnostic assessment is executed to know what children recall about animals.</p> <p>Formative assessment is also developed to evaluate students’ attitude and participation.</p>		

Table 6. Description of the activity *Let's investigate (mammals)*.

ACTIVITY 2.1: <i>Let's investigate</i>		
STAGE 2: <i>Mammals</i>	SESSION: 2, 3	TIMING: 50' +50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
<p>Learners receive a letter from Indiana Jones at the caretaker's office. The whole class go downstairs to take it. Later, they return to the classroom and one student reads it aloud.</p> <p>This letter gives them instructions about the game working and what they have to do as first task. Pupils need to research general information about mammals on the net so as to complete a worksheet.</p> <p>Once all the information is gathered, the tutor explains the main ideas to their students through a presentation. Besides, students use it to check their work .</p>	<p>Students work individually.</p>	<p>Letter about mammals</p> <p>Computers</p> <p>Mammals worksheets</p> <p>Mammals presentation</p> <p>Attitude assessment rubric</p>
ASSESSMENT		
Formative assessment is developed so as to evaluate students' attitude and participation.		

Table 7. Description of the activity *Run as fast as you can! (mammals)*.

ACTIVITY 2.2: <i>Run as fast as you can!</i>		
STAGE 2: <i>Mammals</i>	SESSION: 4, 5	TIMING: 50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
<p>The second task is about collating important facts about four mammals. The name of this activity is <i>Running dictation</i> and is played in pairs. It consists of sticking short sentences on the walls of the classroom. The student in charge of reading has to run, read a sentence, memorise it, and return to their place to tell it to their partner. The other one is responsible for listening and writing what their mate says. Finally, the couple has to complete a chart with all the information collected.</p> <p>Later on, the tutor explains the main ideas to their students through a presentation. In addition, they use it to check their works . It is important to bear in mind that this presentation introduces a little bit children to some comparatives and adverbs of manner that will be explained later on.</p>	Students work in pairs.	Running dictation sentences Running dictation chart Mammals presentation Four skills assessment rubric Attitude rubric

ASSESSMENT
Formative assessment is developed so as to evaluate the reading, writing, speaking and listening skills worked on this activity. In addition, another formative assessment is developed so as to evaluate students' attitude and participation.

Table 8. Description of the activity *What do you remember about mammals?*

ACTIVITY 2.3: <i>What do you remember about mammals?</i>		
STAGE 2: <i>Mammals</i>	SESSION: 6	TIMING: 50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
After studying and working thoroughly on mammals, students have to write the first page of the animal magazine. Some scaffolding is provided although it will be removed gradually. Pupils have to fill the gaps with the information learnt during mammal lessons.	Students work in pairs.	Mammals magazine Magazine assessment rubric Self-assessment rubric
ASSESSMENT		
Formative assessment will be developed so as to evaluate the domain of content and language acquired. In addition, self-assessment is also developed so as to enable students reflect on their work and move forward their learning.		

Table 9. Description of the activity *Broken telephone*.

ACTIVITY 7.1: Broken telephone		
STAGE 7: Arthropods	SESSION: 16	TIMING: 50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
<p>Once birds, fish, reptiles and amphibians have been worked, learners receive a letter and a piece of the puzzle. Now, children have to focus on invertebrate animals, arthropods in this case.</p> <p>The activity proposed is named <i>Broken telephone</i>. In groups of four, students have to sit down on the floor in a line. The first one has to take one card and whisper that word to their mate that is next to them until the last in the line receives that message. When s/he listens to it, they say it aloud and the first in the line checks if it is the correct word. Lastly, the whole group has to guess where that word matches in the chart. This process is repeated until all gaps in the chart are completed.</p> <p>Finally, students verify the chart the and revise the main content of arthropods through a presentation. It is important to bear in mind that this presentation introduces a little</p>	Students work in pairs.	<p>Running dictation sentences</p> <p>Running dictation chart</p> <p>Mammals presentation</p> <p>Four skills assessment rubric</p> <p>Attitude rubric</p>

bit children to some comparatives and adverbs of manner that will be explained later on.		
ASSESSMENT		
Formative assessment is developed so as to evaluate the speaking and listening skills worked on this activity. In addition, another formative assessment is developed so as to evaluate students' attitude and participation.		

Table 10. Description of the activity *Decoding messages*

ACTIVITY 8.1: <i>Decoding messages</i>		
STAGE 8: <i>Molluscs</i>	SESSION: 19	TIMING: 50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
<p>Given that arthropod activities are done, children receive a new letter and a piece of the puzzle. Students have to execute the tasks related to the last animal group: molluscs.</p> <p>This activity is about decoding different messages in order to gather information to complete a chart. Each group of four receives one paper roll and four strips. Learners have to roll one strip around the paper roll so that they can read the information.</p> <p>After that, students conclude the chart with mollusc facts.</p> <p>Finally, students verify the chart the and revise the main content of molluscs through a presentation. It is important to bear in mind that this presentation introduces a little bit children to some comparatives and adverbs of manner that will be explained later on.</p>	Students work in groups of four.	<p>Molluscs letter</p> <p>One piece of the puzzle</p> <p>Paper roll</p> <p>Written strips</p> <p>Chart</p> <p>Molluscs presentation</p> <p>Four skills assessment rubric</p> <p>Attitude rubric</p>

ASSESSMENT

Formative assessment is developed so as to evaluate the reading skills worked on this activity.

Table 11. Description of the activity *Turning your creativity on!*

ACTIVITY 9.3: <i>Turning your creativity on!</i>		
STAGE 9: <i>An imaginary animal</i>	SESSION: 23, 24, 25, 26, 27, 28	TIMING: : 50'+ 50'+ 50'+ 50'+ 50'+ 50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
<p>After students have completed the mollusc magazine, they receive a letter and a piece of a puzzle. They have also worked on comparative adjectives and adverbs of manner needed to write descriptions. Next, learners have to design an imaginary animal and describe it. A presentation is provided to show them the steps to follow.</p> <p>First of all, children draw and paint an imaginary animal that can be a mixture of different animals.</p> <p>Secondly, they have to describe it. As support, some scaffolding is supplied through the presentation to help them know which sections should be addressed and the vocabulary and grammar required. The sentences included are really similar to the ones worked on the magazines so as to facilitate them the writing. It is highly recommendable to stress on the use of the third person singular since we are not</p>	Students work in individually.	Scaffolding presentation Computers Magazine cover page Magazine index Writing poster rubric Speaking rubric teacher Co-evaluation rubric

<p>talking about a group of animals but one. Hence, they have to use <i>It</i> instead of <i>They</i> and thus, adding the super <i>S</i> to the verbs. It is important to mention that this content (singular/plural) was noted in some presentations. Once all descriptions are finished, the tutor corrects them.</p> <p>Next step is creating the poster. Students use a digital tool called <i>Glogster</i> that let children create online posters. Some instructions about its working are given: how to create bubbles and write information. Then, pupils go to the computers' room to start with their poster. When they finish typing all the information written in their notebooks, teachers upload the pictures of their imaginary animal to be included in their poster.</p> <p>Once students complete their posters, they can be printed and added to the magazine along with a cover page and an index. Next, students present their work to their mates.</p>		
ASSESSMENT		
<p>Formative assessment is developed to evaluate students' writing.</p> <p>In addition, two more formative assessments are executed to evaluate students' speaking. Not only the tutor but also classmates evaluate learners' speaking.</p>		

Table 12. Description of the activity *Looking for the last digit!*

ACTIVITY 10.1 : <i>Looking for the last digit</i>		
STAGE 9: <i>Final Breakout Edu</i>	SESSION: 29, 30	TIMING: : 50'+ 50'
PLANNING	GROUPINGS	MATERIAL AND RESOURCES
<p>Finally, students receive the last piece of the puzzle, place it and get the final code. Afterwards, they enter, one by one, the final code so as to open the lock. However, that combination is wrong as it can be checked. Besides, a message appears next to the lock. It is a video from Indiana Jones. He explains the students that one more digit left. To get it, they have to participate in the second and last Breakout Edu.</p> <p>It consists of solving seven challenges in 55 minutes. The explanation of each activity, where it is executed, and time restrictions are provided in the summary table. It is worth bearing in mind that all activities proposed require applying all the content worked throughout all the stages.</p> <p>When implementing this final Breakout Edu, the following aspects are considered.</p>	<p>The whole class and groups of four.</p>	<p>The last piece of the puzzle</p> <p>IWB</p> <p>First lock</p> <p>Video</p> <p>Breakout Edu summary table</p> <p>Seven challenges</p> <p>Seven clues</p> <p>Second lock</p> <p>Achievement certificate</p>

<p>Firstly, each activity is executed in a different school place to increase students' movement and "break from the routine" and thus boosting learners' engagement and motivation.</p> <p>Secondly, teachers determine how long each activity takes. If each group manages the time invested in each activity, each of them will be likely to be in a different moment of the Breakout Edu and thus, some groups may not have time to deal with all the challenges. Moreover, as this gamified activity serves as summative assessment, these time restrictions enable students to participate in all challenges and show what they have learnt during the didactic unit. If one group finishes earlier, they can show the answers to the teacher and give them some feedback to improve. Otherwise, once time is up, children have to submit their challenges' solutions to the teacher.</p> <p>In third place, every time a challenge is over, some hints about where the following task could be hidden must be provided. In that way, pupils enter different classrooms, explore them until they find the next activity they have to face.</p> <p>Lastly, it is relevant to consider that a Breakout Edu's ultimate goal is to overcome different challenges so as to get a code and open a lock. If challenges are not</p>		
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<p>overcome, clues to guess the final code are not given. As there is not enough time to correct all the activities at the moment, they submit them, all clues are given at the end of the experience, taking into account their rights and mistakes. While they are completing tasks, tutors can correct the previous ones. If there is at least one mistake, that group of students do not receive the pertinent clue to that activity. For example, if they mistake in challenge two and three, they just receive five clues.</p> <p>Completed all the challenges and received the clues, students have five minutes to guess which number might be the last digit. Then, they introduce it to the second lock. In this case, the combination is correct: they have saved Indiana Jones.</p> <p>As a reward because of their hard work, each student is given an achievement certificate with s/he name.</p>		
ASSESSMENT		
Summative assessment is developed so as to evaluate the domain of content and language acquired throughout this didactic unit.		

