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# The importance of games in learning English as a second language (L2) through CLIL: an intervention proposal in a 5-year-old class of Infant Education

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**Público:** Educación Infantil / Profesional de Bilingüismo. **Materia:** Educación Bilingüe. **Idioma:** Inglés.

**Title:** The importance of games in learning English as a second language (L2) through CLIL: an intervention proposal in a 5-year-old class of Infant Education.

**Abstract**
Schools should employ effective methods like CLIL to promote learning English as a second language, focusing on the communicative competence. Evidently, a key factor for second language learning will be the high motivation of the learner, which will be achieved by means of games, among other resources. Throughout this work, the theory relative to games is described (definition, functions, classification, moments of implementation….), relating it to L2 learning. After that, centring on the variation 'serious game', an intervention proposal for a 5-year-old class of Infant Education has been created. It is encompassed in a project about St Patrick's Day.
**Keywords:** games, English, Infant Education, CLIL, Bilingual Education, second language

**Título:** La importancia del juego en el aprendizaje de inglés como segunda lengua (L2) a través de CLIL: una propuesta de intervención en una clase de 5 años de Educación Infantil.

**Resumen**
La escuela debería emplear métodos efectivos como AICLE que promuevan el aprendizaje del inglés como segunda lengua. Evidentemente, un factor clave para el aprendizaje de segundas lenguas será la alta motivación del aprendiz, la cual se logrará mediante el juego, entre otros. Así, este trabajo expone la teoría relativa al juego (definición, funciones, clasificación, momentos de implementación…), relacionándola con el aprendizaje de la L2. Más tarde, centrándonos en la variante 'juego serio', se ha creado una propuesta de intervención para una clase de 5 años de Educación Infantil. Ésta se engloba en un proyecto sobre el Día de San Patricio.
**Palabras clave:** juego, inglés, Educación Infantil, AICLE, Educación Bilingüe, segunda lengua.

## 0. JUSTIFICATION AND INTRODUCTION

This work aims to highlight the importance of games as a resource that benefits the learning of a second language, in this case, English. To do that, we have focused on the Infant Education stage, particularly on the class of 5-year-old children, for which we have designed a complete intervention proposal based on this relevant tool: games. It seems to us that it is an essential issue to be taken into account by teachers of bilingual education, in which pupils will have to be highly motivated to learn by means of a language that they do not master as their mother tongue. As it has been proven (Noemi, 2008), the increase of motivation can be achieved when students learn by playing, that is to say, through games. Furthermore, we have decided to centre on Infant Education since we have been teachers of bilingual education at this stage, which we consider of paramount importance due to the fact that children have considerable capacity to learn owing to the great brain plasticity at this age (Albentosa and Moya, 2003). This is fundamental, especially for language learning. Last but not least, we have chosen English as a second language because we are studying the English speciality of the Master's Degree in Bilingual Education, and because of its significant role in our world.

Regarding the current state of this matter, it has been analysed through our previous experience as a bilingual teachers in Infant Education, and with the data obtained from 25 teachers of the same speciality who have answered a short survey created by ourselves (cf. Annex 1). First of all, with our experience in bilingual schools we discovered that teachers of Infant Education make a great use of games, but many times they do not do it in an appropriate way. In general, this is because they use games as a supporting element without planning it in many cases, and consequently they do not take

advantage of the potential of this educational tool. Secondly, in order to justify our opinion we decided to survey 25 teachers of bilingual education in Infant Education. From these surveys we have obtained more detailed information about the current state of the topic, given that we prepared questions about other aspects related to games that are included in our TFM. Now, we are going to present the main results:

- The vast majority of the teachers think that the use of games is very (72%) or quite (28%) relevant for the bilingual class of Infant Education. Most of the survey respondents (92%) agree with the idea that games are motivating and 96% of them state that they are fun. Other teachers (56%) mention that games foster cooperative learning, and only 20% of the teachers recognise the importance of games to develop communicative skills.

- Everyone makes use of games and, in particular, of the three situations of games ('the game programmed beforehand', 'activities presented in the form of a game' and 'the game for the game'). 80% of the teachers answer that they 'always' or 'usually' employ activities presented in the form of a game, and the game for the game. Nevertheless, only 24% of the survey respondents claim that they 'always' or 'usually' use the game programmed beforehand. Moreover, this kind of situation is 'hardly ever' employed by 36% of the teachers, which is quite remarkable. Therefore, these data corroborate our opinion according to which the planned game situations are not used frequently despite their significance.

- The most used games in the classroom are: puzzles (96%), traditional games (92%), board games (84%), dominoes (84%), memory games (76%), games of the ICTs (56%), games through songs (40%), and motor games (40%). Only 12% of the teachers mention that they use specific games related to the project work or didactic unit, and 16% of them list the game corners. These (game corners and specific games of the project work/didactic unit) would be games planned beforehand, in such a way that we can once again notice their lack of use. Based on this conclusion, we have decided to develop the intervention proposal focusing on the 'game planned beforehand' in order that it is promoted.

- Most teachers do not know the term 'gamification', which will be examined in a section of the work: 28% of them do not write anything or copy a definition from Internet; others (36%) talk about the creation of activities in the form of games; and 24% of the adults point out another type of information ("gamification is to teach games or the overuse of games", "the term comes from 'game'", and "it is associated with the ICTs"). Only 12% of the survey respondents are aware of the relation between 'gamification' and the rewards and points in games.

Additionally, the content of the work has been expounded along two lines: the first one, "Games as an essential tool in learning English as an L2 through CLIL"; and the second one, "Planning of an intervention proposal on 'serious games' for L2 teaching through CLIL in a 5-year-old class of Infant Education". On the one hand, the first part is theoretical, and it mainly justifies the relevance of games to learn a second language through CLIL, particularly English because of its significance in our society. This section includes specific information about games as an educational tool, emphasising L2 teaching (features, functions, classification, selection and design, moments when they can be implemented….). On the other hand, the second part, which is more practical, consists in an intervention proposal on serious games for L2 teaching in a 5-years-old CLIL class of Infant Education. This proposal has the form of a project about St Patrick's Day, and it has been created taking into consideration the indicated aspects that allow teachers to programme games for L2 teaching through CLIL in a 5-year-old class (legislation basis, methodological principles –significance of project work-, and psycho-evolutionary characteristics).

Finally, concerning the objectives of the present TFM, we can list the following:

- **To promote the use of games, and in particular of 'serious games', as essential tools in learning English as an L2 through CLIL (above all, focusing on Infant Education).** This would be the <u>main purpose</u> of the TFM.

- To reflect on the significance of learning English as an L2 in our society.

- To analyse the specific information about games as an educational tool, emphasising L2 teaching (definition, functions, classification, selection and design, moments when they can be implemented….).

