

Master's Degree in Integrated Learning of Contents in Foreign  
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# **Implementation of gamification in a CLIL context in Preschool Education**

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## Abstract

In bilingual classrooms that carry out integrated learning of content in a foreign language (CLIL), it is necessary to have highly motivated students to learn content taught in a foreign language (English), especially when we deal with children between 3 and 6 years just beginning to have their first contact with the educational institution.

We know how useful this type of methodologies at higher levels is as in Primary Education, Secondary Education, etc. but many professionals in the educational fields find it difficult to put it into practice with preschool students, due to the linguistic limitation in both mother tongue and the foreign language.

The CLIL methodology has motivational techniques that, knowing how to take advantage of them, would facilitate the teaching of content through a foreign language in these early educational years, such as gamification.

Knowing that play is an essential characteristic in the learning of Preschool Education, gamification is the right tool for the students to acquire knowledge and become familiar with the foreign language in a natural and subconscious way, since this tool has characteristics that allow students to focus to achieve goals and face challenges having fun, keeping the students motivated and not frustrated by the difficulties that they can find dealing with a new language.

In this paper, a bibliographic research has been carried out on the characteristics and advantages of learning based on the CLIL methodology and on the use of the gamification technique as a didactic tool to develop meaningful learning based on increase the motivation of the students. Also, a learning situation based on the CLIL methodology, and the gamification technique has been proposed and put into practice in a class composed of 3-year-old students, to show how, taking advantage of certain characteristics of gamification, we can achieve a good practice of the CLIL methodology with the youngest of the school.

## Key words

Gamification, CLIL, Preschool Education, achievements, challenges, rewards, motivation, foreign language, content.

## Theoretical framework

### 1. Preschool Education

#### 1.1 Conception of the Preschool Education stage

As an instruction to this section of the theoretical framework, we will refer to the educational definition of Preschool Education that we can find in the legal decree that regulates the minimum learning requirements.

Preschool Education is the stage that includes girls and boys from birth to six years with the purpose to contribute to their physical, emotional, social and intellectual development. Both the first and second cycles are voluntary, but the second has been generalized throughout Spain so, according to the Ministry of Education, practically 100% of boys and girls aged between 3 and 6 attends to school for free (p.1)

According to the decree that establishes the organization and curriculum of the 2<sup>nd</sup> cycle of Preschool Education in the Autonomous Community of the Canary Islands, Preschool Education is a process of construction and cooperation between boys, girls and adults sharing skills, difficulties and achievements. Its objectives are focused on the development of students' capacities, encouraging them through education, respecting the diversity and the individual differences. This cycle of Preschool Education is about facilitate them the necessary mains to get the subsequent adaptation to Primary Education (p. 15978)

As the UN Refugee Agency (2016) point out, childhood is the most influential stage in our lives. The foundations of what we will later be as adults are laid in it, also we acquire the values and principles that will determine our behaviour, both individually and socially, during this stage of our live. It is the time in which we take the language and the social codes we cope with, and above all, we approach the culture in which we are immersed.

Preschool Education is especially important in the first years of life, determining factors for a harmonious physical and psychological development, and for the formation of intellectual faculties and the development of the personality as well.

Due to its importance, it should not only be understood as a prerequisite to a certain job or professional option, but rather as a toll for the training of independent, self-sufficient people with their own performance criteria.

## 2. English in Preschool Education

To address how foreign languages are worked in Preschool Education, we will review different aspects that we have taken into account before the implementation of the learning situation. We will do a theoretical review of how L2 is acquired at an early age and the regulations that we follow about education in Spain. On the other hand, we will also talk about the CLIL methodology and the gamification method since they are the bases on which the learning situation is laid on.

### 2.1 Acquisition of English as a foreign language in Preschool Education

The need to learn a foreign language today is due to the importance it has acquired in society and in people's lives to access to better jobs or to travel to foreign countries, developing the ability to communicate with native speakers.

The importance of the English on a social and educational level is our most visible justification for teaching this language in both Preschool Education and Primary Education, together with the advantage that it is at these ages that linguistic flexibility takes place.

García (2008) points out that there are advantages at a cognitive and social level. Cognitive advantages have to do with metalinguistic awareness, divergent thinking, communicative perception, and the ability to learn more languages. At the social level, the advantages are associated with increased interactions and the development of cultural awareness. Likewise, Wattendorf et al. (2014) highlights the influence of early acquisition of a second language on the development of language skills and cognitive functions.

The Teaching Federation of CC.OO. of Andalucía (2010) considers the learning of a foreign language as an enriching element in Preschool Education. By starting the study of a foreign language at such early age, it is intended that the acquisition of the language is carried out in a playful and stimulating way that prepares the child for the continuous process that will encompass Primary and Secondary Education. Children who have this contact with a foreign language in Preschool Education will develop a set of skills and abilities (especially listening comprehension and pronunciation) that will help them throughout their years of study. For that reason, the main objective of the second cycle of Preschool Education should be to awaken the interest in the foreign language and make sure that students enjoy using a second language in a communicative way.

## 2.2 Legal regulation of the teaching of English in Preschool Education

In this section we will rescue all those sections -objectives, contents, etc.- that refer to the teaching of foreign languages that appear in Decree 183/2008, of July 29, which establishes the organization and curriculum of 2<sup>nd</sup> cycle of Preschool Education in the Autonomous Community of the Canary Islands. In this way, we consider the regulations and objectives that must be considered to provide adequate foreign language teaching and what is the point of view that the education of Spain has of the acquisition of an L2.

In the first place, article 4, section e, talks about the ability to develop their oral communication skills and begin to discover and explore the social uses of reading and writing; also discover the possibility of communicating in another language.

We find more references to the teaching of a foreign language (English) within the area of 'Languages: communication and representation'. Specifically, they talk about the globalizing nature of Preschool Education that makes the foreign language be integrated within this curriculum for the student to become familiar with a language other than their own, relating it to what is being worked on in their mother tongue. To achieve this, coordination of planning, development and evaluation is necessary between the foreign language teacher and regular teacher of Preschool Education (p. 15999). They add that:

*“In the foreign language, spontaneity and disinhibition should be encouraged, in this way students participate in the proposed activities without highlighting their mistakes and respecting the logical period of familiarization with a language in which students spend a certain time without producing verbal responses. It is advisable to promote activities that involve a physical response (dramatizations, songs, mimicry...) to express ideas and feelings and to be able to verify that the messages in the foreign languages are understood. In the same way, songs, tongue twisters, poetry, etc. in which repetition prevails can be excellent resources for the progressive acquisition of sounds, rhythm and intonation. Other means that can help to facilitate the understanding and acquisition of the foreign language is the visual support of drawings, flashcards and any resource that responds to the interests of children of these ages.” (p.16000)*

Among the objectives, we find section 8 that deals with the foreign language. This says that one of the objectives of the second cycle of Preschool Education is to start using the foreign language to communicate in the usual classroom situations and show interest and enjoyment by participating in these communicative exchanges (p.16002).

Regarding to the contents, the decree has the following articles within the “Verbal language “section specifically the one that talks about listening, speaking and conversation:

- 1.9. Oral language segmentation (lexical, syllabic, and phonemic awareness), through activities of segmenting, identifying, isolating, adding, omitting, substituting syllables and phonemes in words, as well as the recognition and production of rhymes in mother tongue and foreign language.
- 1.10. Use of linguistic and non-linguistic skills and the rules of communicative exchange (attention and listening, speaking turns, tone, etc.) in the mother tongue and in the foreign language.
- 1.11. Understanding and use of the vocabulary related to the environment closest to children, with their interests and needs in the foreign language associating it with the contents worked on in the mother tongue
- 1.12. Comprehension of the global meaning of simple oral messages in a foreign language emitted in a contextualized communicative situation, through the interpretation of different codes.