Pictures of students throughout the project can be seen in Annex XXIV.

B. Diversity outreach

Since it was to be expected, it is taken into account the wide diversity of students this gamification proposal is aimed for.

On the one hand, collaborative methodologies and teamwork facilitate these students to successful execution of the proposed tasks. In addition, other strategies are implemented concurrently with the goal of boosting students to attain the set aims. It is worth bearing in mind that the presence of two teachers in the classroom contributes to individualized teaching.

Below, there are detailed some adaptations of the activities that are implemented in the project *Mendiexplorers*.

Table 13. Description of the adaptations of the activities in the project *Mendiexplorers*.

2.2 Run as fast as you can!
Students with special needs do not have to memorise the information provided. They can stand up with their partner and read it aloud to them.
9.1 Ladder game
Children are able to write down the sentences to help them organize their ideas.
9.2 Battleship game
Learners can just write half of the sentences demanded.
9.3 Poster
Pupils receive more scaffolding from the teacher, if needed, when writing their description.
7.3 and 8.2 arthropod and mollusc magazine
Scaffolding is not gradually removed for those pupils with special needs.

2.6.4 Assessment of the project Mendiexplorers

As it has been shown throughout all this didactic unit, this project includes three different kinds of evaluation: a diagnostic, a summative and a formative assessment.

A. A diagnostic assessment

On the one hand, the former allows the teacher to assess their students' prior knowledge and be aware of what they already know. In that way, the teacher will guide and adapt their teaching procedure to meet the curriculum and their students' needs.

B. A formative assessment

On the other hand, assessment for learning evaluates students' work throughout their whole learning process and help the teacher to modify their teaching to meet students' needs. Here, we include:

Table 14. Activities that require formative assessment.

FORMATIVE ASSESSMENT	
<i>Magazine</i>	-Rubric for assessing domain of content and language as well as neatness in every page of the magazine (Annex XXIV).
<i>Imaginary animal poster</i>	-Rubric for assessing the domain of content and language in the poster (before they type it on the computer) (Annex XXV). - Rubric for assessing oral skills (teacher) (Annex XVI) -Rubric for assessing oral skills among students, co-evaluation rubric (students) (Annex XXVII).
<i>Other tasks</i>	-Rubric for assessing speaking, reading, listening and writing skills that some activities entail (Annex XXVIII).
<i>Attitude</i>	-Rubric for assessing participation, group and individual work in the activities proposed (Annex XXIX).

Moreover, we can distinguish another sort of formative assessment called *assessment as learning*. It is developed at the end of each stage. By completing it, learners express how confident they feel with the content and language and which strategies they can implement so as to move forward in their learning. This assessment as learning will let the teacher know whether students have grasped the content and language, or they need to revise it deeply (Annex XXX).

C. A summative assessment




Finally, the assessment of learning is used for evaluating what students know about a topic at the end of a learning program. In this case, it is done in the final Breakout Edu (Annex XXXI). It is a gamified experience that gathers the main content worked during the didactic unit.

3. RESULTS OF THE IMPLEMENTATION OF THE PROJECT *MENDIEXPLORERS*

As detailed below, we are going to proceed to the exposition and analysis of the results obtained after executing the gamification proposal in a CLIL classroom. Therefore, different surveys aimed at students and the tutor have been prepared in order to verify and determine if the set aims for this project have been successfully achieved.

3.1 Students' survey

All the items included in the survey were explained beforehand so as to avoid misunderstandings. Furthermore, they were completed anonymously so that learners could express their ideas freely.

<i>MENDIEXPLORERS</i>			
I was motivated with this project: video, challenges, puzzle...			
I had fun while learning			
I helped my mates and they helped me			
Learning the content was easier through this project			
I felt confident with the language and content			
I prefer learning with these kind of projects			

1. Mention what you liked the most:

2. Mention what you liked the least:

Figure 4. Students' survey at the end of the project *Mendiexplorers*.

- I was motivated with the project: video, challenges, puzzle...

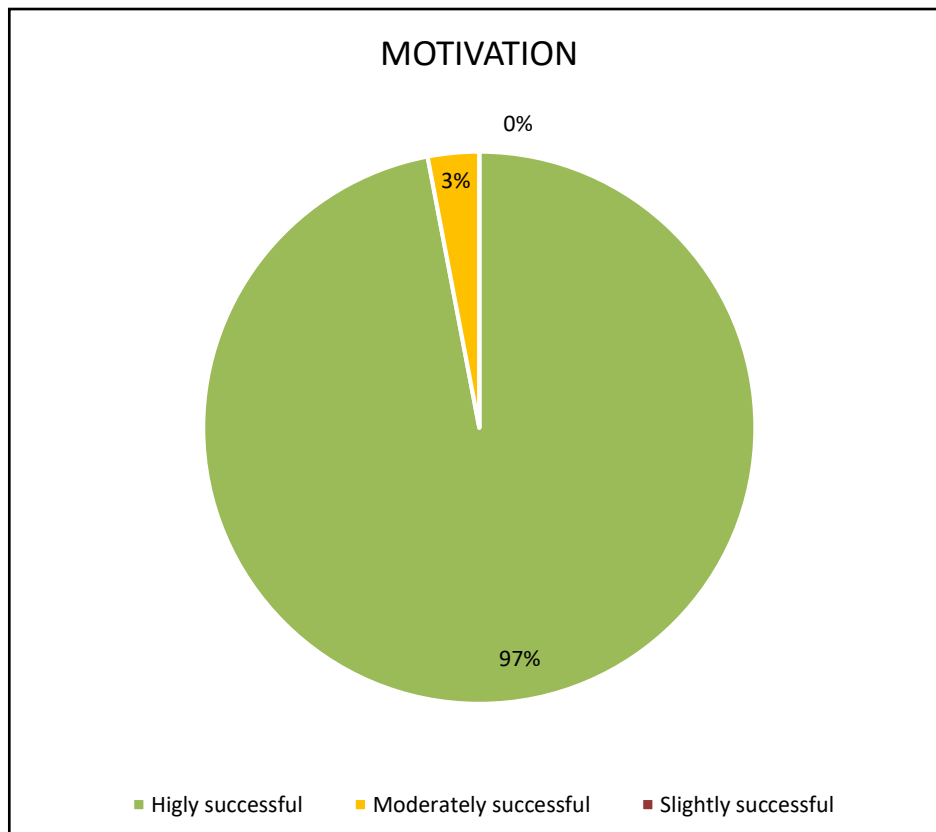


Figure 5. Graphic representation of students' motivation during the project *Mendiexplorers*.

This graphic representation displays that a huge percentage of students, 97% concretely, answered they were highly motivated with the game design elements. On the other hand, 3% of pupils felt moderately successful. There was no child that answered s/he was slightly successful.

- I had fun while learning

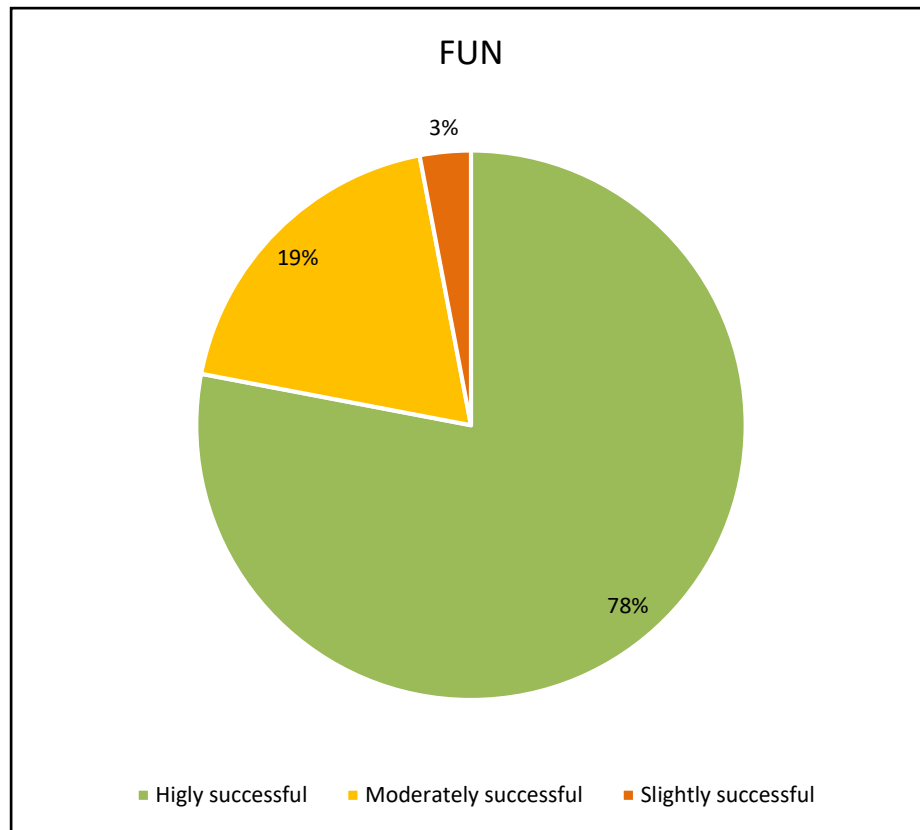


Figure 6. Graphic representation of students' fun during the project *Mendiexplorers*.