- To broaden the knowledge of learning English as an L2 through CLIL in Infant Education.

- To become aware of the aspects to bear in mind when teachers programme games for L2 teaching through CLIL in a specific grade (5-year-olds, in this case).

- To offer an intervention proposal on 'serious games' for L2 teaching through CLIL in a 5-year-old class of Infant Education.

## 1. METHOD AND PROCESS

As far as the method employed to develop the work is concerned, we will underline the use of a wide variety of resources. Above all, we have searched for information in different reference sources, among which we can find books, online resources, magazine articles, etc. Besides, in every moment we have taken into consideration the current legislation basis to justify the described information (Organic Law of Improvement of Education Quality 8/2013, Decree 38/2008…) and, consequently, guarantee its veracity. Another method has been the systematic and direct observation used during our working period in Infant Education in bilingual schools. Besides, in addition to our previous experience working or doing internships at this stage in different kind of schools, we have accessed the knowledge that we have acquired throughout our university training in several subjects of the Master's Degree in Bilingual Education ("Foundations of Bilingual Education", "Educational Methodology and Didactics of the Bilingual Education", "Educational resources in English and the use of the ICT", "CLIL"…), and of the Bachelor's Degree in Teaching in Infant Education ("Evolutionary Psychology from 3 to 6 years", "Organisation of the classroom of Infant Education from 3 to 6 years"…). To do that, we have consulted the information of the syllabus that was closely related to the topic of this TFM. What is more, we have counted on the participation of 25 teachers (tutors) of Bilingual Education in the Infant Education stage to examine the current situation of the theme of this work, just as we have expounded in the introduction. Last but not least, we have counted on our tutor's help (Mark Campbell), who has been a great guide and adviser at all times.

To finish, we will describe the process that we have followed to create the TFM. Firstly, in December, we prepared the draft and we showed it to our tutor (Mark Campbell) so that he revised it and counselled us. After that, in April, we started writing the information related to the topic of our TFM. To do so, during our internship and working period in bilingual schools, we have observed everything we have considered relevant to develop our TFM (systematic and direct observation). From May onwards, we have tried to follow a constant process to write the TFM, maintaining contact with our tutor in order that he clarified our doubts and helped us improve the work. Later on, in July, we finished our TFM and we revised the way of writing. Then, we sent it to our tutor so that he could approve it. Finally, in August and September, we have been preparing the presentation for the oral defence of the TFM (It includes 'PowerPoint', different materials, etc.).

## 2. DEVELOPMENT

### 2.1. Games as an essential tool in learning English as an L2 through CLIL

#### 2.1.1. The importance of learning English as an L2 in our society

First of all, it is worth clarifying that, in our globalised and interconnected world, the knowledge of different languages is crucial (Casan-Pitarch, 2015). That way, citizens have to learn as many languages as possible. In particular, English is the most relevant one to be learnt as an L2, owing to diverse reasons. Nowadays, it is the international language used for medicine, mass media, technology, science, finances...

Furthermore, as it has been proven, although English is the third language with the most first-language speakers on Earth, it is the most widespread language in our world. In other words, it is official in Canada, Australia, The United Kingdom, The United States… (Fennig, Lewis and Simons, 2016). Besides, in most countries (Russia, Spain, Germany, etc.) people speak English as the first foreign language. Therefore, many individuals from different cultures speak English, a fact that will enrich this language day after day. So, as we can realise, English is a very useful and practical language.

It goes without saying that the learning of an L2 (in this case, English) will make the bilingualism possible, which implies the following advantages, among others: communication with foreign people, more job opportunities, access to other cultures (cultural awareness) (González, 2014a), better results in the learning-teaching process, increase of flexibility of thought and creativity, or easiness to learn other languages (Baker, 2007).

**2.1.1.1. Schools as the main propitious environment to learn English as an L2 in our country**

Spain is a country where people usually speak in Spanish or, at the most, in the other official languages respective of some autonomous communities. Unlike other countries, in Spain, neither the mass media makes use of English, nor generally people in their daily lives. So, we as Spanish citizens are part of a context where there is hardly any exposure to the aforementioned language. It means that people, who are aware of the significance of English, do not have opportunities to learn it naturally, given that they are limited to acquiring knowledge of this language attending academies, watching online series or videos, or using specific websites or textbooks by themselves, among others.

Obviously, we cannot forget schools as a place that promotes English learning (Ruiz, 2010). In our country they will be the key environment to learn English since they are the second agent of socialisation for children, and the place where they will spend most of their lives (Comellas, 2009). That way, teachers have to ensure that they have planned an effective learning-teaching process that guarantees that children become communicatively competent in this foreign language and that they end up mastering it.

Like other kinds of learning, language learning will require motivated students, because it is proven that an increase of motivation entails an increase in learning. (Ruiz, 2010). So, teachers have to choose the best resources that foster motivation, and we will focus on 'games' because they are our object of study.  According to Noemi (2008) games are the most effective method to motivate children to learn.

**2.1.1.1.1. CLIL as the main approach to learn English as an L2**

According to Lasagabaster and Sierra (2009), it has been demonstrated that teaching only the specific subject of English is not effective to learn this foreign language. It seems that there is no positive correlation between the time used to teach and the learning outcomes. This is due to the fact that this kind of teaching does not enable students to acquire the language naturally because they do not have the opportunity to put into practice its formal knowledge. And naturalness is a key to success in language learning, just as we have previously mentioned (Marsh, 2000). Given these circumstances, Content and Language Integrated Learning (CLIL) appears as a suitable approach that allows English proficiency to increase without requiring extra-time (Lasagabaster and Sierra, 2009) and providing a natural environment for language development, since students are exposed to language (Coyle, Hood and Marsh, 2013).

To get a better understanding of CLIL, we will explain that it is a generic term that comprises several methodologies (Coyle, 2007) and consists in teaching content (subject/topic) through a foreign language. (Marsh, 2000). Thus, CLIL has a dual-focus: content and language. As we can realise, with the content students will learn an additional language, and they will use the language to learn content. What is more, there is a third element that is considered a goal of CLIL: learning skills, which will be promoted (Mehisto, Mash and Frigols, 2008).

On the other hand, there are several elements that are fundamental to implement CLIL effectively: Multiple focus (cross-curricular projects, integration on different subjects,…); a safe and stimulating atmosphere; authenticity (lessons should be applicable to students' lives, needs and desires); active learning (centred on the learner, being the teacher a guide); scaffolding (to reorganise the information in an easier way and to build on the previous knowledge, interests, experiences or skills); cooperation (with parents, the local community, and CLIL and non-CLIL teachers) (Mehisto, et al., 2008). As we can notice, many of these tenets are based on the constructivism theory (scaffolding-that will be temporary to enhance autonomous learning-, active learning…).