In the category of “approach to the written language” we find its section 11 that contains attentive listening to narrations, explanations, instructions or descriptions -in the foreign language and in the mother tongue- read by other people.

Next, we have the category “Literature approach” which talks about foreign language in the following sections:

- 3.2. Reproduction of simple oral texts of typical cultural traditions of the foreign language (tongue twisters, songs, strings, etc.)
- 3.6. Dramatization of simple texts and enjoyment in expressing oneself with the help of extralinguistic resources in the mother tongue and in the foreign language.

Changing to the category of “audiovisual language and technologies of the information and communication” we find section 6 that talks about the use of audiovisual resources for approaching the foreign language.

Finally, in relation to the evaluation criteria that refer to the foreign language, we find the following sections:

- 6. Relate the meaning of words in a foreign language with images.
- 7. Capture the global meaning of simple oral messages delivered in a foreign language.
- 8. Show interest in participating in various oral communicative situations using simple linguistic structures in a foreign language.
- 9. Recite simple songs (nursery rhymes, poetry, chants...) with the appropriate intonation and expressiveness, and show interest in the socio-cultural aspects they convey.

## 2.3 CLIL methodology

### 2.3.1 What is the CLIL methodology, its origins, and advantages

In this section, we will address the concept of CLIL, which refers to the integrate learning of foreign content and languages, its characteristics, influences and how it works.

It was Marsh who coined the term “CLIL” in Europe in 1994 (Marsh, 1994). It is a generic concept that includes several methodologies that can be defined as an educational approach in which the content is learned through a foreign or second language (Coyle, 2007). This implies the integrated acquisition of content and language without requiring extra time from the curriculum for learning the second language (Lasagabaster and Sierra, 2010).

It has been implemented in Spain since the beginning of this century. Many experts and researchers in the field, such as Van de Baetens (2008), Yassin et al. (2010), Massler (2012), Halbach and Wechem (2014), Vinuesa (2017) and López (2019), have argued the positive impact that it has on students and the competences they develop through learning during CLIL sessions. Pupils not only improve their language proficiency, but it also provides them with benefits connected to the 4Cs (content, cognition, communication, and culture) developed by Coyle (1999).

The 4Cs framework for CLIL focuses on the interrelationship between content (the theme of the lesson), communication (language), cognition (thinking skills) and culture (community and citizenship). It unites learning theories, language learning theories and intercultural understanding. These are its main characteristics and the needs that must be covered for the 4Cs to be used properly:

1. Subject matter is about the learner constructing their own knowledge and developing skills.
2. Language needs to be learned in context and through the language.
3. To enable the learner to construct an understanding of the subject, the linguistic demands of its content must be made accessible.
4. Cognition needs to be analysed for their linguistic demands.
5. Interaction in the learning context is fundamental to learning and it has to be operated through L2.
6. The relationship between cultures and languages is fundamental to CLIL

For the development of the communicative skills Cummins et al. (1986) established that the differences between BICS (Basic Interpersonal and Communication skills) and CALP (Cognitive Academic Language Proficiency) should be carefully considered for successful teaching/learning in CLIL contexts.

Regarding the cognitive dimensions, Coyle et al. (2010) recommended to plan and evaluate the different activities taking into account the cognitive dimensions that they want to stimulate. This is related with the Bloom's Taxonomy model (1956), which has been one of the most relevant taxonomies that has been proposed for that.

Bloom's Taxonomy is a classification system of different levels of cognitive processes. Huitt (2011) explain that the major idea of the taxonomy is that what educators want students to know should be arranged in a hierarchy from less to more complex, so that one level must be mastered before the next level can be reached.

Anderson, L.W., & Krathwohl (2001) divided the Bloom's Taxonomy after a thoroughly revision into the next six categories:

1. Remember (retrieve relevant knowledge from long-term memory): recognizing, recalling
2. Understand (construct meaning from instructional messages, including oral, written, and graphic communication): interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining.
3. Apply (carry out or use a procedure in a given situation): executing, implementing.
4. Analyse (break material into constituent parts and determine how parts relate to one another and to an over-all structure or purpose): differentiating, organizing, attributing.
5. Evaluate (make judgments based on criteria and standards): checking, critiquing.
6. Create (put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure): generating, planning, producing.

Each of the six major categories is associated with two or more specific cognitive processes. To differentiate the specific cognitive processes from the six categories, the first ones take the form of gerunds, ending in "ing".

Moreover, other relevant characteristic in CLIL teaching is the importance given to the need to provide scaffolding. Scaffolding is the process of supporting pupils to become more independent guiding them during their learning process until they can look for the best way for them to build their own learning.

Coelho (2017) considered that in CLIL classes, taking into account the dual focus of this approach, scaffolding strategies should be used as a help for the learners' to grow their confidence in using a foreign language for dealing with content properly. To achieve that Echevarria et al. (2007), provided a framework to guide teachers in the teaching process.

They establish a distinction between two types of scaffolding: verbal or procedural. Verbal scaffolding provides instructions to facilitate students to higher levels of language, comprehension and thinking, while procedural scaffolding makes content understandable, it provides tools and support for students before, during and after the learning of content through a second language. The combination of both scaffolding accelerates the learning process.

Lastly, due to the growing number of CLIL classes, we can say that there are many advantages to the CLIL approach. These are some of them:

- **Motivation:** Students are highly motivated because the level is high enough to keep them activated and not too high as to make them lose confidence in their capacities.
- **Meaningful contexts:** In CLIL sessions the context is meaningful and after the students get used to this approach, they do not even think about the studying of the foreign language anymore. They concentrate on the content and language is acquired unconsciously and naturally giving them better chances to keep it in their long-term memory. Moreover, switching the attention to the context lowers the anxiety provoked by the foreign language barriers. In this way, using a real context effects in the creation of a more relaxed learning environment.
- **Time saving:** CLIL gives chance to more exposure to language meanwhile pupils are learning other contents at the same time. There is no need of spending specific time to study the language as something apart.
- **Variety of teaching methods:** CLIL classes include different types of teaching methods so the teacher can choose whatever teaching method will work better with the specific characteristics of the students in order to achieve the CLIL objectives in the best way possible.

### 2.3.2 CLIL methodology in Preschool Education

In order to understand the process of acquiring a second language and to be able to use CLIL methodology at such early age, it is important to first take into account the process of acquitting the first language (L1) or mother tongue.

A very influential author in the field of linguistics, Noam Chomsky determined that children are born with an innate grammatical system that allows them to learn a language, they are born with an ability that develops as the child grows and interacts with the world around him. This ability is mainly based on a general and unconscious grammar that underlies all languages, and grammatical rules, which for its optimal development requires social interaction and constant exposure in ordinary and natural environments of the language in question. This social interaction and exposure to the language is essential in the learning processes, not only because the different language skills are perfected, but also because social factors that enhance cognitive development come into play.

There are many common aspects between acquiring a first language and learning a second language. These aspects are mainly based on applying the learning processes of L1 in the teaching of L2 because if certain strategies worked in the first case, when applying them in the teaching of L2 we will achieve the result.

Teachers must ensure that the following characteristics are met so that the development of L2 is achieved in the most natural and affordable way possible:

- More linguistic immersion.
- Provide quality input and output
- Respect the rhythms of learning without pressure in the oral expression area.
- Considering the limitations that we can find in a not natural context such as the classroom, provide as much visual support and non-verbal communication as possible, so that students can relate what they hear with images and gestures.
- Facilitate teacher-student interaction and between students themselves as well.