This graphic representation displays that 78% of students answered they had much fun while learning. On the other hand, 3% of learners had fun moderately and 3% did not have fun.

- I helped my mates and they helped me

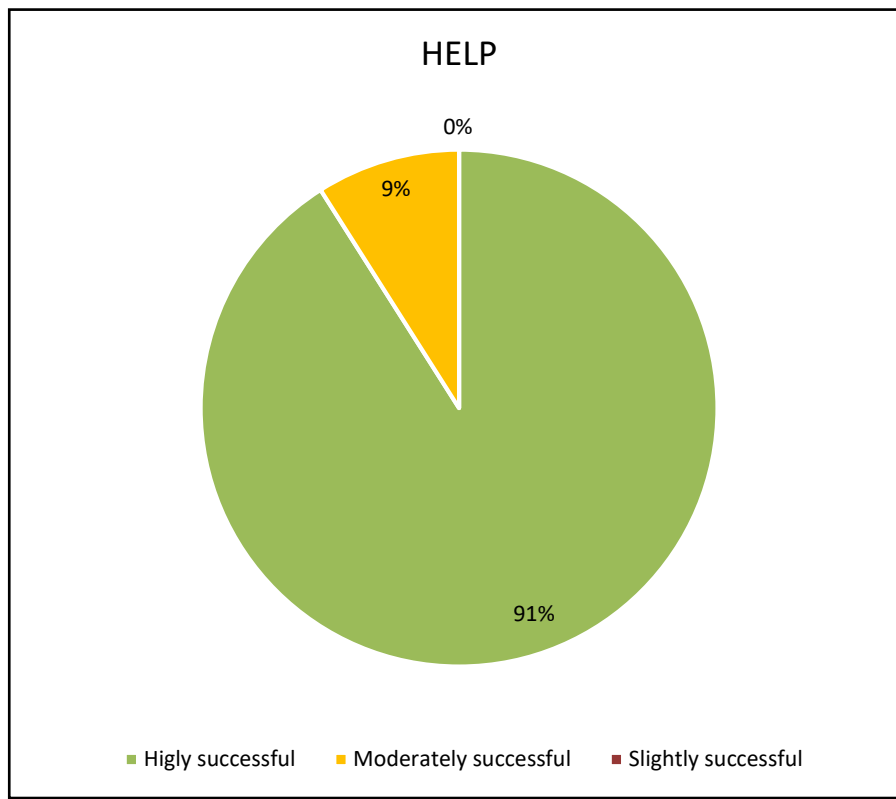


Figure 7. Graphic representation of students' collaboration during the project *Mendiexplorers*.

This graphic representation displays that 91% of students answered they always helped their mates and their partners assisted them. On the other hand, 9% of children felt it sometimes happened whereas none of them offer nor receive help.

- Learning the content was easier through this project

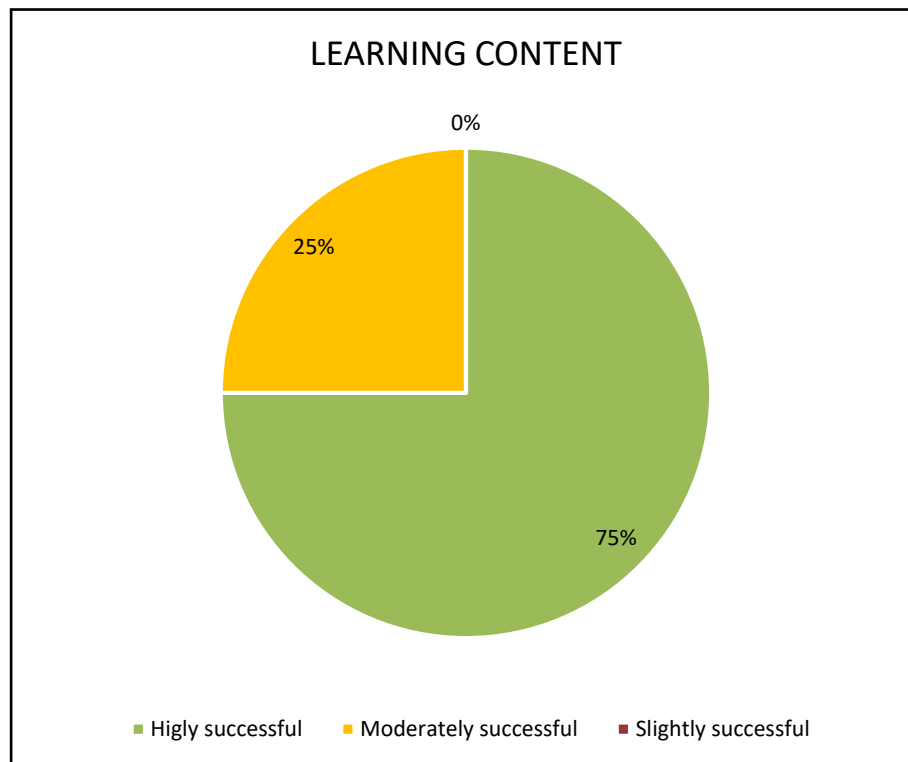


Figure 8. Graphic representation of students' ease when learning content throughout the project *Mendiexplorers*.

This graphic representation displays that 75% of students answered they agreed with this item, learning the content was easier through this project, while 25% percent agreed until certain extent. However, there was no kid that disagreed with it.

- I felt confident with the language and content

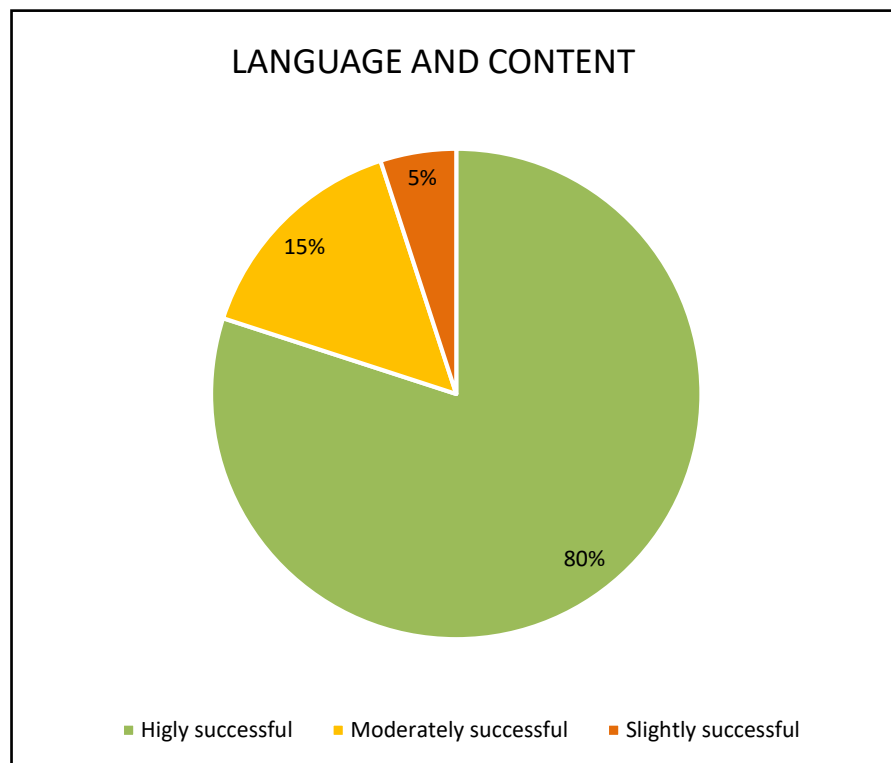


Figure 9. Graphic representation of how confident students felt with the content and language during the project *Mendiexplorers*.

This graphic representation displays that 80% of students answered they felt confident with the language and content. On the other hand, 15% of them sometimes felt it whereas 5% did not feel confident with them at all.