Concerning the "4Cs" that the teacher has to take into account to attain an effective practice in CLIL, we will list the following: content (subject), communication (language learning in communicative situations with much interaction), cognition (thinking processes, emphasising the High Order Thinking Skills in terms of Bloom's Taxonomy), and culture (intercultural awareness and citizenship) (Coyle et al., 2013).

Once having analysed the "4Cs", we will present the Language Triptych, that is to say, the tool that enables learners and teachers to identify the three kinds of language that are necessary in a successful CLIL lesson (Coyle, 2011).

So, with the "3As" tool, teachers can programme detailed lessons (Coyle, 2005). Here, three stages can be distinguished (Coyle, et al., 2013): stage 1, called "Analyse content for the language of learning", which alludes to the language related to the subject or topic (phrases, key words, grammatical functions to comprehend the concept…); stage 2, named "Add to content language for learning", which consists in the language that allows students to manage themselves efficiently in a CLIL environment (debate, task needs,…); and stage 3, called "Apply (and assure) to content language through learning", which refers to the language that cannot be programmed (but should become part of the students' language).

After studying the information corresponding to CLIL, we have to say that this TFM stresses the importance of games to learn English as an L2 by means of a CLIL approach.

### 2.1.2. Games as an educational tool in teaching English as an L2 through CLIL

### 2.1.2.1. Definition and features of games

First of all, we have to clarify the meaning of the term "game". In order to do that, it is convenient that we present some relevant definitions created by some authors.

On the one hand, according to Hadfield (1999) "a game is an activity with rules, a goal and an element of fun" (p. 8). On the other hand, Betteridge, Buckby and Wright (2006) point out that a game is "an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others" (p. 1). Another definition is from Bedson and Lewis (1999), who define this tool as "the presence of a visible set of rules which guide the children's actions, and an element of strategy -children must successfully apply their language (and other) skills" (p. 5). We have to indicate that, in this case, the authors refer to 'language game'. Anyway, this explanation is also useful to examine the characteristics of a game in general.

As we can notice, these definitions contain common features such as the presence of rules, the entertainment component, and the challenge for the participant, who will have to apply different skills to reach a goal. The already stated characteristics will be essential to distinguish games from other activities carried out in the classroom.

Thus, having analysed the typical features of games, we feel capable of designing our own definition, which is: a game is an entertaining and challenging activity with rules that will guide the participants, who will have to apply different skills to reach a goal.

### 2.1.2.2. Functions and value of games in education

Games are a valuable tool for teaching because they have many functions which will be particularly beneficial for L2 teaching through CLIL:

-They make learning really enjoyable (Gil and Serrano, 1981) in such a way that motivation is increased (Bozon, 2011). Nevertheless, the pleasure is not only for students, but also for teachers (Garcés and Hearn, 2003).

-They encourage students to hold their interest because of their playful component (Betteridge et al., 2006). Therefore, the attention span will increase, and in this way children will remain concentrated for longer (Brewster, Ellis and Girard, 2002).

-They boost pupils' relaxation (Gil and Serrano, 1981), since learning by means of games is not stressful (Garcés and Hearn, 2003). The reason for this is that games do not meet an external purpose (Bassedas, Huguet and Solé, 2006). Thus, this fact contributes to respecting and lowering the affective filter relative to one of the hypothesis of Krashen's Monitor Model (Ruiz, 2010).

-They enable learners to develop frustration tolerance. Children must understand that a game is to learn and no one loses (Garcés and Hearn, 2003).

-They promote participation more spontaneously (Gil and Serrano, 1981). In other words, initiative (Bassedas et al., 2006). Even, more passive and shy students will be willing to participate in games (Bozon, 2011).

-They foster self-esteem because everyone has an important role to play or a responsibility on them (Garcés and Hearn, 2003).

-They are useful as a diagnostic tool, with which the teacher can detect the difficulty of students in particular areas (Hadfield, 1999).

-They are valuable to practise and strengthen general learning (Bozon, 2011), and more specifically language learning (Noemi, 2008). However, we have to be clear about the fact that, in CLIL, there is a broader educational aim than the simple improvement of language (Brewster et al., 2002).

-They provide more active learning for pupils (games are student-centred), and they reduce the leading role of the teacher (Gil and Serrano, 1981). In addition, games help to consolidate a closer relationship between students and their teacher (Brewster et al., 2002).

-They enhance the integral development of the individual (Gil and Serrano, 1981). Thanks to games, different skills are developed: motor, cognitive, social, emotional… (Bassedas et al., 2006).

-They increase cooperation, collaboration and group awareness (Gil and Serrano, 1981) and this is fundamental if teachers implement CLIL in their classes.

-They make accessibility to learning more possible, and in turn this one will be more memorable (Brewster et al., 2002).

-They contribute to programming lessons more easily (Bedson and Lewis, 1999), and they serve to vary them (Brewster et al., 2002).

-They can be a helpful support when an activity lasts less than planned or when something unexpected occurs (Bedson and Lewis, 1999). Despite this, it is essential that games are considered as a central resource of the school day, and not only as a way of spending time (Betteridge et al., 2006).

-They can be designed to contain several curriculum areas. Hence, they will be a special tool in CLIL, which is characterised by the element 'multiple focus', just as we have previously stated.

-They meet the multiple intelligences and the different learning styles thanks to their multiple possibilities in learning.

Now, we are going to list some of the functions of games that are more related to language learning:

-They allow learners to experiment and practise with the language in a meaningful way (Betteridge et al., 2006), with the goal of getting something rather than for the sake of the language (Brewster et al., 2002). That way, real communicative situations occur (Gil and Serrano, 1981). Even so, the teacher can also use games if he/she wants to take more control of the practice and revise specific language (for instance, traditional drilling) (Hadfield, 1999).

-They offer a natural context to use the language (Gil and Serrano, 1981), and consequently pupils acquire it easily (Noemi, 2008).

-They foster a creative use of the language, rather than mere repetition (Brewster et al., 2002).

-They enable students to deal with the 4 skills of the language (listening, speaking, reading and writing) (Noemi, 2008), which will be practised in an integrated way.

-They usually cause the repetition of specific language structures (chunks) (Betteridge et al., 2006), so children will be able to memorise them.

-They will greatly contribute to improving fluency owing to the multiple situations of communication that students will experiment between them (Brewster et al., 2002).

**2.1.2.2.1. Games as a ludic resource for the development of the   communicative competence**

As it has already been described, games are a valuable tool to practise the 4 skills in an integrated way, which is required to develop the communicative competence. According to Hymes (1972), the communicative competence is the capacity of the speaker to use the language appropriately in a particular context. Canale and Swain (1980) and Canale

(1983) mention that it contains 5 subcompetences, which have to be developed by the learners if they want to be communicatively competent. These competences are: Grammatical, Discourse, Strategic, Sociolinguistic and Sociocultural competences.