- Take advantage of different contents, contexts and methodologies so that the acquisition of L2 could be unconscious and transversal.

We conclude then that if we take advantage of the predisposition that these very early ages have and managing to fulfil a series of requirements that can facilitate its development, we can say that the teaching of an L2 in Preschool Education is completely possible.

One of the methodologies that facilitates the achievement of these requirements so that L2 is learned in the most similar way to how L1 is acquired, is the CLIL methodology if its resources are being well used:

- Play-based activities - A ludic approach that involves introducing sounds, words and structures where the main focus is on stimulating, fun activities (Coyle et al., 2010)
- Scaffolding - It's essential to use strategies (gestures, repetitions, images...) that allow the content to be understood.
- Flashcards - An useful resource due to its attractive visuals and easy interpretation.
- Alternating between L1 and L2 - Giving support in L1 is essential to facilitate understanding.
- ICT – Currently, there are not enough editorial resources in relation to this methodology, with which ICT becomes a fundamental material

## 2.4 Gamification

As it was said before, the game is a fundamental part of the CLIL methodology, since it presents a playful component that amuses the students and in the most productive method towards learning foreign languages (Leontaridi, Ruiz and Peramos, 2008). Play is essential to keep CLIL students motivated during a session taught in a foreign language.

Although a well-implemented CLIL approach implies, by itself, an increase in motivation, it is essential that it be maintained with the help of appropriate educational strategies, such as play-based activities (Coyle, 2006)

#### 2.4.1 What is gamification (characteristics)

In relation to the play-based activities, the concept of “gamification” arises. Gamification consists of applying elements typical of games in non-playful contexts such as education. Its purpose is to act on the motivation of students to achieve specific objectives.

For a successful application of gamification in the sessions, we have to take into account a series of characteristics of this method:

1. Clear objective – Specify clear objectives for our proposal and mark how far we want to go.
2. Narrative – Create a universe, a history, a new context in which the student could feel like the protagonist of their own learning.
3. Dynamics – After having a clear objective and a narrative, you have to think about how we want them to work on it: individually, in a cooperative group, in pairs...
4. Mechanics – They are the elements that will help your students to achieve the final goal. We find three fundamental keys: a clear challenge, immediate feedback and an improvement. This will help to the evaluation process, as it will help students to see their own progress, where they are, their successes and mistakes they have made, and it will show all that they have learned so far.
5. Digital technologies – They have a very significant role and are a very useful resource for this type of experience, they help us to diversify, create enthusiasm and motivation.
6. Validation and evaluation – When we get to this point, we have to ask ourselves many questions, to know if the proposed objectives have been achieved and thus, reflect on the practice of the learning experience.

This type of tool is getting more popular in different methodologies due to its playful nature, which facilitates the internalization of knowledge in a more fun way, generating

a positive experience for the user. Gamification works because it manages to motivate students, developing a greater commitment from people, and encourages the spirit of improvement by using a series of mechanical and dynamic techniques extrapolated from games

The mechanical technique is the way to reward the user based on the goals achieved. Some of the most used mechanical techniques are the following:

- Accumulation of points – A quantitative value is assigned to certain actions, and they are accumulated as they are carried out.
- Level scaling – A series of levels are defined that the user must overcome to reach the next.
- Obtaining prizes – As different objectives are achieved; prizes are awarded as a “collection”.
- Gifts – Goods that are given to the player or players for free upon achieving an objective
- Classifications – Classify users based on points or objectives achieved, highlighting the best in a list, or ranking it.
- Challenges – Competitions between users, the best gets the points or the prize.
- Missions – Solve or overcome a challenge, either alone or as a team.

Dynamic techniques refer to the user’s own motivation to play and move forward in achieving their goals. Some of the most used dynamic techniques are the following:

- Reward – Get a deserved benefit.
- Status – Establish a valued social hierarchical level.
- Achievement – For personal satisfaction
- Competition – For the simple desire to compete and try to be better than others.

Depending on the dynamics pursued, some techniques should be used more than others. In this paper we focus mainly on the characteristics mentioned above and on the scoring-reward-objective systems that we normally find in gamified contexts adapted to the age in which the learning situation was proposed.

#### 2.4.2 Advantages of the implementation of gamification in Preschool Education

It is known that in Preschool Education children learn through play. The concept of gamification is nothing more than presenting the content to the students through recreations and games, and in this way, awakening in them a spontaneous attitude that leads them towards the learning objective.

The idea of traditional teaching can be poorly stimulating for students, since many times they can be left with doubts, or they didn't understand the concepts well.

However, through play, the assimilation and understanding of ideas is usually much easier and faster. These are some of the benefits of using gamification as a motivating tool at an early age:

- Increases concentration and attention – A child's concentration is directly related to his motivation. It is like a chain, if they are motivated, they will focus all their efforts and resources on the game, favouring their own learning
- Improves their school performance – One of the main benefits of a game is the quick and easy assimilation of concepts, compared to the learning style based solely on memorization
- Stimulates social relationships - Most of the materials used are designed for group play. This encourages companionship, solidarity and empathy.
- Individualized and personalized treatment – The game responds to what each player does, and individual feedback is provided.
- Narrative that motivates students – Throughout the development of the process, students are part of a narrative that takes them out of the ordinary environment and keeps them motivated.
- Small rewards system – These rewards given for their actions encourage them to continue playing.
- Various areas of development are worked on – Critical reasoning, psychomotor skills, social relationships, etc.

Prieto, Díaz, Montserrat y Reyes (2014)

## Learning Situation

### 1- Contextualization

This learning situation is contextualised in a bilingual school in San Cristóbal de La Laguna, specifically in Las Mercedes. The members of the school have a good relationship and the collaborative work between teachers promotes the possibility to implement this learning situation. I have been allowed to use one hour per day of the conventional sessions to be able to carry out the activities proposed during this learning situation.

This didactic proposal was for a group of 18 students in the 1<sup>st</sup> year of Preschool Education, with 12 girls, and 6 boys. This learning situation was arised from the organization already planned by the teacher, the students had to learn about the body parts, and I took care of the planning of this content. In this sense, this proposal was implemented for one week and it was composed of five sessions: the time of the sessions was of 45 minutes each.

Having into account that these students didn't usually have contact with English, and due to their age and little familiarity with the language, the level of English was quite low, when the learning situation was put into practice the characteristics of the students and their limitation was taken into account to not create frustration in their learning.

### 2- Objectives

Los objetivos redactados a continuación, están en consonancia con el Decree 183/2008, of July 29, which establishes the organization and curriculum of 2<sup>nd</sup> cycle of Preschool Education in the Autonomous Community of the Canary Islands.

The general objective of the second cycle of Preschool Education is to start using the foreign language to communicate in the usual classroom situations and show interest and enjoyment by participating in these communicative exchanges.

Considering this general objective these specific ones has been chosen to be achieved during the realization of this learning situation

English objectives:

- To relate the significance of the vocabulary in the foreign language with a picture or real objects.
- To understand the global meaning of simple oral messages in a foreign language.

CLIL objectives:

- Identify the parts of the body in oneself, in another child and in a drawing.
- Show coordination, control, and good skills, both in resting situations and in movement.
- Show respect and accepting attitudes towards the rules of the game and the basic rules of relationships.

3- Contents

This is the new content that has been learned during the learning situation both from the point of view of the foreign language and the CLIL subject.

### **Language**

#### **Functions:**

- Where is the...?
- Here

#### **Vocabulary:**

- Arms
- Hands
- Legs
- Feet
- Head
- Tummy

### **CLIL Subject**

## **Content:**

Exploration and identification of the parts of one's own body and observation of differences and similarities between his own and of others.