- I prefer learning with this kind of projects

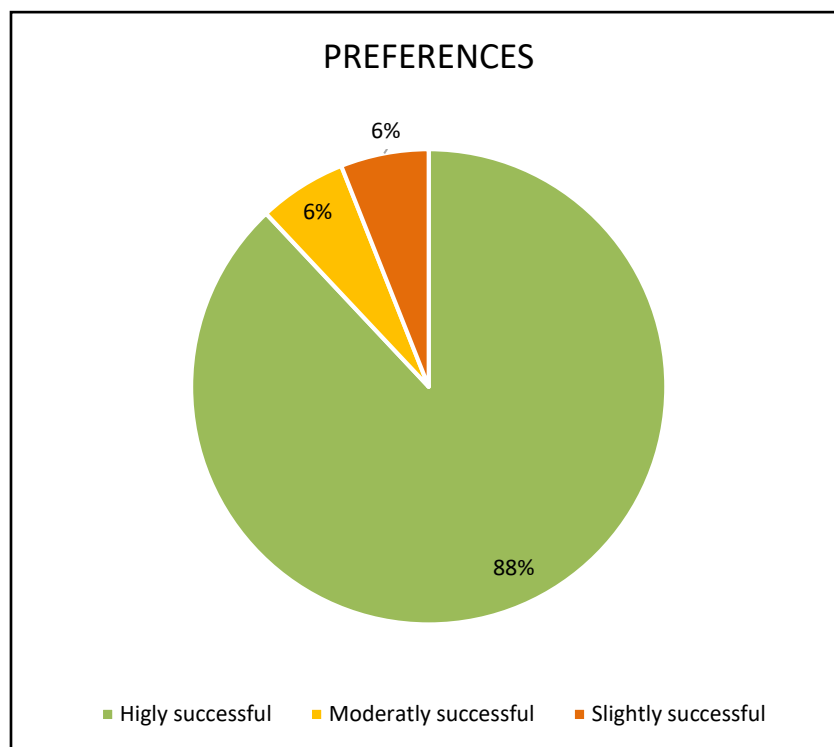


Figure 10. Graphic representation of students' preferences when it comes to learning throughout projects like *Mendiexplorers*.

This graphic representation displays that 88% of students answered they preferred this way of learning while 6% did not mind. On the other hand, 6% of learners did not prefer learning through this active methodologies.

The last two questions of the survey are exposed next.

1. Mention what you liked the most.

Most of pupils expressed they did enjoy this gamified experience and like this new project. Above all, they highlighted their fascination for the final Breakout Edu, different game design elements such as videos, puzzles, rewards, letters, and so forth. In addition, they positively valued collaborative and teamwork.

2. Mention what you liked the least.

Students agreed that writing activities were the ones they liked the least because they required more effort.

3.2 Teacher's survey

As it has been indicated before, the school tutor answered some questions about the gamified proposal implemented. It is essential to bear in mind her opinion since she is the one that really knows her students and their academical progresses and thus, determining whether the implementation of this project has attained significant and positive changes in their students' behaviour toward second language learning.

This survey was executed orally. The questions suggested are the following ones:

ASSESSMENT OF THE GAMIFIED PROPOSAL

1. Were students motivated with this project?
2. Did they have fun while learning?
3. Did they help each other?
4. Was learning the content easier for them?
5. What was the strongest point in this project?
6. What would you change next time?
7. What do think about gamification as a new way of teaching in a CLIL classroom vs. traditional English language teaching?

Figure 11. Teacher's survey at the end of the project *Mendiexplorers*.

1. Were students motivated with this project?

“Since the very beginning of the school year, there have been numerous difficulties in keeping students motivated. It is important to underline that this lack of motivation was more evident in 3rd grade B. The application of this innovative project has increased the motivation of those students with greater lack of motivation. Nevertheless, the fact of being an extensive project has involved some ups and downs when it comes to motivation. It was very high at the start and at the end with some punctual down points in between. The rest of the class continued being motivated and engaged with their

learning, although this gamified experience boosted their involvement and positive attitudes toward English language learning by completing the challenges proposed.”

2. Did they have fun while learning?

“Innovative and new ways of learning always become funny. Besides, students had so much fun with the performance of the appealing tasks and challenges proposed. However, if some dynamics were done twice, it did not turn out to be as innovative thus, interest in the activity decreased a little bit.”

3. Did they help each other?

“Usually, cooperative and collaborative learning can be implemented in one of the classes since the other one is very disruptive and struggles to work together as a team. However, this project included different activities that entailed collaborative learning that could be applied to both classes. The fact that each student had a role in the group let them consider as a key element in their learning process as well as needing help and collaboration from their mates. Furthermore, as student just leveled up when everyone completed the tasks, they helped to each other to finish it earlier. Nevertheless, when students’ roles were not established, some students did not allow their partners to participate in the activity since they thought they were the only ones that knew the answer.”

4. Was learning the content easier for them?

“I do think it was easier for them to learn the content since all the learning objectives were set beforehand and the tasks created focused on them. Furthermore, there were not either English language or Natural Science classes since both were taught together so coordination could take place.”

5. What was the strongest point in this project?

“Students’ learning was significant since it was based on their interests and prior knowledge (animals). In addition to that, the application of a gamified experience boosted their motivation in engagement in learning.”

6. What would you change next time?

“I think I would do it shorter. It was a very long project, even though two animal projects in the same term is really difficult to execute.”

7. What do think about gamification as a new way of teaching in a CLIL classroom vs. traditional English language teaching?

“On the one hand, as it is an innovative and active methodology the introduction of it in the classroom drew students’ attention. Children were really engaged in the learning since they wanted to liberate Indiana Jones. Every day, they were looking forward to starting English and Natural Science lessons. Due to that, students’ academic results were higher.

On the other hand, designing this kind of projects is quite time-demanding. It implies working many hours at home. As topics are very specific, there is not material available, teachers have to create it right from the start. Furthermore, if there is just one teacher in the classroom it is very difficult to execute this kind of methodology.

But, if we ask ourselves whether this project is worthy, the answer is yes, it is.”

4. DISCUSSION OF THE RESULTS

As thoroughly mentioned and explained throughout this essay, motivation is a key factor in second language acquisition since it determines how successful English learning is going to be.

The implementation of this proposal has as ultimate goal to verify that the combination of gamification and CLIL learning has a great impact on students' motivation and consequently, an increase in their positive attitude towards the English language.

On the one hand, the application of a gamified experience in 3rd grade, a Breakout Edu specifically, has boosted learners' motivation and engagement in their learning. It is due to the fact that this proposal is based on the children's interests, animals, thus achieving significative learning (Dörnyei, 2001). In addition, they had to become explorers and overcome diverse challenges so as to liberate Indiana Jones, which meant a more attractive and effective learning as stated by Muntean (2011). However, due to the extension of this project and the repetition of some learning strategies, students' motivation has slightly oscillated, being higher at the beginning and at the end of the didactic proposal with the final Breakout Edu.

One of the most relevant aspects in Breakout Edu experiences is the storytelling. Introducing our pupils to the video of Indiana Jones, increased their involvement in that adventure, following Poyatos (2018). Furthermore, those students that were never motivated and were not interested in their learning started being encouraged by this gamified experience since the very beginning. Hence, according to Dörnyei (as cited in Alizadeh, 2016), the curiosity, interest and positive attitudes showed by the students toward their English language learning, enhanced their intrinsic motivation.

Learning was split into different stages which made it simpler and less hard. Some scaffolding was provided from the start although it was gradually removed. It has

enabled learners to feel more confident and autonomous in their learning process what entailed an increase in intrinsic motivation as mentioned by Muntean (2011).

The different activities proposed in each stage have been dynamic, active and student-centered and have enabled students to enjoy themselves while learning. This enjoyment is an essential factor in strengthening L2 motivation, in this case the intrinsic one, following Dörnyei's studies (as cited in Alizadeh, 2016). This pleasure, during their learning, might not have been as successful as if these activities had been implemented in another non gamified context. It is worth highlighting the final Breakout Edu activity, since it received positive feedback from all students. Time restrictions played a significant part at this point. Learners were highly motivated to complete all the challenges before time was up. Furthermore, the fact of executing each challenge in a different school place increased students' movement and boosted their engagement in the activity. However, few students showed they did not sometimes have fun while learning. It may be because of the writing tasks since they entailed more effort as they were not used to writing as much in 2nd grade, as they expressed. Nevertheless, they were totally capable of completing those tasks and so it was.

The coordination between the English language and Natural Science subject has assisted students' learning because they were conscious that the language learnt was useful and required to understand the content and complete all the challenges proposed. In the words of Gardner and Lambert (as cited in Alizadeh, 2016), students were interested in another goal, to obtain the final code and liberate Indiana Jones. They started to ask us, more and more, how to say some words, sentences and so on. It revealed us that instrumental motivation was fostered. In the same lines as Darn (as cited in Doiz et al., 2014), learning the English language was a means not an end so, natural and meaningful L2 learning, happened.

Receiving rewards is regarded as one of the most distinctive game design elements in gamification. As claimed by Dörnyei (as cited in Alizadeh, 2016), when pupils learn a second language because of the rewards they obtained, extrinsic motivation is developed. In this case, students desired to progress in their learning so as to win rewards and be able to decipher the final code, as it has been reflected in their surveys. So, this kind of motivation has played an outstanding role in this gamified proposal.

In this project, we have decided to introduce letters as a way of communication between Indiana Jones and pupils. This proximity made learners feel part of the adventure and showed interest in knowing facts about Indiana Jones and his community. They transmitted us curiosity about the life of this explorer and his traditions. When it comes to cultural aspects, their involvement in the project has favourably influenced in their integrative motivation (Gardner and Lambert, as cited in Alizadeh, 2016).

Gamification promotes cooperation and social skills, as claimed by Fogg (as cited in Figueroa, 2015). The activities proposed combined individual and teamwork. As mentioned previously, cooperative and collaborative learning dynamics were difficult to implement in 3rd B because they were quite disruptive. However, students realized they needed each other to overcome the challenges (roles were predetermined). All of that lead learners to have started trusting their mates and their abilities. However, in those activities in which roles were not fixed, the application of these strategies was not as successful.