- Grammatical competence: to be able to master the linguistic code (vocabulary, syntax, phonetics, semantics, orthography, morphology) (Bagaric and Mihaljevic, 2007).

- Discourse competence: capacity to combine language structures to create meaningful sentences or texts (Celce-Murcia, Dornyei and Thurrell, 1995). This competence refers to coherence and cohesion (Peterwagner, 2005).

- Sociolinguistic competence: ability to use the language correctly in diverse contexts of communication (Peterwagner, 2005).

- Strategic competence: knowledge and correct application of communication strategies, in case of difficulty with grammatical, discourse or sociolinguistic aspects (Peterwagner, 2005).

- Sociocultural competence: awareness of the culture associated with the language (Compernolle, 2014).

Games are a powerful resource to develop the aforementioned competences. In order to demonstrate it, we are going to illustrate it with general examples:

- Grammatical competence: by means of games, the linguistic code is learnt in a practical and implicit way, given that it is taught inductively.

- Discourse competence: with games, children use and learn language structures that will allow them to create meaningful sentences or texts.

- Sociolinguistic competence: by playing games students can learn particular types of language used in distinct contexts: polite set expressions, ways of asking and giving information, greetings, turn taking…

- Strategic competence: through games of description, mime, role-plays, etc. children can practise linguistic and extra-linguistic strategies of communication.

- Sociocultural competence: using games related to geography, traditions, famous people, etc., students are dealing with sociocultural aspects of the target language. These games can be of different kinds: board games, card games, quizzes…

### 2.1.2.3. Classification of games in education

Games can be classified in accordance with different criteria, of which we highlight the following:

a. The use of games in the classroom (Bassedas et al., 2006):

- Activities presented in the form of a game: this is not a game strictly speaking, since it is about presenting controlled activities as if they were games, with the purpose of motivating children. These have to follow some instructions established by the teacher. For instance, a game of language in which the students have to find words that start with a particular sound, or a motor game in which they have to imitate the teacher to complete a circuit.

- The game for the game: this is a resource to use in moments when some pupils have finished the task, when they are really nervous, or when something unexpected happens (it rains or an activity has lasted less than planned), among other things. Therefore, this kind of game is useful to make learners relax, rest or let off steam. Besides, the teacher only has to watch the pupils. An example of the game for the game would be the game in the playground or a typical and known puzzle that is always in the class.

- The planned game situations: these situations, which are programmed in advance, aim to develop the teaching-learning process (memory, bingo…with specific learning objectives). Some elements that can be planned are: materials, objectives (abilities to strengthen), space, time, roles of the participants, etc. In

this case, the teacher will monitor the situation but he/she will make freedom and autonomy possible. For example, games that can be regarded as planned game situations would be the game corners, which offer several experiences to foster different capacities. These games should be planned. Likewise, planned motor games, in which the teacher plays with children in the playground ("Steal the Handkerchief" game), can be included in this type of games.

a.1. 'Serious games' vs 'gamification'

The planned game situations can be called 'serious games' or, more specifically, 'teaching games' (Marczewski), which have a specific learning purpose and not only the aim to entertain as a normal game (Rodríguez and Santiago, 2015). By way of example, we will include a bingo to learn elements of the jungle in a project about the Amazonia. Here, we would like to mention that 'serious game' has a different meaning to 'gamification', which we would like to clarify in our TFM given that many times it causes confusion, as we have corroborated with the initial surveys.

First of all, though the gamification contains typical elements of games, it does not play like a game. Moreover, its objective is to modify conducts in order to achieve particular objectives (Teixes, 2015). Specifically, 'gamification' is defined in Teixes as "the application of the typical resources of the game in non-ludic contexts (the educational one), with the purpose of modifying the individuals' behaviours, acting on their motivation, for the attainment of particular objectives" (p.18). Thus, it wishes to increase the motivation of students in order that they develop particular conducts. The desired motivation is the intrinsic one, thanks to which the individual does something because he/she has a personal desire to do it. Unlike the extrinsic motivation, that kind of motivation is not conditioned by external rewards (Teixes).

If we want to design a gamification system, we have to consider different elements that can be classified in three groups (Teixes, 2015):

- The mechanics: to express the progress of the players and be able to follow it. This makes reference to elements such as points, badges, leaderboards, challenges and missions, avatars, levels, and virtual goods.

- The dynamics: standards, patterns and systems that appear in games without being part of them. Rewards, status, achievements, self-expression, competition, altruism, feedback, and fun are elements belonging to this group.

- The aesthetics: to allude to the feelings and the emotional answers aroused in the players.

In addition, we have to follow this process to plan a gamified classroom (Rodríguez and Santiago, 2015):

Step 1: To adapt the terminology of the learning environment ('work' would be 'challenge'; 'group' would be 'team'; 'pupils' would be 'players').

Step 2: to design the virtual and physical environment.

Step 3: To inform students of the teaching-learning process so that they get involved in the game.

Step 4: To outline the objectives and define the conducts. In this step we also have to work on these behaviours.

Step 5: To analyse the type of players to adapt the game to their characteristics: killers, achievers, socialisers, explorers (Teixes, 2015).

Step 6: To ensure that there are cycles of activity.

Step 7: To use the different elements of games: dynamics, mechanics and aesthetics.

The gamification consists in 10 basic ideas according to TeachThought (2014): pupils have to be co-designers; second and third chances must be allowed; immediate feedback is necessary; the progress must be visible; presence of challenges; opportunity of choice and voice for the players; individual rewards and badges must be provided; creation of

an achievement system by the students; use of the new technologies; and mistakes are positive elements of learning, which should be active. Most of these ideas are also related to games for L2 teaching, just as we will discover later.

Despite the significance of the term 'gamification' nowadays, we must explain that we have decided to focus the intervention proposal on serious games (variation of games). This is because, after researching, we have come to the conclusion that teaching games are not used properly in Infant Education and they are essential at this stage for their multiple possibilities and, in particular, to achieve specific learning objectives. Likewise, gamification centres on changing conducts looking for motivation, above all, what will be more useful for higher stages such as Primary or Secondary Education, in which the students are more opposed to learning because of their lack of motivation to learn. As we can check in a class of Infant Education, everything proposed to be learnt motivates students at first, but we look for something that keeps this motivation to learn naturally in a bilingual class, and this is, especially, the use of serious games. Nonetheless, in the intervention proposal, focused on serious games, we are going to add an example of gamification to understand its application.

b. The goal of games (Hadfield, 1999):

- Linguistic games: They focus on accuracy. In other words, on the production of appropriate structures of the language. Thus, there is a linguistic aim.