## 4- Methodology

The methodology that has been used during this learning situation is the CLIL methodology, specifically the gamification technique, or the application of game mechanics and strategies to non-game environments, a way of increasing motivation and developing knowledge, skills and attitudes more actively in learners.

The final aim of a game is that this will be effective for learning and motivating. During this learning situation has been provided storytelling, narrative and challenge that connect with the content and the language that is targeted. Moreover, a coring-reward-objective system was the main tool used to create motivation into the students, encouraging them to continue achieving the goals given to them.

This learning situation starts from a story of a robot that has lost the parts of its body and the students wants to help it find them. In order to find the parts of the body, children will have to face some challenges. For each challenge they win, they are given a star sticker, and if at the end of the session everyone has the corresponding stars of the day, they are given a clue that leads them to where the part of the body is hidden, then they will have to find it and place it in the robot. In each session they will fight for encounter a part of the body, one for each session until they find all of them, that would be the main goal. In this way, all the students have a common goal, and they will collaborate in the different challenges, they will get prizes, and little by little they will reach the final goal. They will be playing like in a treasure hunt, having fun, and being motivated while they are learning the body parts and being exposed constantly to a foreign language.

## 5- Activities

### **Lesson 1**

### *Activity 1: Song*

The content of the didactic unit is presented through a song in which the students will have to move the part of the body that the song says. The teacher will do it with them because at first the students will simply repeat what the teacher does, until they are able to relate the name to the part of the body that they move.

Aids and materials: <https://www.youtube.com/watch?v=1cqLp1RqH18>

Time: 10 minutes

### *Activity 2: My body*

In this activity the teacher will say the different parts of the body and will show the related flashcard. When the students hear the word and see the corresponding image, they will touch that part of the body on their own body. When the teacher sees that the students begin to familiarize themselves with the vocabulary, she will be able to increase the level of difficulty by taking off the flashcards. In this case, she will be pointing out the parts of the body on her own body after the children do it as a reaffirmation that they are doing well or as an opportunity to change their mind if they see that they have not done it correctly.

Aids and materials: Flashcards (annex 1)

Time: 5 minutes

Activities 1 and 2 will be done at the beginning of all the sessions to reinforce the vocabulary before start with the new activities

### *Activity 3: The body of my friend*

In this activity the teacher will put on any song, which the children will have to dance in pairs. Then the teacher will stop the music and she will show a flashcard and name a part of the body and the children will have to touch that part of the body in their partner's body and not move until the music plays again. Then, they will dance freely again and wait until the next instruction.

Aids and materials: Flashcards (annex 1), random song

Time: 15 minutes

#### *Activity 4: The body parts with robots*

The teacher will put a pair of white robots on the ground and place the colored robot body parts next to the robots. The teacher will call each child and tell them which part of the body they have to take, each child will take the part of the body that the teacher says and place it in the corresponding robot body area. If a child is told to take an arm, he will take the first arm that he finds among all the parts of the body, he must observe that part of the body and place it on the correct robot. If the teacher wants to make it more complicated, she can specify the part of the body that she wants the child to pick up by saying a color or a shape, limiting the students' options.

Aids and materials: White cardboard robots, coloured cardboard robots' body parts (annex 2), bluetack.

Time: 15 minutes

## **Lesson 2**

#### *Activity 5: Where are my body parts? (Presentation)*

After the introductory session, the day before in which part of the vocabulary was presented, in this session the gamification methodology is implemented.

In this first part the students find one of the robots they worked with in the previous session. This robot has lost his body parts and they have to help him get them back. The teacher tells them that each day they will get a part of the body if they can successfully complete all the challenges that are presented to them during the session. In each session they will do two activities individually or as a group and if they do it properly, each student gets a star sticker. If, at the end of the session, everyone has a star sticker, the teacher gives them a clue about where the body part is hidden, and they have to look for it and then stick it on the robot. In the last session the last part of the robot's body would

be obtained, and the learning situation would end. It is like a game in which there is a final goal that is to rebuild the robot by getting the parts of its body after passing different levels.

Aids and materials: White cardboard robot, coloured cardboard robot's body parts (annex 2), bluetack, star stickers.

Time: 5 minutes

After every activity finished, the teacher will give to the children a star sticker to reward their good work and that they are near to their goals.

#### *Activity 6: Twister (First challenge)*

In this activity, there will be 6 circles drawn on the floor (3 blue, 3 red and 3 yellow). There will be two roulette wheels, one with body parts and the other with colours. Children in pairs must take turns and pull the two wheels and then follow the instructions that they mark, the teacher will say it out loud and they will put the body part said in the colour said.

Aids and materials: Chalk (blue, green, yellow), two roulette wheels (body parts and colours) (annex 3)

Time: 15 minutes

#### *Activity 7: My monster (Second challenge)*

In this activity each child will have a blank sheet in front of them. First, they will draw a circle, then they will draw the parts of the body that the teacher will say. The teacher will draw her own monster on the board in case there is a child who gets lost during the instructions, in this way they will be able to follow the teacher's drawing. To make it more complicated, the teacher will include numbers by saying things like “two arms” or “three eyes”.

Aids and materials: Black sheet, pencil

Time: 10 minutes

At the end of this session the teacher will give to student a clue about where the arms of the robot are hidden in the class. They will have to look for them, find them and put them on the robot.

### **Lesson 3:**

#### *Activity 8: Bingo (Third challenge)*

In this activity each child will have a template with some parts of the body. The teacher will say names of parts of the body and the children will have to find that part of the body on their template and cover it with a clay ball, when they have all the parts of the template with a clay ball, the child will shout bingo.

Aids and materials: Template with body parts (annex 4), clay.

Time: 10 minutes

#### *Activity 9: Cut and paste (Fourth challenge)*

In this activity each child will have a sheet with the body of a girl or a boy with some parts of their body missing and other sheet with this missing parts. Children have to cut the parts of the body and stick them in the correct place of the body of the girl or boy.

Aids and materials: Sheets (annex 5)

Time: 20 minutes

At the end of this session the teacher will give to student a clue about where the legs of the robot are hidden in the class. They will have to look for them, find them and put them on the robot.

### **Lesson 4:**

#### *Activity 10: Simon says (Fifth challenge)*

In this activity the teacher will say “Simon says...” and next an action with the body parts related children will have to do. To do it more complicated, teacher can include the instruction that says that if she does not say “Simon says...” they can’t do the action even if the teacher says the action.

Aids and materials: Their own bodies

Time: 10 minutes

*Activity 11: Where do I put it? (Sixth challenge)*

In this activity each child will have a sheet with a human body silhouette, and some little flashcards with the different parts of the body. The teacher will draw her own body silhouette in the board, and she will have some flashcards too. She will say a part of the body and children will have to look for it in their flashcards and then stick it in the correct place in the silhouette. The teacher will do the same after the children in the board.

Aids and materials: Sheet (annex 6), mini flashcards (annex 1), glue.

Time: 20 minutes

At the end of this session the teacher will give to student a clue about where the tummy of the robot is hidden in the class. They will have to look for them, find them and put them on the robot.

## **Lesson 5:**

*Activity 12: Is this...? (Seventh challenge)*

In this activity there will be some sounds with the names of the body parts and some options. Children will have to choose the correct one.

If the sound says “leg”, the teacher will put the mouse on every option asking, “Is this a leg?” and children will have to answer, “yes or no”. At the end, the teacher will click the body part that children answered “yes”.