In the same vein as Figueroa (2015), gamification helps learners overcome their shyness due to the feedback received and game design elements. Throughout this project, learners that rarely participated in the classroom began to share their ideas with their mates. Moreover, some of them had not passed subjects from previous years, which meant we were on the right track.

Furthermore, another remarkable aspect has been observed. On the one hand, with regard to the assessment, learners were not aware that they were evaluated during their learning. Therefore, they completed tasks with less anxiety, a factor that influences negatively on enhancing students' second language motivation, as argued by Alizadeh (2016). On the other hand, with the execution of this Breakout Edu experience, we have promoted critical thinking, perseverance, deductive thinking, work under pressure, relevant skills for raising competent students.

In the light of the results, it can be claimed that we have attained our main purpose with the implementation of this gamified project. Children have shown willingness to learn through this type of projects. In addition, this didactic proposal has encouraged them to be really eager to have English language and Natural Science subjects. In spite of the fact that these new methodologies are quite time-demanding and imply a lot of personal work at home, the effort invested is worthwhile.

CONCLUSIONES Y CUESTIONES ABIERTAS

Una vez finalizada la presentación del marco teórico y la propuesta gamificada llevada a cabo en el aula de 3º de EP y analizados los resultados junto a su discusión, a continuación, se exponen las conclusiones que han podido extraerse de esta experiencia.

Como se ha hecho referencia a lo largo de este trabajo, la motivación de los estudiantes en el aula se considera uno de los aspectos más relevantes en el campo educativo, ya que esta influye, condiciona y determina cómo se desarrollará el proceso de enseñanza-aprendizaje de una lengua extranjera.

La puesta en práctica del proyecto *Mendiexplorers* ha logrado nuestro principal objetivo, el potenciar las cuatro principales motivaciones que influyen en la adquisición de un segundo idioma. Además, se ha podido comprobar que existe una interrelación entre ellas, ya que con la implementación de esta experiencia no aumentaba únicamente una de ellas, sino que todas se veían implicadas, aunque en diferentes grados. Pese a estos buenos resultados, en una próxima aplicación de esta propuesta gamificada se acortaría la extensión del proyecto, debido a que esta ha sido una de las razones por las que la motivación de los alumnos ha oscilado ligeramente. Asimismo, se sugiere realizar un estudio comparativo aplicando esta unidad didáctica solo en una de las clases, con el fin de obtener resultados globales, dado que en este proyecto se ha priorizado que todos los alumnos participaran en esta innovadora propuesta.

La secuenciación del aprendizaje ha facilitado a los niños la realización de las tareas. Además, las actividades propuestas han estado basadas en los intereses e inquietudes de estos, lo que ha provocado actitudes más positivas hacia el aprendizaje de un segundo idioma. Conjuntamente, la aplicación de elementos característicos de la gamificación en AICLE como la narrativa, las recompensas, las cartas, entre otros, ha potenciado el atractivo de esta experiencia y con ello la curiosidad, el deseo y el disfrute

del aprendizaje del inglés. Una mención muy especial la requiere el Breakout Edu final. Los estudiantes mostraron un elevado nivel de satisfacción y placer en su realización.

La coordinación entre las asignaturas de Ciencias Naturales e Inglés ha sido esencial, puesto que ha permitido un aprendizaje significativo por parte de los estudiantes de lengua extranjera. Los alumnos sentían que lo que aprendían en ambas asignaturas tenía un sentido, estaba íntimamente ligado. Es por ello por lo que ese uso natural del lenguaje como medio para acceder al contenido ha promovido mayor interés por el aprendizaje de este idioma.

También es importante mencionar que la ansiedad sufrida por algunos alumnos al enfrentarse a los exámenes ha desaparecido, ya que ellos no han sido conscientes de que estaban siendo evaluados durante el proceso de aprendizaje.

Asimismo, se han podido llevar a cabo satisfactoriamente diferentes estrategias y dinámicas relativas al aprendizaje cooperativo siempre y cuando los roles estuviesen predeterminados. Es por ello, que este sería uno de los aspectos a tener en cuenta en futuras implementaciones. Cabe poner de relieve la importancia de la alta participación, en este proyecto, de aquellos alumnos que casi nunca lo hacían por sentirse ahora más seguros y confiados en su aprendizaje.

Es destacable resaltar que la implementación de esta experiencia gamificada en un aula AICLE ha impulsado el pensamiento crítico y deductivo de nuestros estudiantes, su perseverancia y el aprender a trabajar bajo presión.

Para ultimar, consideramos que la propuesta *Mendiexplorers* ha sido muy positiva, tanto para el alumnado como para las profesoras que hemos podido implementarla. Tanto el diseño como la aplicación de este proyecto ha demandado una gran coordinación con mi tutora, así como de un enorme esfuerzo e implicación por parte de ambas. A pesar de ello, ha merecido la pena al ver la satisfacción, entusiasmo y ansias del alumnado por

avanzar en su proceso de aprendizaje. Tras contemplar los beneficios de esta experiencia gamificada, consideramos relevante la formación del profesorado y la puesta en práctica en el aula de este tipo de propuestas didácticas que están centradas en el estudiante, son activas e incentivan a los alumnos a continuar su aprendizaje del inglés.

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ANNEXES

Annex I *General objectives of Primary Education*

GENERAL OBJECTIVES OF PRIMARY EDUCATION
a) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.
b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.
c) Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales con los que se relacionan.
d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas con discapacidad.
f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.
h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura, así como iniciarse en el conocimiento de la Geografía e Historia de Navarra y de la diversidad de lenguas, culturas y costumbres que la hacen peculiar con la finalidad de desarrollar un sentido de pertenencia a la Comunidad Foral de Navarra.
i) Iniciarse en la utilización, para el aprendizaje, de las tecnologías de la información y la comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.
j) Utilizar diferentes representaciones y expresiones artísticas, desarrollando la sensibilidad estética, la creatividad y la capacidad para disfrutar de las obras y

manifestaciones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.
l) Conocer y valorar la flora y la fauna, en especial las presentes en Navarra, y adoptar modos de comportamiento que favorezcan su cuidado, el desarrollo sostenible y el respeto al medioambiente.
m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios y discriminaciones de cualquier tipo y a los estereotipos sexistas.

Annex II Assessment criteria in 3rd grade

ASSESSMENT CRITERIA
NATURAL SCIENCE
<p>BLOQUE 1. INICIACIÓN A LA ACTIVIDAD CIENTÍFICA.</p> <p>1. Obtener información relevante sobre hechos o fenómenos previamente delimitados, haciendo predicciones sobre sucesos naturales, integrando datos de observación directa e indirecta a partir de la consulta de fuentes básicas y comunicando los resultados.</p> <p>3. Comunicar de forma oral y escrita los resultados presentándolos con apoyos gráficos.</p> <p>4. Trabajar de forma cooperativa, apreciando el cuidado por la seguridad propia y de sus compañeros, cuidando las herramientas y haciendo uso adecuado de los materiales.</p> <p>5. Realizar proyectos y trabajos y presentar un informe.</p> <p>BLOQUE 3. LOS SERES VIVOS.</p> <p>1. Identificar y clasificar animales, según criterios científicos, constatando la existencia de vida en condiciones extremas.</p>

2. Conocer criterios científicos y utilizarlos para clasificar seres vivos, tales como su régimen alimentario, su forma de reproducirse, o su morfología.
3. Reconocer una especie, con la ayuda de claves o pautas sencillas.

ENGLISH LANGUAGE

COMPRENSIÓN DE TEXTOS ORALES.

1. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.
 - 3.1. Identificar el sentido general, el vocabulario y las expresiones principales en textos orales breves y sencillos, con estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, con apoyo visual y con la posibilidad de repetición, relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles.
 - 3.2. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).
4. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).
5. Reconocer y utilizar un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales relacionados con las propias experiencias, necesidades e intereses y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN.

7. Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos, utilizando, p. e., fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar.

9.1. Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales (p. e. respuesta física, gestos o contacto físico) para iniciar, mantener o concluir una breve conversación, cumpliendo la función comunicativa principal del texto (por ejemplo, un saludo, una felicitación, un intercambio de información).

9.2. Participar de manera simple y comprensible en conversaciones muy breves que requieran un intercambio directo de información sobre temas muy familiares, utilizando expresiones y frases sencillas y de uso muy frecuente.

9.3. Hacerse entender en intervenciones breves y sencillas, aunque se produzcan titubeos, vacilación, repeticiones o pausas para reorganizar el discurso.

10. Manejar estructuras sintácticas básicas, aunque se sigan cometiendo errores básicos de manera sistemática en, p. e., tiempos verbales o en la concordancia.

11. Conocer y utilizar un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades.

COMPRENSIÓN DE TEXTOS ESCRITOS.

13. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

14. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

15. Distinguir la función o funciones comunicativas principales del texto (p. e. una felicitación, una demanda de información, o un ofrecimiento) y un repertorio limitado de sus exponentes más habituales, así como los patrones discursivos básicos (p. e. inicio y cierre de una carta, o los puntos de una descripción esquemática).

16. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación escrita (p. e. estructura interrogativa para demandar información).

17. Reconocer un repertorio limitado de léxico escrito de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con sus experiencias, necesidades e intereses, e inferir del contexto y de la información contenida en el texto los significados probables de palabras y expresiones que se desconocen.