- Communicative games: They centre on fluency, that is to say, on using the language successfully to communicate and, in this way, to carry out a task. As we can realise, this kind of games do not have a linguistic goal.

c. The capacities that games develop (Bassedas et al., 2006):

- Games to develop social capacities: any game in pairs or in groups.

- Games to develop motor capacities: motor game, blocks…

- Games to develop cognitive capacities: games for exploration and experimentation, blocks, puzzles, symbolic games….

- Games to develop affective capacities: symbolic game, among others.

We have to stress that all of these games make use of language, which is the knowledge and thinking engine.

d. The particular values that the game promotes (Brewster et al., 2002):

- Competitive games: in which there is only a winner (person or team). The winner will be the one who has achieved something the first, who has gained more points, who has got more objects, etc. Here competition will be boosted.

- Cooperative games: students have to work together to reach a goal. In these games collaboration and cooperation values are fostered.

e. Their main features or materials (Bedson and Lewis, 1999):

- Movement or action games: games characterised by the movement or physical activity.

- Guessing games: games in which pupils have to guess something (which object is missing, which is the described animal, etc.).

- Dice games: games in which children have to roll the die, and next, they have to complete sentences, mention the name of the picture, invent a sentence with the given word, etc.

- Card games: games in which the participants exchange, count, collect, sort, or give away cards. Anyway, we have to bear in mind that other kinds of games can contain cards.

- Role-play games: these games foster imagination and in them learners have to act out something. Therefore, drama is involved.

- Board games: games in which children have to move counters along a path. Obviously, they include a board.

- Drawing games: sensitivity and creativity are involved in these games in which learners have to draw something by following descriptions, and others have to guess what the drawing is.

- Singing and chanting games: games in which children have to take part by singing or chanting. This kind of games sometimes imply movement.

- Word games: in them, pupils enjoy playing with words. Normally, they are directed to older students.

- Quizzes: games in which children get points when they provide correct answers to formulated questions.

- Digital or interactive games: appealing games for students because they are played by means of the ICTs (computer, interactive board…). On the Internet, we can find lots of known games (memory, for example).

- Information gap games (Hadfield, 1999): one or more learners have access to some information that other students need to get in order to complete a task.

### 2.1.2.4. Moments in L2 teaching through CLIL when games can be implemented.

Games can be implemented in any moment of the school day because of their usefulness and value. Furthermore, we cannot forget that games constitute a central part of the teaching-learning process and, as a result, they must be totally integrated in the syllabus (Hadfield, 1999). Thus, if we can make an effective use of this educational tool, we should not restrict ourselves to carrying it out on Friday afternoon or when we do not know what to do.

Anyway, games can be a supplement to work a particular content (Bedson and Lewis, 1999) or a supporting resource to go into detail about something that pupils have not understood.

Because of their multiple functions, in a CLIL classroom games can be employed to introduce new information (about any content) or language, to develop different skills, to practise specific topics and language, etc. (Bedson and Lewis, 1999). Therefore, they can be valuable in any moment of a CLIL lesson, which could be sequenced following the three PPP (Barrios and García, 2014):

- In the presentation (P) stage: to describe the new contents and language.

- In the practise (P) stage: to practise, in a controlled way, the language structures and the contents that have been previously introduced.

- In the production (P) stage: to internalise the learnt content and language by using them freely in a contextualised and natural situation.

Other occasions during the school day to play games are: corners time, psychomotricity, time off to play, assembly, etc.

### 2.1.2.5. Selection and design of a game for L2 teaching through CLIL

The teacher has to bear in mind different aspects if he/she wants to select and design suitably a game for L2 teaching through CLIL. Now, we are going to expound these aspects as follows:

- Games have to be varied (of different types, with different pupil groupings-individual, in pairs, in groups…-, etc.) (Bozon, 2011), and also employ different techniques such as: exchanging, guessing, collecting, search, information gap, combining, board games, puzzles, arranging, card games, role-play and matching (Hadfield, 1999)

- Games should be challenging to the right degree, in which success is achieved neither very easily nor with a lot of difficulty (Noemi, 2008).

- Games aim to reach an established and clear goal, and to develop specific skills or abilities.

- Games have to include simple and clear rules. We can clarify the rules by creating them with the students (Garcés and Hearn, 2003).

- Games can be fun even if they do not promote competition (Garcés and Hearn, 2003). According to Betteridge et al. (2006), competition is not necessary due to the fact that it can trigger negative feelings or anxiety. Nevertheless, it could sometimes be exciting, in such a way that it can be part of a game provided that the importance of learning is encouraged and not the fact of winning.

- Normally, the most recommended way to distribute some furniture (tables and chairs) in the classroom is in the U-shape or horseshoe (place management), owing to the fact that we can easily arrange pair games (with the closest person), team games (one pair in the outer side of the U-shape, and another pair in its inner side) or whole-class games (in the centre of the U-shape) (Hadfield, 1999). Anyway, more changes in the classroom could be required. In case we need more space or the activity entails a lot of noise, we can use the playground or another room such as the multi-purpose room (Garcés and Hearn, 2003).

- The length of the game (the time) and the moment when it is to be carried out have to be programmed. Likewise, teachers should think about whether the repetition of the game is viable and appropriate (Garcés and Hearn, 2003).

- Depending on the game, distinct and particular resources will be required. That way, the teacher will have to take them into consideration and prepare them in advance (Bedson and Lewis, 1999). Anyway, materials should be varied, stimulating (Bassedas et al., 2006), and of high quality for CLIL (Mehisto, 2012).

- Games will have to adapt to pupils' needs (psycho-evolutionary characteristics, special needs…) and interests (Garcés and Hearn, 2003).

- Generally, to play a game, children will have to use some typical expressions that are inherent to it ("game language"). For instance, "It is my turn/ it is your turn", "throw the die", "move three spaces forwards/backwards", "finished" , "the winner is…", "Try again", "ready, steady, go!", "take a card"… (Garcés and Hearn, 2003). The teacher will have to think about this theme beforehand in order to teach learners those expressions 'indirectly', in case they do not know them (Brewster et al., 2002). In CLIL, this would be as the language for learning, which consists in the language that allows students to manage themselves efficiently in a CLIL environment (debate, task needs…).

- With games, every child should experience success (Betteridge et al., 2006).

- Games should give the opportunity to use the new and the old language at the same time (Brewster et al., 2002).

- Games in CLIL should make use of scaffolds in order that children understand their contents and instructions.

- In CLIL, games should have a 'multiple focus', that is to say, they should deal with several curriculum areas (Brewster et al., 2002).