Aids and materials:

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Body Parts/Parts](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Body_Parts/Parts)

Time: 15 minutes

*Activity 13: What body part are you? (Eighth challenge)*

Everyone will be sitting on the floor and facing the front of the class. The teacher will give out body flashcards to each of them and then she will shout out a random flashcard word (ex: “ears”) with an action (ex: “ears, hand up!”). All students with the ears’ flashcards must do that action. Continue with other words and different actions.

Aid and material: Flashcards (Annex 1)

Time: 15 minutes

At the end of this session the teacher will give to student a clue about where the head of the robot is hidden in the class. They will have to look for them, find them and put them on the robot.

At the end of this session, they will have the robot completed, so the goal will be reached, and children will be finished the game and the learning situation.

## 6- Evaluation

These are the criteria established in the curriculum of 2<sup>nd</sup> cycle of Preschool Education in the Autonomous Community of the Canary Islands considered to this learning situation:

English criterion:

ILNO05 06. To relate the significance of the vocabulary in the foreign language with a picture or real objects.

ILNO05 07. To understand the global meaning of simple oral messages in a foreign language.

CLIL Subject criterion:

ICCY04 1. Identify the parts of the body in oneself, in another child and in a drawing.  
Show coordination, control and good skills, both in resting situations and in movement.

ICCY04 6. Show respect and accepting attitudes towards the rules  
of the game and the basic rules of relationships

Apart from that, a table has also been made to support the observation that will be carried out to evaluate the progress of the students during the realization of the learning situation.

	<b>Uninitiated</b>	<b>In process</b>	<b>Adequate</b>	<b>Very adequate</b>
<b><i>Vocabulary</i></b>	The pupil establishes connections between the words and flash-cards or real objects with some difficulties	The pupil establishes connections between the words and flash-cards or real objects without too many difficulties	The pupil usually establishes connections between the words and flash-cards or real objects without difficulties.	The pupil easily establishes connections between the words and flash-cards or real objects.
<b><i>Understanding</i></b>	The pupil interprets simple oral messages and instructions given in the foreign language without important doubts.	The pupil usually interprets simple oral messages and instructions given in the foreign language with clarity.	The pupil interprets simple oral messages and instructions given in the foreign language with sufficient clarity.	The pupil usually interprets simple oral messages and instructions given in the foreign language with much clarity.
<b><i>Attention and concentration</i></b>	The pupil does not pay attention to the activity and disturb others	The pupil does not pay enough attention to the activity but he or she tries it without disturbing others.	The pupil pays attention to the activity but gets distracted sometime	The pupil is involved in the activity the whole time

### ***Interest***

The pupil doesn't show interest in what their learning	The pupil is slightly interested in what their learning	The pupil is very interested in what their learning	The pupil is highly interested in what their leaning
--------------------------------------------------------	---------------------------------------------------------	-----------------------------------------------------	------------------------------------------------------

### Results and conclusion

During the realization of this learning situation different responses were obtained from the students. There were students who from the beginning showed great enthusiasm and motivation when they were presented with the story of the robot that lost the parts of its body. They showed interest in helping the robot to find its body parts, and they received with great positivity the rules of the different challenges that were presented to them throughout the game. In order to make these 3-year-old students understand the rules, flashcards and body expressions were used and, when really was necessary the language used to communicate was changed to the mother tongue to give clues about what was being said in the foreign language. At all times it was intended that they construct the information by themselves even if they did not understand exactly what was being said in the foreign language.

There were difficulties with some students due to their early rejection of the foreign language because of the little contact with English they had at the moment. They did not understand why they were constantly being spoken in that foreign language and that made them feel frustrated. Regardless, thanks to the help they were given from their classmates and the constant visual support they were given, no student had trouble understanding what they had to do in each challenge during the learning situation.

Although at first there were confusions about the guiding line of the game, little by little, while the challenges were carried out and rewards and feedback were provided, there were a moment of the learning situation that they knew what they had to do or what they could get if they did correctly certain activities without the explanation of the teacher.

When they reached this point of understanding of the game, they simply focused on doing everything possible to get the prizes and little by little achieve the final goal while enjoying the activities done.

Also, how they collaborate with each other was observed during the learning situation. We could see participative and collaborative behavior in both individuals and cooperative

activities, especially when there was a student needed help and a colleague helped them. This was possible due to the encourage provided for the students to help and explain each other what they should do if someone had problems getting it. As the activities were explained in the foreign language, if a student was able to explain the activity in the mother tongue to a partner, this meant that the information was understood despite having been transmitted in a language different from the mother tongue.

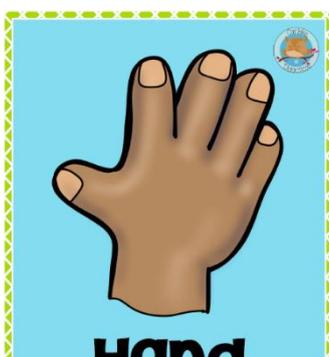
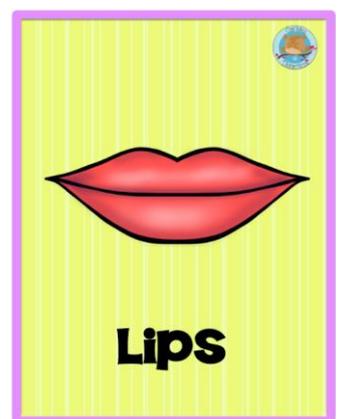
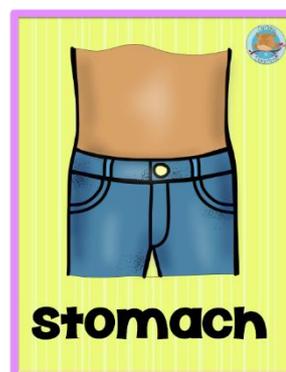
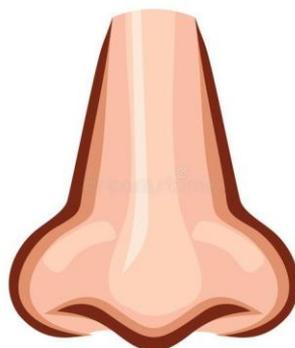
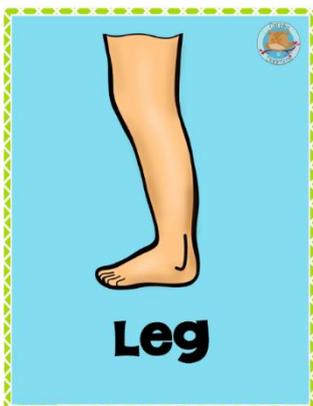
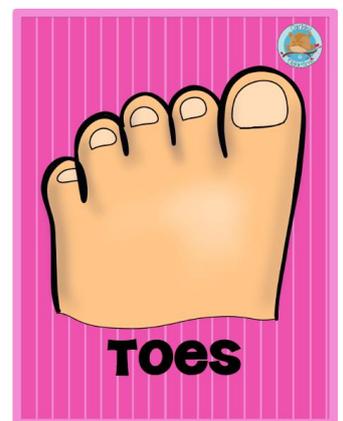
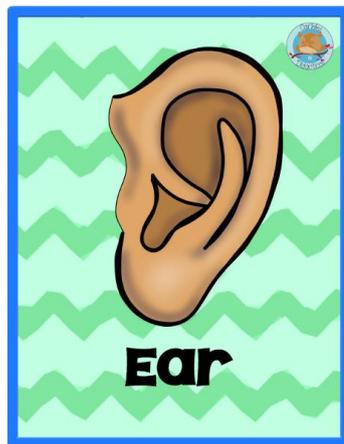
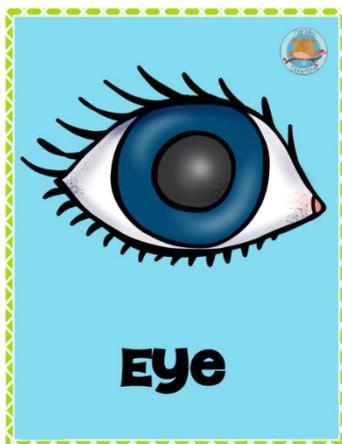
In Preschool Education, as is already known, students' oral expression is not obligatory, for that reason with all the activities of the learning situation we looked for a physical response. In this regard, the students had quickly learned how to relate the vocabulary that was presented to them with their own body, with the body of another person and with images, using their own body to respond to the challenges that were presented to them or performing the required body movements in the game or activity.