18. Reconocer los signos ortográficos básicos (por ejemplo: punto, coma, interrogación, exclamación), así como símbolos de uso frecuente (p. e. ☺, @, \$, £), e identificar los significados e intenciones comunicativas generales relacionados con los mismos.

PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN.

19. Conocer y aplicar las estrategias básicas para producir textos escritos muy breves y sencillos, p. e. copiando palabras y frases muy usuales para realizar las funciones comunicativas que se persiguen.

20. Conocer aspectos socioculturales y sociolingüísticos básicos significativos y aplicarlos a una producción escrita adecuada al contexto, respetando las normas de cortesía básicas.

21.1. Construir, en papel o en soporte electrónico, textos muy cortos y sencillos, compuestos de frases simples aisladas, en un registro neutro o informal, utilizando con razonable corrección las convenciones ortográficas básicas y los principales signos de puntuación, para hablar de sí mismo, de su entorno más inmediato y de aspectos de su vida cotidiana, en situaciones familiares y predecibles.

21.2. Cumplir la función comunicativa principal del texto escrito (p. e. una felicitación, un intercambio de información, o un ofrecimiento), utilizando un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos (p. e. saludos para inicio y despedida para cierre de una carta, o una narración esquemática desarrollada en puntos).

22. Manejar estructuras sintácticas básicas (p. e. enlazar palabras o grupos de palabras con conectores básicos como “y”, “entonces”, “pero”, “porque”), aunque se sigan cometiendo errores básicos de manera sistemática en, p. e., tiempos verbales o en la concordancia.

23. Conocer y utilizar un repertorio limitado de léxico escrito relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades.

24. Aplicar patrones gráficos y convenciones ortográficas básicas para escribir con razonable corrección palabras o frases cortas que se utilizan normalmente al hablar, pero no necesariamente con una ortografía totalmente normalizada.

Annex III Competences of Primary school

COMPETENCES OF PRIMARY SCHOOL
1.Comunicación lingüística.
2.Competencia matemática y competencias básicas en ciencia y tecnología. 2.2.–Competencias básicas en ciencia y tecnología
3.Competencia digital.
4.Aprender a aprender.
5.Competencias sociales y cívicas.
6.Sentido de iniciativa y espíritu emprendedor.

Annex IV Quotes from the curriculum in 3rd grade

QUOTES FROM THE CURRICULUM
NATURAL SCIENCE
<p>BLOQUE 1. INICIACIÓN A LA ACTIVIDAD CIENTÍFICA.</p> <p>Utilización de diferentes fuentes de información directas e indirectas.</p> <p>Utilización de las tecnologías de la información y comunicación para buscar y seleccionar información y sacar conclusiones.</p> <p>Utilización de diversos materiales, teniendo en cuenta las normas de seguridad.</p> <p>Trabajo individual y en grupo.</p> <p>Planificación de proyectos y trabajos y presentación de informes</p> <p>Realización de trabajos o proyectos.</p> <p>BLOQUE 3. LOS SERES VIVOS.</p> <p>Observación directa e indirecta de animales con instrumentos apropiados y a través del uso de medios audiovisuales y tecnológicos.</p> <p>Clasificación de los seres vivos. El reino animal. Los Animales: vertebrados e invertebrados.</p> <p>Aves, mamíferos, reptiles, peces, anfibios. Reconocimiento y clasificación.</p> <p>Interés por la observación y el estudio de todos los animales.</p>
ENGLISH LANGUAGE
<p>COMPRENSIÓN DE TEXTOS ORALES.</p> <p>1. Estrategias de comprensión.</p> <p style="padding-left: 40px;">1.1. Utilizar estrategias básicas de comprensión: escucha activa, lectura de imágenes e identificación de expresiones y léxico conocidos.</p> <p style="padding-left: 40px;">1.3. Recurrir a los conocimientos previos adquiridos en lengua extranjera, a los conocimientos sobre el tema y a la interpretación del lenguaje no verbal o sonidos extralingüísticos que acompañan al texto oral para formular hipótesis sobre su significado.</p> <p style="padding-left: 40px;">1.4. Reformulación de hipótesis a partir de la comprensión de nuevos elementos.</p>

2. Aspectos socioculturales y sociolingüísticos.

2.1. Interés por usar el inglés en situaciones diversas y confianza en la propia capacidad para comprenderlo.

2.6. Participación en juegos lingüísticos de forma individual o grupal con la ayuda de materiales diversos, incluyendo recursos digitales.

3. Funciones comunicativas.

3.2. Comprensión de las expresiones utilizadas en las situaciones de comunicación habituales (saludos, rutinas, instrucciones, información sobre las tareas, explicaciones, preguntas, etc.).

3.4. Escucha y comprensión de diálogos que simulen situaciones reales, de narraciones orales adecuadas a su nivel o de textos orales sencillos de carácter informativo, reproducidos de viva voz o mediante tecnologías de la información y la comunicación, en los que se incluya la expresión de la capacidad, el gusto o la preferencia, la descripción de personas, animales, objetos o lugares, así como la petición y ofrecimiento de ayuda, información, objetos o permiso.

3.5. Establecimiento y mantenimiento de la comunicación.

4. Estructuras sintácticas.

4.1. Familiarización con estructuras sintácticas básicas utilizadas por el docente:

1. Expresión de relaciones lógicas:

a) conjunción (and);

b) disyunción (or).

3. Afirmación

a) affirmative sentences

5. Negación

a) negative sentences

7. Expresión del tiempo:

a) presente (simple present)

8. Expresión del aspecto:

a) puntual (simple tenses);

9. Expresión de la modalidad:

b) capacidad (can);

10. Expresión de la existencia:

b) la entidad (nouns and pronouns, articles, demonstratives).

11. Expresión de la cantidad:

a) singular/plural

14. Expresión del modo (Adv. of manner, e. g. slowly, well, quickly, carefully).

5. Léxico oral de alta frecuencia (recepción).

5.1. Comprensión e incorporación de léxico básico y expresiones trabajados en cursos anteriores en contextos cotidianos predecibles con apoyo visual (icónico, textual, objetos reales, mímica, etc.).

5.2. Reconocimiento y comprensión de nuevo léxico sobre descripción de personas y animales, prendas de vestir y objetos personales; la hora; las rutinas y hábitos cotidianos; la división del día; medios de información y comunicación y soportes en papel o digitales; los deportes y el ocio; el entorno natural; el sistema solar; etc

PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN.

1. Estrategias de producción.

1.1. Planificación.

–Basarse en conocimientos previos del contexto, del tema y de la lengua extranjera. Utilizar la imitación y repetición de modelos para concebir el mensaje con claridad y adecuarlo al contexto.

–Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).

–Utilización de soporte escrito o gráfico (por ejemplo, mural de fotos o dibujos con palabras, títulos, etc.).

–Pedir ayuda.

–Señalar objetos o realizar acciones que aclaran el significado.

–Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal).

2. Aspectos socioculturales y sociolingüísticos:

2.1. Interés por usar el inglés en situaciones diversas y confianza en la propia capacidad para realizar producciones orales sencillas en contextos conocidos.

2.4. Participación en juegos lingüísticos de forma individual o grupal con la ayuda de materiales diversos, incluyendo recursos digitales.

3. Funciones comunicativas.

3.1. Saludos y presentaciones, disculpas, agradecimientos.

3.3. Descripción de personas, objetos y lugares.

4. Estructuras sintácticas.

1. Expresión de relaciones lógicas: conjunción (and)

2. Afirmación

a) affirmative sentences

4. Negación

a) negative sentences

6. Expresión del tiempo:

a) presente (simple present)

7. Expresión del aspecto:

a) puntual (simple tenses)

8. Expresión de la modalidad:

a) capacidad (can)

9. Expresión de:

b) la entidad (nouns and pronouns, articles, demonstratives).

10. Expresión de la cantidad:

a) singular/plural

12. Expresión del modo (Adv. of manner, e. g. slowly, well, quickly, carefully).

5. Léxico oral de alta frecuencia (producción).

5.1. Utilización de léxico básico y expresiones trabajados en cursos anteriores en contextos cotidianos predecibles con apoyo visual (icónico, textual, objetos reales, mímica, etc.).

5.2. Aprendizaje de nuevo léxico sobre descripción de personas y animales, prendas de vestir y objetos personales; la hora; las rutinas y hábitos cotidianos; la división del día; medios de información y comunicación y soportes en papel o digitales; los deportes y el ocio; el entorno natural; el sistema solar; etc.

COMPRENSIÓN DE TEXTOS ESCRITOS.

1. Estrategias de comprensión.

1.1. Uso guiado de estrategias de lectura:

–Utilización de los conocimientos previos sobre el tema o sobre la situación transferidos desde la lengua que conoce;

–Relacionar texto con imagen o representación gráfica de una situación.

–Iniciación en diferentes estrategias y tipos de comprensión según el objetivo de la lectura (sentido general, información esencial).

–Formulación de hipótesis sobre contenido y contexto.

–Deducción por el contexto del significado de palabras y expresiones no conocidas.

–Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

2. Aspectos socioculturales y sociolingüísticos.

2.1. Interés por los textos escritos como medios de expresión y comunicación de experiencias, de organización de la convivencia y como instrumento de aprendizaje.

2.2. Interés por leer algunos textos sencillos en lengua inglesa (títulos, pies de foto, diccionarios de imágenes, cómics, revistas infantiles, lecturas graduadas, etc.).