- When students play a game, all of them should be involved for most of the time. The teacher has to ensure that everyone has something to do (Brewster et al., 2002).

- Games have to be safe for children (Bedson and Lewis, 1999).

- It is worth it that children take part in the creation of games, so they will be really engaged and several skills will be improved. In the case of participating in this task, students could make the needed materials and they will become decision-makers, among other things (Bedson and Lewis, 1999).

- If the teacher prefers that learners play distinct games at the same time, he/she can plan game corners, even if there is one that is not designed as a game (library corner) (Bedson and Lewis, 1999).

### 2.1.2.6. Guidelines to follow when a game is put into practice in L2 teaching through CLIL

- **Role of the teacher:** Above all, the teacher has to take control of the class (especially of the time), but without doing it in an excessive way (monitor role). That way, children will enjoy themselves with the game (Gil and Serrano, 1981). Furthermore, he/she will have to act as a resource in order to help students whenever necessary (with the information, the language, etc.). To do it, he/she will have to observe and listen to the children by getting closer to them (Hadfield, 1999). What is more, the teacher will have to encourage students to participate actively (prompter). As Garcés and Hearn (2003) state, not only the result will be praised, but also the effort and the participation. Moreover, when the teacher is walking around the classroom, it will be relevant that he/she registers language difficulties that he/she can notice (Brewster et al., 2002).

- **Clear instructions:** The teacher has to give understandable instructions, clarify objectives and provide clear rules (Noemi, 2008). It will also be pivotal that the teacher shows a determined position about cheating (Garcés and Hearn, 2003). Besides, the teacher will have to ensure that every child understands the game (Betteridge et al., 2006). We have to underline that, even though young children comprehend the instructions, they do not tend to speak at the beginning ("silent period") (Noemi). On the other hand, in order to be sure about the fact that children understand the game, we can explain it by using different resources such as gestures, pictures, the board, flashcards… or by separating the instructions (Brewster et al., 2002). Nevertheless, the best way would be to demonstrate the steps of the game (Garcés and Hearn, 2003). Even, a pupil or group of pupils could be who show the model (Hadfield, 1999). As we can realise, that help would be a kind of scaffolds.

- **Pupil grouping and space:** The teacher has to organize the space in accordance with the features of the game. Moreover, he/she has to form the suitable groupings. It is advisable that each group has students with mixed abilities (Betteridge et al., 2006), and that shy children are not dominated by the outgoing ones (Garcés and Hearn, 2003).

- **Error correction:** Language mistakes should be corrected once the game has finished in order that children remain involved in it (Noemi, 2008). Otherwise, fluency would not be possible (Hadfield, 1999). Thus, in order not to interrupt students, the teacher could take note of the mistakes and deal with them later (Noemi), in a kind of feedback session (Hadfield). Even, the teacher could note those errors to prepare some practice for future lessons (Betteridge et al., 2006). Anyway, over-correction should be avoided (Brewster et al., 2002), and learners should understand that what they are saying is considered to be of more importance than error correction (Noemi). Finally, because of their significance, we have to describe the following statements by Ladouse (1987): "mistakes are an integral part of the language-learning process", "most of the mistakes just seem to indicate certain stages in the acquisition of the language. They disappear gradually as the students become more competent and confident" (Ladouse) (quoted in Noemi, 2008, p.30).

- **Language game:** The necessary vocabulary and expressions to play games have to be previously taught (Garcés and Hearn, 2003).

- **Assessment**: According to Brewster et al. (2002), the teacher should use a checklist to assess the game, in such a way that, this checklist serves to make improvements for next implementations of the game. Apart from children's results, their teaching-learning process will be evaluated bearing in mind the 4Cs.

- **Length of the game:** It is convenient to be flexible with the time. If children become bored or tired, we should stop the game (Noemi, 2008). Likewise, games should not last too long if we do not want that them to get distracted or lose interest (Bedson and Lewis, 1999).

- **Discipline:** Discipline is necessary on the condition that the teacher does not shout to establish it (it raises tension). Some approaches that can help discipline are: to create common rules together at the beginning of the school year (writing them on a poster); to raise the hand to stop the class (it spreads peace); or to make the procedure of the game clear, which must be fair for all the learners (Betteridge et al., 2006).

- **Taking into consideration students' attitude:** The teacher sometimes has to carry out games depending on children's attitudes. If they are nervous and really active, he/she can use 'settling games' to calm them (writing games, board games…). However, if they seem tired, uninterested and bored, he/she can implement 'rousing games' to make them more active (guessing games, movement games…) (Bedson and Lewis, 1999).

**2.2. Planning of an intervention proposal on 'serious games' for L2 teaching through CLIL in a 5-year-old class of Infant Education**

**2.2.1. Games as a basic resource in Infant Education**

The Decree 38/2008, of 28th of March, by which the curriculum of the second cycle of Infant Education is established in the Valencian Community, indicates in its article 4.2 that in Infant Education the methods of work will be based on games, among other things. This idea is specified in the Area 1 of the Decree, where the significance of games to discover the world, the acceptance of the rules of games and the importance of collaboration in games are stressed.

Pupils from a young age take part in fun activities, enjoying a lot of them (Bassedas et al., 2006). Thus, games are a natural part of growth, whose fun component will promote motivation (Bedson and Lewis, 1999).

Besides, games are a vital aspect of learning in Infant Education because they allow children to discover, to experiment and to interact with the environment (people and objects), in such a way that the world can be understood through this resource (Bedson and Lewis, 1999). Likewise, games also enable pupils to coordinate their own actions with the others' ones (Bassedas et al., 2006).

What is more, according to Noemi (2008), children at this age need tasks to carry out, challenges and problems to overcome, and those necessities are met with games, just as we have previously stated.

In addition, at this stage games offer a significant link between school and home that increases the level of confidence and security of children (Brewster et al., 2002). Furthermore, games are an essential tool to foster the global development of the younger students, which will be achieved if children play games with other people. That is to say, if they play in a social manner just as Bruner supports. Normally, from the 4-year-old class they do this, and they are able to accept the respective rules of games (Bassedas et al., 2006).

All in all, as Noemi (2008) voices, the teaching-learning process should be observed by the pupils as a series of games or "playtime".

**2.2.2. Aspects to take into account when programming games for L2 teaching in a 5-year-old CLIL class**

**2.2.2.1. The general legislation basis related to bilingual education in Infant Education and the general legislation basis of this stage.**

The Organic Law 8/2013, of 9th of December, of Improvement of the Education Quality ('LOMCE') is the current law at national level and it marks the progress in bilingual education in Spain in relation to prior years, given that it bets on plurilingualism (preamble). As far as the additional regulations 38.4.b) and c) are concerned, non-linguistic subjects can be taught in foreign languages. Furthermore, this law recommends a new methodological approach in foreign language learning, in which the foreign language is used as a lingua franca (with oral skills as a priority), and the official or co-official languages as a support.