The main aspect that was intended to be achieved with the proposal of this learning situation was that the students were motivated during the realization of it using the technique of gamification, taking advantage of the predisposition of the little ones to learn better while playing even though is in a foreign. With these students, we were able to verify that despite the rejection that the foreign language could create at first, when they realized that they could understand without problem what was being asked of them, they were able to enjoy the games and challenges without any problem. In this way they achieved a meaningful and unconscious learning of the contents presented and started to feel more familiar with the foreign language or at least, they no longer see it from a negative point of view, a great step taking into account the young age of the students.

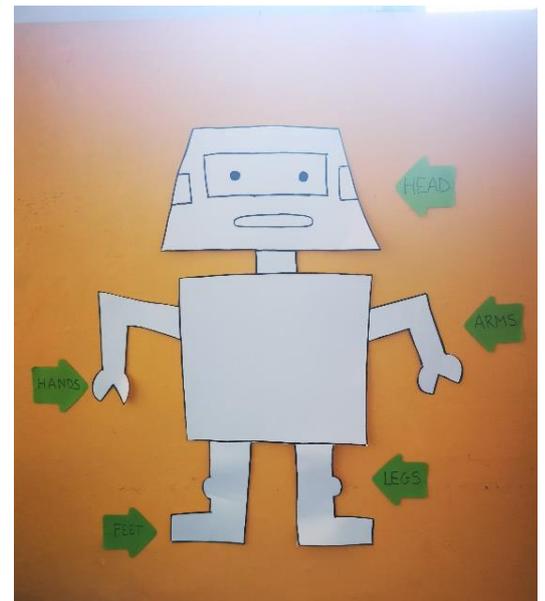
In conclusion, we can add that gamification is a very good tool to present CLIL since students do not focus on the language of the content itself, they only care about the goals, having fun and getting prizes. In this way, a game context is created, where the only important thing is to enjoy the experience without any stress due to the foreign language. At these ages, any methodology that uses play as a main tool can achieve good results, since as is already known, the little ones learn better the more motivated they are, and play is the best tool to get students motivated. In the annexes you will be able to observe numerous images of the students doing the different activities of the learning situation (annexe 7).

Annexes

Annexe 1: Flashcards



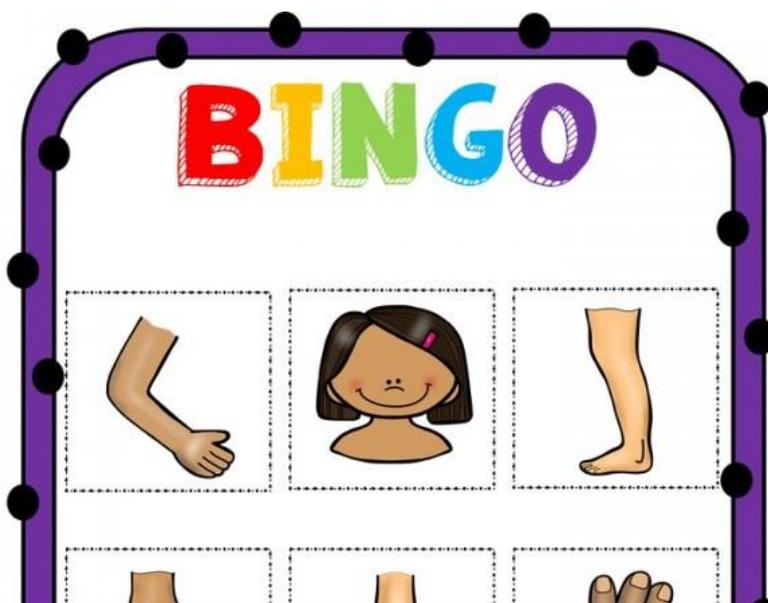
Annexe 2: Examples of robots



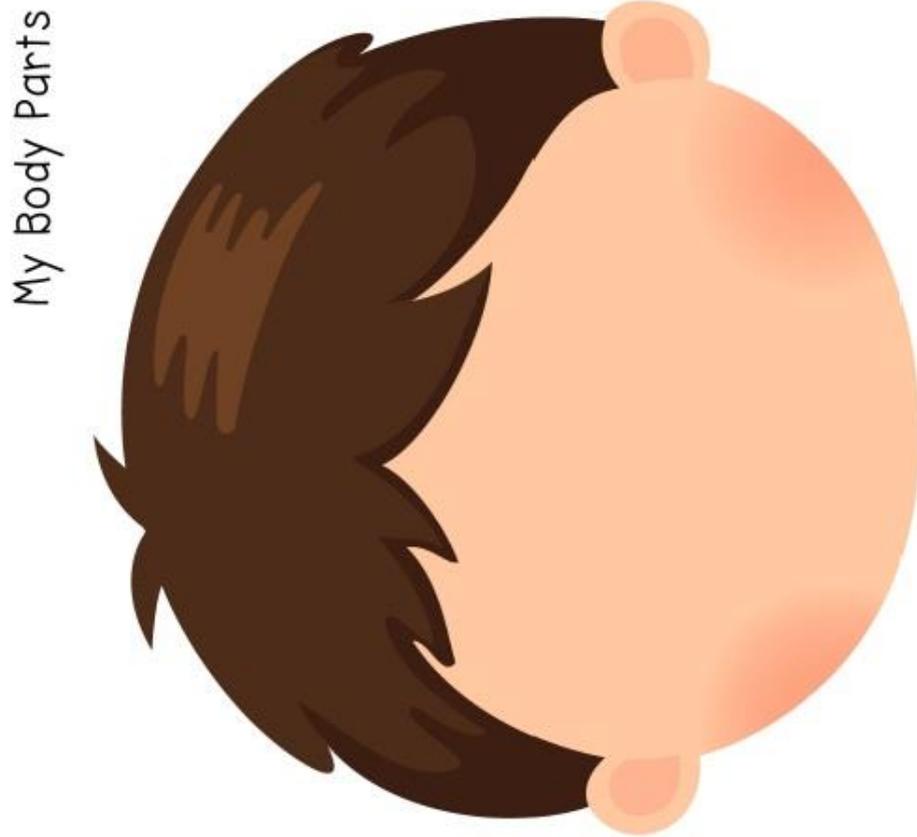
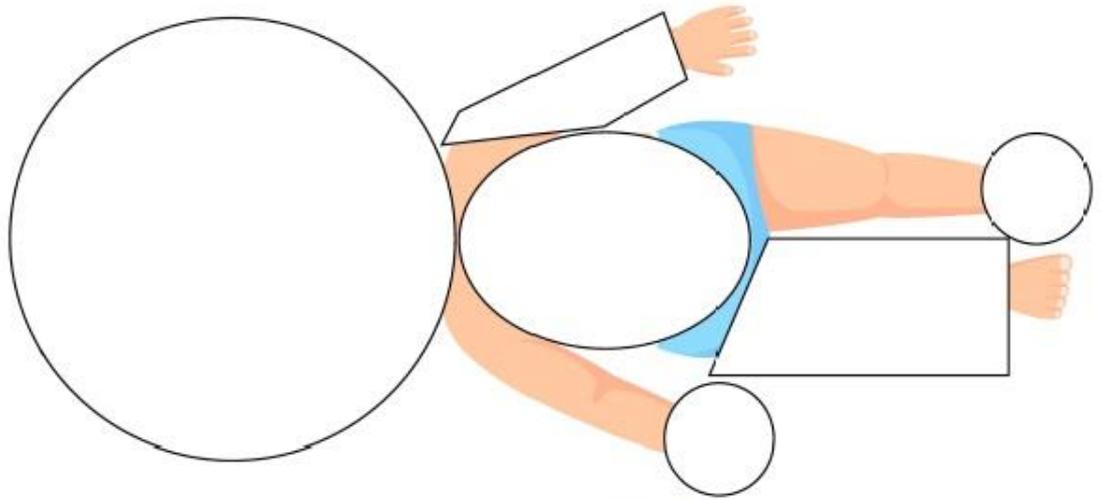
Annexe 3: Roulette wheels