2.4. Ver dibujos animados y vídeos informativos con subtítulos sencillos en inglés.

3. Funciones comunicativas.

3.2. Lectura de diferentes tipos de textos adaptados al nivel de competencia lingüística del alumnado, en soportes impresos o digitales, con diversos objetivos:

c) Obtener instrucciones muy sencillas para desarrollar una tarea.

f) Disfrutar de la lectura (libros y revistas infantiles, pop-ups, audiolibros, lecturas graduadas, etc.).

g) Apoyar la comprensión y producción oral (subtítulos en inglés en historias animadas muy sencillas, karaoke, textos elaborados por el alumnado, etc.).

4. Estructuras sintácticas.

You're; He's, She's.

Is it? It's.

I can/ I can't

Are you? Yes I am; No I'm not.

Can you...? Yes I can; No I can't.

Do you..? Yes I do; No I don't.

4.2. Formas contractas de los verbos

5. Léxico escrito de alta frecuencia (recepción).

5.1. Comprensión de textos escritos que contienen léxico básico y expresiones trabajados en cursos anteriores.

5.2. Comprensión de textos escritos que incluyen nuevo léxico relacionado con la descripción de personas y animales; prendas de vestir y objetos personales;

la hora; las rutinas y hábitos cotidianos; la división del día; medios de información y comunicación y soportes en papel o digitales; los deportes y el ocio; el entorno natural; el sistema solar; etc.

6. Patrones gráficos y convenciones ortográficas.

6.1. Uso de los signos ortográficos básicos (p. e. punto, coma, interrogación, exclamación).

PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN.

1. Estrategias de producción.

1.1. Planificación.

–Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).

-Utilización de modelos muy estructurados para familiarizarse con las estrategias básicas de producción de textos y aplicarlas: objetivo del texto, destinatario, contenido, redacción y revisión del texto.

1.2. Ejecución.

–Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).

2. Aspectos socioculturales y sociolingüísticos.

2.1. Interés por los textos escritos como medios de expresión y comunicación de experiencias, de organización de la convivencia y como instrumento de aprendizaje.

2.2. Interés por escribir en inglés palabras y expresiones de uso frecuente.

2.3. Interés por escribir textos sencillos y breves en inglés (completar cómics, completar textos informativos, completar formularios progresivamente más complejos, etc.).

2.5. Interés por escribir textos a partir de las informaciones recopiladas en pequeños proyectos de investigación (murales, presentaciones, lapbooks, etc.).

3. Funciones comunicativas.

3.2. Redacción, partiendo de modelos, de textos muy sencillos para establecer una comunicación con otros (notas, cartas, tarjetas, felicitaciones) que incluyan saludos y presentaciones, descripciones de uno mismo y de lo que sabe hacer; descripción de animales u objetos; gustos personales; sentimientos; etc.

4. Estructuras sintácticas.

4.1. Familiarización con el uso de estructuras básicas escritas

You're; He's, She's.

Is it? It's.

I can/ I can't

Are you? Yes, I am; No, I'm not.

Can you...? Yes, I can; No, I can't.

Do you.? Yes, I do; No, I don't.

5. Léxico escrito de alta frecuencia (producción).

5.2. Juegos y/o ejercicios sencillos con material impreso o digital (completar palabras y expresiones conocidas, unir imagen con palabra, completar textos sencillos con apoyo de imágenes, completar textos de canciones o poemas conocidos con apoyo de audiciones, etc.).

6. Patrones gráficos y convenciones ortográficas.

6.1. Interés por escribir de forma clara y con una buena presentación para que el texto sea comprensible.

Annex V Learning outcomes in 3rd grade

LEARNING OUTCOMES
NATURAL SCIENCE
<p>BLOQUE 1. INICIACIÓN A LA ACTIVIDAD CIENTÍFICA.</p> <p>1.1. De manera guiada busca, selecciona y organiza información concreta y relevante, la analiza, saca conclusiones, comunica su experiencia, reflexiona acerca del proceso seguido y lo comunica oralmente y por escrito.</p> <p>1.2. Manifiesta autonomía en la planificación y ejecución de acciones y tareas y tiene iniciativa en la toma de decisiones.</p> <p>3.1. Utiliza, de manera adecuada, el vocabulario correspondiente a cada uno de los bloques de contenidos.</p> <p>4.2. Utiliza estrategias para realizar trabajos de forma individual y en equipo, mostrando habilidades para la organización, desarrollo, exposición y la resolución pacífica de conflictos.</p> <p>5.1. Utiliza medios propios de la observación, como instrumentos ópticos y de medida, consulta y utiliza documentos escritos, imágenes, gráficos, atlas, guías, etc.</p> <p>5.2. Conoce y respeta las normas de uso y de seguridad de los instrumentos y de los materiales de trabajo.</p> <p>5.3. Elabora textos instructivos y explicativos para la comunicación, oral y escrita, del desarrollo de su proyecto.</p> <p>5.4. Presenta los trabajos de manera ordenada, clara y limpia, en soporte papel y digital.</p> <p>5.5. Realiza proyectos y trabajos individuales o en grupo y presenta informes, utilizando soporte papel y/o digital, sobre plantas y animales u otros temas de los bloques de contenido, recogiendo información de diferentes fuentes (directas, libros, Internet) comunicándola de forma oral o escrita y exponiendo las experiencias realizadas apoyándose en maquetas, imágenes, esquemas, etc. conforme al modelo de trabajo previamente definido.</p>

BLOQUE 3. LOS SERES VIVOS.

1.1. Observa directa e indirectamente, reconoce y explica las características básicas y clasifica los animales en vertebrados e invertebrados.

1.2. Clasifica los animales de su entorno u otros en aves, mamíferos, reptiles, peces y anfibios, a partir de sus características básicas.

1.3. Observa directamente seres vivos, con instrumentos apropiados y a través del uso de medios audiovisuales y tecnológicos, recoge información y la utiliza en la identificación y clasificación de los animales o en el estudio de algunas de sus características.

1.4. Muestra interés por la observación y el estudio de todos los seres vivos.

2.1. Conoce y explica las funciones de nutrición, relación y reproducción de los animales.

2.2 Clasifica y describe animales y plantas en relación con las funciones vitales.

3.1. Utiliza claves y guías para la clasificación de animales.

ENGLISH LANGUAGE**COMPRENSIÓN DE TEXTOS ORALES.**

1.1. Aplica sus conocimientos previos de la lengua extranjera para comprender el sentido global de los textos orales.

1.3. Escucha activamente.

1.4. Se apoya en el lenguaje no verbal y en las imágenes que acompañan al texto oral para comprender su significado.

1.5. Entiende la información esencial en conversaciones breves y sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, animales domésticos, la descripción de un objeto o un animal.

1.6. Comprende las ideas principales de presentaciones sencillas y bien estructuradas sobre temas familiares o de su interés (por ejemplo, animales, personajes de cuento),

siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara.

3.1. Comprende los mensajes e instrucciones del docente referidos a la actividad habitual del aula.

3.2. Entiende lo que se le dice en transacciones habituales sencillas (rutinas diarias, instrucciones, indicaciones, peticiones, avisos, retroalimentación sobre las tareas de clase, etc.).

3.4. Comprende por el contexto dibujos animados con narraciones progresivamente más complejas.

3.5. Comprende el sentido global de explicaciones o instrucciones orales sencillas. 3.6. Comprende las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas, petición de ayuda, invitaciones).

3.7. Comprende el sentido general y lo esencial de narraciones orales adecuadas a su nivel.

3.8. Comprende textos orales de carácter informativo y es capaz de extraer información global y algún dato concreto

3.9. Comprende las preguntas del docente sobre sus datos básicos (nombre, edad), su cuerpo, objetos, mascotas y animales, su familia, hora, actividades diarias y en general sobre los temas trabajados en el aula.

3.11. Comprende mensajes y anuncios públicos que contengan instrucciones, indicaciones u otro tipo de información (por ejemplo, números, comienzo o fin de una actividad escolar o deportiva, etc.).

4.1 Distingue las frases afirmativas y negativas, así como las exclamativas, comprendiendo el mensaje.

4.2. Comprende la expresión de la conjunción, disyunción

4.4. Comprende la expresión de la existencia o inexistencia de objetos o de elementos del entorno, de la cantidad hasta 50 elementos, del orden hasta el 31º (días del mes) y del grado o intensidad.

4.11. Comprende los adverbios de modo (well, slowly, quickly, carefully, etc.).

5.1. Identifica en textos orales sencillos palabras y expresiones previamente trabajadas con apoyo visual.

5.2. Comprende léxico oral trabajado en cursos anteriores.

5.3. Participa con interés en juegos lingüísticos y aprende nuevo léxico y expresiones.

5.5. Comprende nuevo léxico sobre descripción de personas y animales, prendas de vestir y objetos personales; la hora; las rutinas y hábitos cotidianos; la división del día; medios de información y comunicación y soportes en papel o digitales; los deportes y el ocio; el entorno natural; el sistema solar; etc.

PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN.

7.1. Imita y repite las expresiones del docente o de las grabaciones utilizadas en el aula.

7.3. Utiliza estrategias básicas para adquirir léxico y estructuras elementales.

7.4. Es capaz de trabajar en equipo y desarrollar trabajos pautados en grupo, con interacciones orales en inglés (juegos, diálogos, etc.).