On the other hand, the Valencian Community has developed the new Decree 127/2012, of 3rd of March, by which plurilingualism is regulated at non university levels, which creates two plurilingual programmes for education in this community: the Valencian Education Plurilingual Programme ('PPEV'), which has the Valencian language as a lingua franca; and the Spanish Education Plurilingual Programme ('PPEC'), which has Spanish as a lingua franca. Thus, with them children are taught in one of the two co-official languages, having at least one non-linguistic subject in the other co-official language, besides the presence of the foreign language, to which they will be exposed. In both programmes, the oral aspect of the English language will be introduced from Infant Education, but not the formal learning of the written code, which will begin in Primary Education. In our opinion, the achievement of a real plurilingualism will suppose, among other measures, to increase the established minimums for the English language. Therefore, we are not going to base our proposal on the programmes of the Decree 127/2012 given that our goal is to achieve a real learning of the English

language as an L2 (focusing on that foreign language, and not on the co-official languages). So, English will be the main lingua franca of learning, occupying between 70% and 80% of the time.

Additionally, the article 2.3 of the Decree 38/2008 establishes that the Infant Education stage has as a purpose to favour the social, emotional, physical and cognitive development of the pupils. Besides, in Infant Education the contents (grouped in blocks of contents) are divided into 3 curricular areas (or 'scopes of activity'): "the knowledge of him/herself and personal autonomy; the physical, natural, social and cultural environment; and the languages (communication and representation)". In these areas, we can also find the corresponding objectives of area. These objectives are based on the general objectives of the cycle:

a) "To know his/her own body and the bodies of others, and his/her possibilities of action and to learn to respect the differences".

b) "To observe and explore his/her family, natural and social environment".

c) "To progressively acquire autonomy in his/her usual activities".

d) "To develop his/her affective capacities".

e) "To socialise with others and to progressively acquire basic guidelines of coexistence and social relation, as well as to get exercised in the peaceful resolution of conflicts".

f) "To develop communicative abilities in the different languages and ways of expression".

g) "To get introduced to the logical-mathematical abilities, to literacy, and to movement, the gesture and the rhythm".

h) "To know that in the Valencian Community there are two languages that interact (Valencian and Spanish), that children have to know and respect alike, and to progressively increase the use of Valencian in all situations".

i) "To discover the existence of other languages in the framework of the European Union, and to initiate into the knowledge of one of them".

j) "To know and appreciate the cultural manifestations of the environment, showing interest and respect towards them, and to discover and respect other close cultures".

k) "To appreciate the diverse artistic manifestations".

l) "To discover the ICT".

On account of the fact that CLIL has a dual focus -language and content-and both elements are acquired in an integrated way, we have to centre on the three areas of Infant Education and, also, on all the objectives of this stage (Except the "h" one)

Regarding the methodological basis of Infant Education, we will classify them into two schools of thought: The 'Escuela Nueva' (globalisation, socialisation of teaching, the student as the main agent), and 'constructivism' (the construction of the own knowledge by Piaget, the discovery learning of Bruner, the meaningful learning of Ausubel and the sociocultural theory of Vygotsky in which the social interaction is of paramount importance) (Arranz and García, 2011).

### 2.2.2.2. The global approach in Infant Education

In Infant Education, the contents of learning that are organised by areas are worked in a global way (Article 14 of the Organic Law 2/2006, of 3rd of May, of Education -'LOE'-, which is not modified by the Organic Law 8/2013 of Improvement of the Education Quality). This fact is called 'globalisation', and it is one of the most important principles of Infant Education. In other words, the teachers programme the teaching-learning process taking into consideration the interrelation between the three curricular areas and, consequently, they deal with a unifying approach. (Bassedas et al., 2006). This principle is based on the idea of Halbach (2008), according to which the children who learn in a holistic way acquire knowledge more easily since the nature is structured in this way. For this reason, teachers should present the knowledge as a whole.

The tenet of globalisation in Infant Education is consistent with CLIL, in which language and content are acquired in an integrated way, and where the element 'multiple focus' is of great importance, alluding to the integration of subjects and the cross-curricular projects. (Mehisto, et al., 2008).

### 2.2.2.2.1. The project work to follow a CLIL approach

Once we have explained that we need to deal with globalisation in a CLIL class of Infant Education, we are going to choose the best methodology to do it: project work. This is a perfect method to create our intervention proposal because it enables us to include lots of serious games. As Brewster et al. (2002) point out "many games (…) can be adapted to link to various projects" (p. 181). That way, we are going to plan an intervention proposal on interrelated games considering that they revolve around the particular topic of the project work, about which children will have to learn.

First of all, we will expound the most interesting aspects of the project work, which could be defined as a learning procedure or methodology whose organisation satisfies the natural desire of learning in children. Through project work, the teacher tries to achieve objectives by means of the resolution of an initial problem or situation, in which the activity of the learner takes precedence. This methodology is characterised by the holistic approach (globalisation), and it has as a main reference the interests and previous knowledge of the students in order to provide them with meaningful learning – supported by Ausubel- (Díez, 1998).

In addition, project work is based on constructivism according to which the child is the active constructor of his/her own learning, which is created through the interaction with the environment (Piaget) and through social interactions (Vygotsky) (González, 2014b).

As regards the main tenets of this learning procedure, we are going to summarise them in the following ones: the participation; motivation for children and teachers; cooperative learning (in group work, above all); constant real life communicative situations; experimentation with reality; the ability to learn to learn (for example, to investigate, to solve problems, to plan work, to make decisions, to be responsible…), boosting high thinking skills and autonomy; collaboration family-school; the use of the new technologies; the assessment of the process; the role of the teacher as a facilitator; flexibility (González, 2014b); the secure atmosphere; individualised attention; games as an exceptional element (Vizcaíno, 2008); in addition to significant learning (based on the previous knowledge and on the contextualised knowledge), and globalisation (González).

We cannot forget to develop the phases to follow in a project typical of this methodology (Díez, 1998; Vizcaíno, 2008):

**1st) Choice of the topic:** this has to be based on the interests of the pupils (something about which they are talking that seems to be appealing to them, an unexpected situation in the classroom that catches their attention, a theme that arises from a vote (Díez, 1998), or even a material/activity proposed by the teacher whose content has triggered curiosity (González, 2014b).