Annexe 4: Bingo template

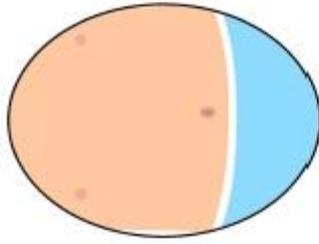
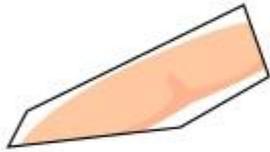
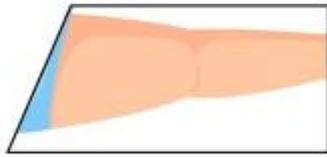




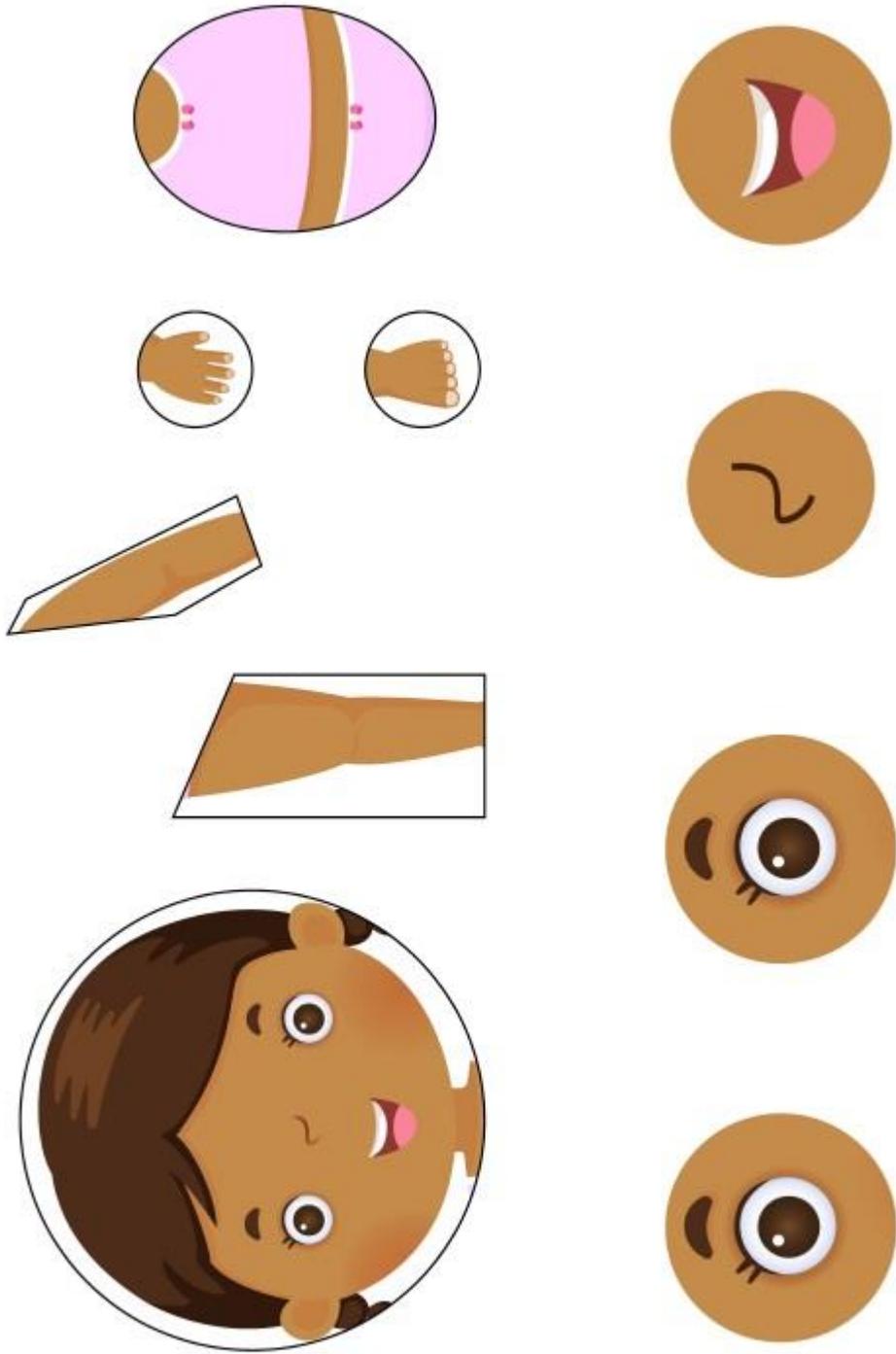


My Body Parts

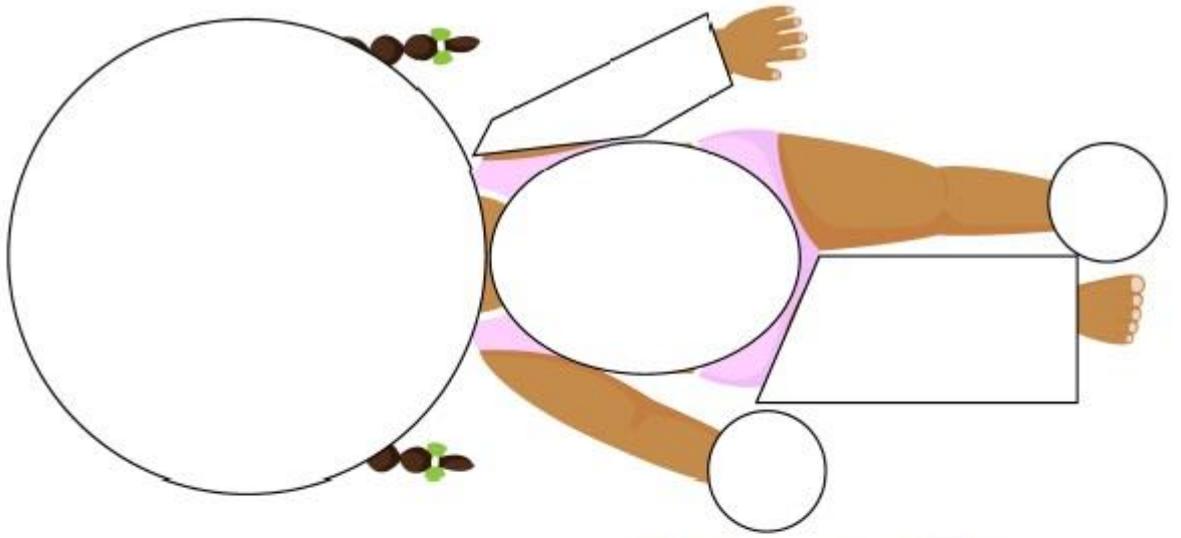
Cut Out Pieces