7.5. Hace presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; su menú preferido, el aspecto exterior de un objeto o un animal; decir lo que le gusta y no le gusta) usando estructuras muy sencillas.

7.6. Utiliza un soporte escrito o gráfico para realizar exposiciones orales muy sencillas de temas relativos a sus intereses.

9.2. Utiliza habitualmente Please y Thank you en el contexto adecuado.

9.3. Sabe pedir objetos, ayuda, permiso e información.

9.6. Sabe formular preguntas sencillas sobre temas de su interés.

9.8. Respeta las normas que rigen la interacción oral.

9.9. Responde adecuadamente en situaciones de comunicación (saludo, preguntas sencillas sobre sí mismo, preguntas con respuesta afirmativa o negativa, petición u

ofrecimiento de objetos, expresión de lo que le gusta o no, de lo que está haciendo, del lugar donde está situado algo, etc.).

9.11. Sabe describir animales, personas y objetos.

9.12. Es capaz de presentar a los demás de forma muy sencilla el resultado de un trabajo de investigación con apoyo escrito o gráfico (mural con fotos y textos muy básicos, lapbook, póster, etc.).

10.2 Expresa la conjunción (and) y la disyunción (or)

10.5 Expresa frases afirmativas y negativas sencillas.

10.14. Utiliza adverbios de modo usados por el profesor (well, slowly, quickly, carefully).

10.16. Utiliza el presente simple y el futuro (going to).

11.1. Utiliza el léxico básico trabajado en cursos anteriores de temas relacionados con las propias experiencias, en contextos cotidianos predecibles con apoyo visual (imágenes, fotografías, objetos reales, textos, etc.).

11.2. Aprende y utiliza nuevo léxico sobre: descripción de personas y animales, prendas de vestir y objetos personales; la hora; las rutinas y hábitos cotidianos; la división del día; medios de información y comunicación y soportes en papel o digitales; los deportes y el ocio; el entorno natural; el sistema solar; etc.

COMPRENSIÓN DE TEXTOS ESCRITOS.

13.1. Formula hipótesis sobre el contenido a partir de sus conocimientos previos, de las ilustraciones, del título, de los elementos gráficos, etc.

13.2. Relaciona correctamente un texto con la imagen correspondiente.

13.5. Deduce el significado de algunas palabras y expresiones por el contexto.

14.2. Manifiesta interés por leer textos sencillos y publicaciones infantiles en inglés.

14.4. Manifiesta interés por leer para encontrar información para realizar pequeños proyectos de investigación.

14.7. Comprende lo esencial y los puntos principales de noticias muy breves y artículos de revistas infantiles que traten temas que le sean familiares o sean de su interés (animales, deportes, grupos musicales, juegos de ordenador).

15.1. Lee y comprende palabras y expresiones trabajadas previamente de forma oral en interacciones reales o simuladas y presentadas en un contexto.

15.2. Lee diferentes tipos de texto en soporte impreso o digital y con diferentes objetivos (desarrollar una tarea, disfrutar de la lectura, apoyar la comprensión y producción oral, obtener informaciones, etc.).

15.3. Comprende instrucciones sencillas por escrito asociadas a acciones y a tareas escolares. (Read, Copy, Match, Write, Circle, etc.).

15.5. Utiliza las tecnologías de la información y la comunicación para leer y recopilar información.

15.7. Comprende correspondencia (correos electrónicos, postales y tarjetas) breve y sencilla que trate sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, la descripción de un objeto, etc.

16.1. Comprende las estructuras sintácticas básicas aprendidas en cursos anteriores.

16.2. Reconoce los significados de las siguientes estructuras sintácticas:

You're; He's, She's.

Is it? It's.

I can/ I can't.

Are you? Yes, I am; No, I'm not.

Can you...? Yes, I can; No, I can't.

Do you...? Yes, I do; No, I don't.

16.3. Comprende la formación y el significado de las contracciones de los verbos.

17.1. Comprende textos escritos que contienen el vocabulario y expresiones trabajados en cursos anteriores.

17.2. Comprende textos escritos que contienen nuevo vocabulario y expresiones trabajados en el aula.

18.1 Es consciente de los usos de los signos ortográficos básicos que son iguales y diferentes a los de su lengua.

PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN.

- 19.1. Es capaz de construir textos partiendo de modelos muy estructurados.
- 19.2. Aplica de forma muy dirigida las estrategias básicas de producción de textos escritos.
- 19.3. Es capaz de utilizar estrategias de movilización de conocimientos previos y de planificación para escribir textos sencillos.
- 20.1. Muestra interés por escribir textos sencillos en inglés (completar cómics, completar textos informativos, completar formularios progresivamente más complejos, etc.).
- 20.4. Escribe, basándose en un modelo, textos breves de carácter informativo sobre temas tratados oralmente en clase con preparación del vocabulario y expresiones básicas.
- 21.2. Escribe palabras, frases y expresiones sencillas de uso frecuente y trabajadas oralmente.
- 21.10. Se apoya en guiones escritos para hacer exposiciones orales muy sencillas.
- 22.1. Es capaz de completar frases cortas con las siguientes estructuras sintácticas:
You're; He's, She's.
Is it? It's.
I can/ I can't.
Are you? Yes, I am; No, I'm not.
Can you...? Yes, I can; No, I can't.
Do you...? Yes, I do; No, I don't.
- 23.1. Realiza adecuadamente juegos de léxico con material impreso o digital.
- 24.1. Muestra interés por escribir de forma clara y comprensible.

Annex VI Letters from Indiana Jones

Please, click on the text to open the annexes.

[Letter stage 2 \(mammals\)](#)

[Letter stage 3 \(birds\)](#)

[Letter stage 7 \(arthropods\)](#)

[Letter stage 8 \(molluscs\)](#)

[Letter stage 9 \(imaginary animal\)](#)

Annex VII Puzzle

[Puzzle](#)

Annex VIII Video from Indiana Jones

[Video from Indiana Jones](#)

Annex IX Let's investigate!

[Investigation-worksheet](#)

[Mammals presentation](#)

Annex X Run as fast as you can!

[Running dictation-sentences](#)

[Running dictation-chart](#)

[Running dictation-presentation](#)

Annex XI *What do you remember about mammals?*

[Mammals magazine](#)

Annex XII *Memory game*

[Memory game-cards](#)

[Birds presentation](#)

Annex XIII *Jigsaw technique*

[Jigsaw technique-readings](#)

[Jigsaw technique-chart](#)

[Jigsaw technique-presentation](#)

Annex XIV *What do you remember about birds?*

[Birds magazine](#)

Annex XV *Broken telephone*

[Broken telephone-messages](#)

[Broken telephone-chart](#)

[Arthropods presentation](#)

Annex XVI *Flying!*

[Life cycle of a butterfly-video](#)

[Life cycle of a butterfly-worksheet](#)

[Life cycle of a butterfly-presentation](#)

Annex XVII *What do you remember about arthropods?*

[Arachnids magazine](#)

[Arachnids magazine \(adaptation\)](#)

[Crustaceans magazine](#)

[Crustaceans magazine \(adaptation\)](#)

[Insects magazine](#)

[Insects magazine \(adaptation\)](#)

[Myriapods magazine](#)

[Myriapods magazine \(adaptation\)](#)

Annex XVIII *Decoding messages*

[Decoding messages-strips](#)

[Decoding messages-chart](#)

[Molluscs presentation](#)

Annex XIX *What do you remember about molluscs?*

[Molluscs magazine](#)

[Molluscs magazine \(adaptation\)](#)

Annex XX Ladder game

[Comparative adjectives lesson](#)

[Ladder game-instructions and examples](#)

[Ladder game-cards](#)

[Ladder game-board](#)

Annex XXI Battleship game

[Adverbs of manner lesson](#)

[Battleship game-instructions and examples](#)

[Battleship game-grid](#)

Annex XXII Turning your creativity on!

[Imaginary animal-scaffolding presentation](#)

[Magazine-cover page](#)

[Magazine-table of content](#)

Annex XXIII Final Breakout Edu

[Final Breakout Edu-first lock](#)

[Final Breakout Edu-video](#)

[Final Breakout Edu-summary table](#)

[Final Breakout Edu-challenges](#)

[Final Breakout Edu-clues](#)

[Final Breakout Edu-second lock](#)

[Final Breakout Edu-achievement certificate](#)

Annex XXIV Pictures of students throughout the project

[Pictures of stage 1](#)

[Pictures of stage 2](#)

[Pictures of stage 3](#)

[Pictures of stage 7](#)

[Pictures of stage 8](#)

[Pictures of stage 9](#)

[Pictures of stage 10](#)

Annex XXV Formative assessment rubric-Magazine

[Magazine rubric](#)

Annex XXVI Formative assessment rubric- Poster (writing)

[Writing rubric \(poster\)](#)

Annex XXVII Formative assessment rubric-Poster (speaking-teacher)

[Poster rubric \(speaking-teacher\)](#)

Annex XXVIII Formative assessment rubric-Poster (speaking-students)

[Poster rubric \(speaking-students\)](#)

Annex XXIX Formative assessment rubric- Four skills

[Four skills rubric](#)

Annex XXX Formative assessment rubric-Attitude

[Attitude rubric](#)

Annex XXXI Self-assessment rubric

[Self-assessment rubric](#)

Annex XXXII Summative assessment rubric-Final Breakout Edu

[Final Breakout Edu rubric](#)