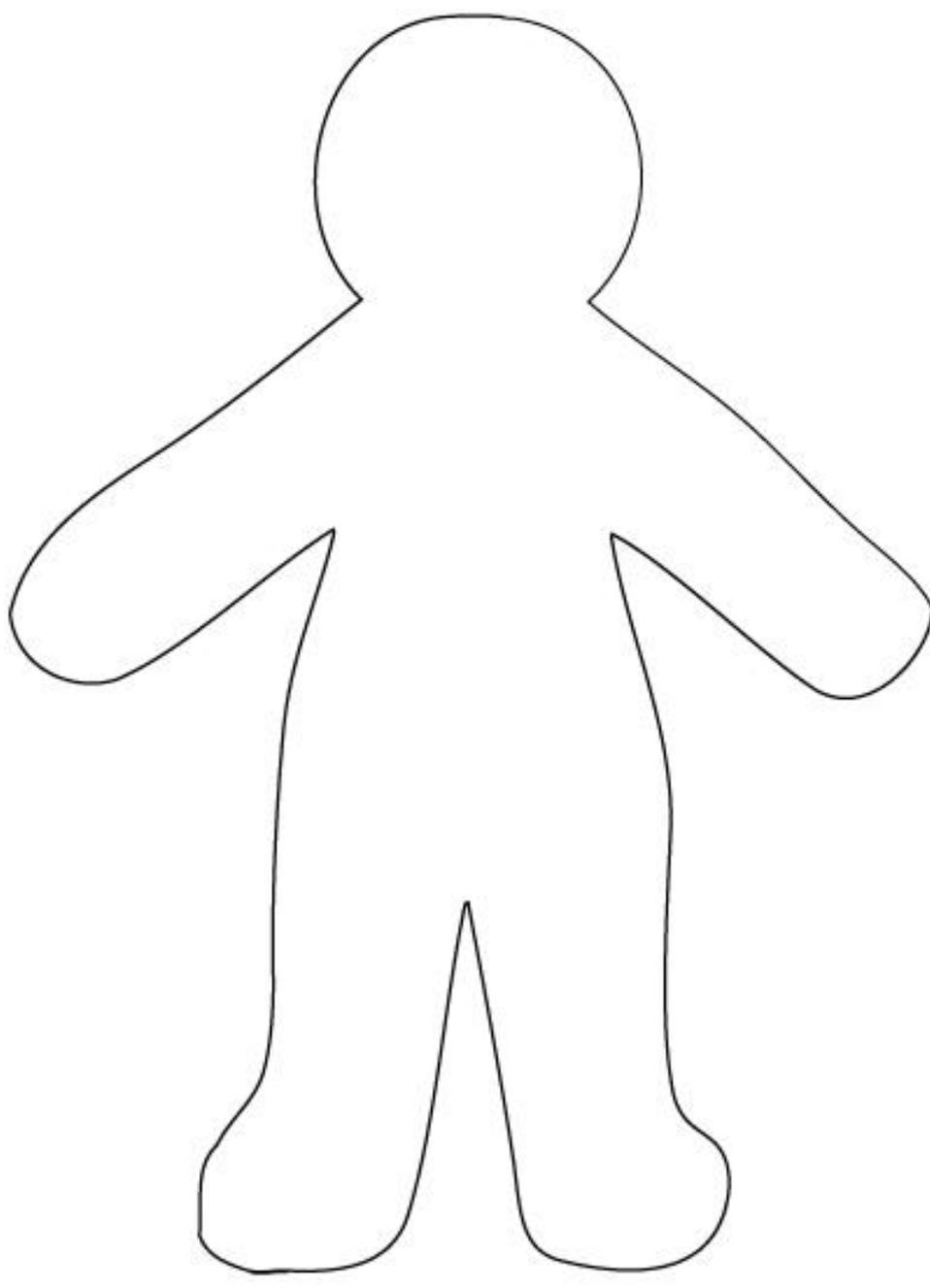
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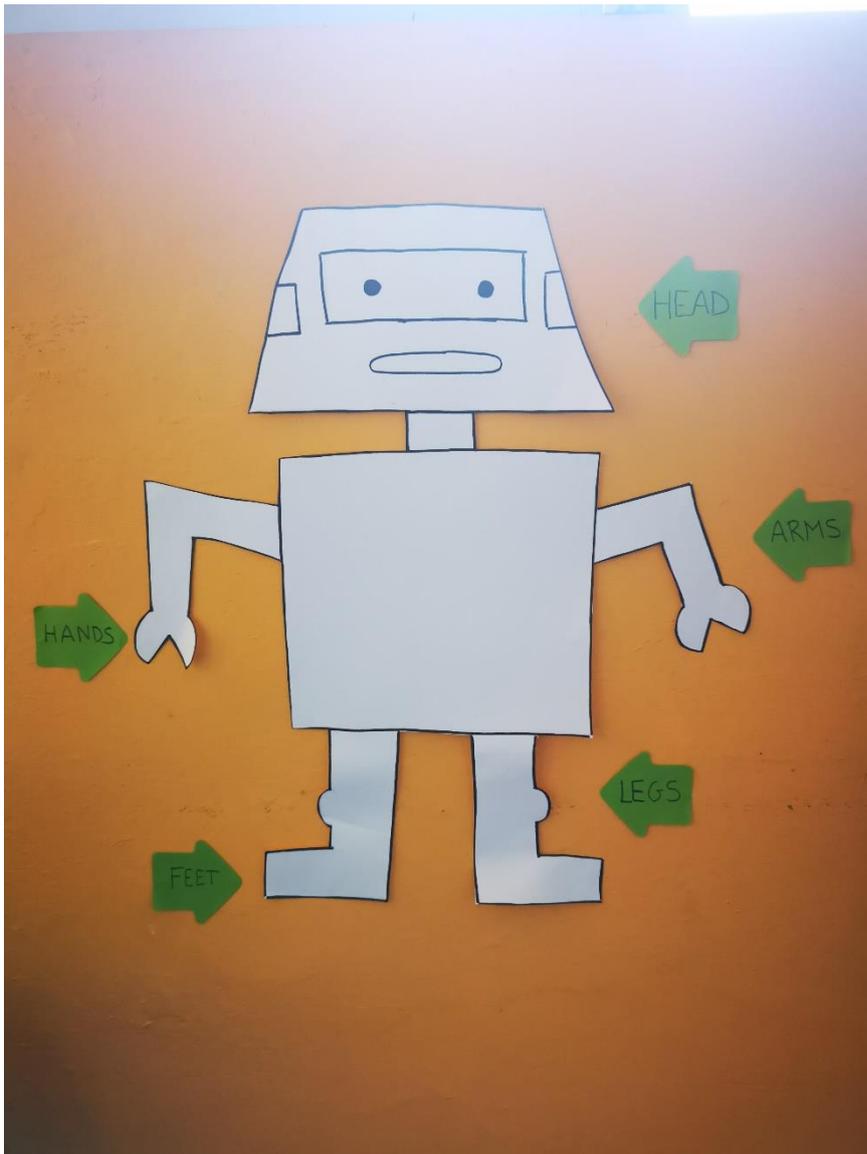
My Body Parts



Annexe 6: Body silhouette



Annexe 7: Results











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