**2nd) Identification of the previous knowledge** ('What do we know?')*:* the children talk about the topic, showing their knowledge about it. That way, they and the teacher can be conscious of the previous knowledge, which will be essential to foster meaningful learning as the new knowledge will be built over it. This phase tends to take place in the assembly, where the contrast of ideas starts by means of communication (Vizcaíno, 2008)

**3rd) Planning and development of the ideas** ('What do we want to know?'): in the assembly, the students are going to indicate what they would like to learn about the theme (Vizcaíno, 2008). In this moment, the contrast of ideas increases. Finally, pupils will propose the activities that they would like to carry out during this project (Díez, 1998).

**4th) Search for information:** children have to start the search for information in different sources (ICTs, person, books…) with the purpose of finding the responses to their doubts (Díez, 1998). In this phase, we will count on families' collaboration, given that pupils are more motivated when their families participate actively in their teaching-learning process (González, 2014b).

**5th) Organisation and analysis of the information encountered:** the students will bring material related to the project to school (murals, books, objects, costumes…) and everything will be explained in the assembly. Here, the pupils and the teacher will examine and reflect on the material (Vizcaíno, 2008).

**6th) Organisation of the work**: general and educational objectives, contents, spatial and time organisation, choice and organisation of the resources, specification of the 'definitive' activities and their sequencing… (Díez, 1998).

**7th) Implementation of the activities:** the proposed activities will be carried out. They will be varied (fostering different capacities, using diverse materials, containing contents of the three areas…), in different pupil groupings, and they will include the collaboration family-school, among other things (Vizcaíno, 2008).

**8th) Summary and assessment of the project:** the class will programme a final event (party, exhibition with murals…) in which all the contents are remembered. Moreover, its members can create a dossier that compiles the most important things of the project (photos, activities, the conversations of the assembly, etc.) Then, in the assembly they will evaluate the project by summarising what they have learnt, the difficulties encountered, and the suggested improvements. That way, they will be aware of their teaching-learning process. On the other hand, the teacher will assess the project, the pupils, and his/her own task (Vizcaíno, 2008).

Now, bearing in mind the aforementioned information relative to CLIL and to project work, we will list the similarities between them to notice that they are compatible (Casan-Pitarch, 2015): interaction among learners, and between students and the teacher; cooperative learning; constructivism as a theoretical basis (the teacher is a facilitator and the student is the main subject of the process and has an active participation-learning by doing-, meaningful learning, scaffolding, comprehensible input); continuous communicative situations with authentic language; interests and needs of children are taken into account; motivation is increased; contextualised learning (real life experiences and contexts); challenging tasks (involving a high level of thinking); autonomy is promoted; integration of language and content; a holistic approach ('multiple focus' that entails the integration of subjects); and the use of the ICTs.

We have to emphasise the fact that CLIL-based project work will be successful if the project takes into consideration the 4Cs of CLIL (content, communication, cognition and culture) (Casan-Pitarch, 2015).

### 2.2.2.3. Psycho-evolutionary characteristics of 5-year-old children

With the purpose of examining in detail the psycho-evolutionary characteristics of 5-year-old pupils, we will divide the most important achievements at this age into 5 fields of development:

- **Psychomotor development:** increase of the strength in hands and feet; jump and race nearly like an adult; self-confidence in their own actions, great energy and motivation; natural adjustment of the muscle tone; improvement in balance; control of the ball; capacity to separate the activities of arms, shoulders and trunk; ability to keep a rhythm; enjoyment of this kind of tasks and willingness to compete; control of the respiration process, which is now automatic; high recognition of the body image; defined laterality of the hands; progress in the spatial relationships; order of graphic sequences; own sequencing of their tasks; experience of the temporary concepts; initiation to the abstraction process; enhancement of the fine motor skills (cutting out, modelling, pasting, colouring, drawing...); recognisable drawings; increase of the interest and accuracy in the graphic activity; etc. (Garrido, Rodríguez, Rodríguez and Sánchez, 2006).

- **Cognitive development:** intuitive knowledge starts to be logical (e.g. order of objects in a sequence); the point of view of the others starts to be borne in mind (beginning of decentration); progress in representation, which is more social now; search for new solutions to solve their mistakes; recognition of the past and future activities, which can be described sequentially; increase of memory and attention; the final product is not as interesting as the implementation of the activity; more predisposition to learn; decrease of fantasy in favour of realism (they are able to distinguish between both of them); etc. (Garrido et al., 2006).

  - **Features of games at this age:** predominant presence of motor games; advance in the sequencing and planning of games; respect for the rules of games; high level of creativity in symbolic games (Garrido et al., 2006), resorting to a fantastic world and assuming the roles of adults (Bassedas et al., 2006); positive

feelings from games; continuous dialogue between the players; significance of the socialising function of games; evidence of the different roles in games; and interest in associative games (Garrido).

- **Communicational and linguistic development:** greater expressive ability (oral), due to the increase of vocabulary and expressions; improvement in the pronunciation of the different phonemes; spontaneity in their comments, which are original; imitation of adult speech, using his/her typical expressions and vocabulary; curiosity in the meaning of the new terms; interest in demonstrating their linguistic abilities; etc. (Garrido et al., 2006).

- **Social development:** evidence of distinction between sexes; pleasure to be recognised; increase of respect for the others' rights; more stability in the groups of friends; introduction to decision-making; understanding of the possibility of cheating; enjoyment when they can collaborate with the housework; communication and socialisation are more frequent; new feelings (e.g.: frustration, curiosity, pride, embarrassment…); relevance of the partners' opinions; their mistakes and limits start to be recognised, etc. (Garrido et al., 2006).

- **Personal development:** almost complete autonomy (acquisition of multiple habits of cleanliness, rest, food…); assumption of responsibilities, understanding their consequences; etc. (Garrido et al., 2006).

### 2.2.3. Intervention proposal on 'serious games' for L2 teaching through CLIL in a 5-year-old class

We have to clarify that we have described this intervention proposal as a real situation, which is desired (but it is invented):

1) **Choice of the topic->** One day at the beginning of March, in the assembly one of the 24 pupils of the Toucans class starts talking about the new decorations of her mother's shop window. She says that it was amazing because everything was decorated with plants and other things of green colour. In this moment, another friend mentions that he saw the same thing and that the name of the flowers was "shamrocks". Immediately, two girls explain that the day before they also saw very big hats of the same colour. Then, a classmate states that his brother told him that it has to do with a big party called St Patrick's Day. All the children talk about that and think about that party, but none of them knows it. They seem to have curiosity about the topic, so the teacher proposes researching about it if the children want. They are excited about the proposal and, so, their answer is affirmative.

Thus, this situation provokes the beginning of a small project "Enjoying St Patrick's Day!". The teacher considers that it is a great idea to deal with this theme due to the fact that it is related to a party of Irish tradition (culture), that is to say, a country where people speak English. As we know, this fact will be of paramount importance in a CLIL class in which English is the lingua franca of the teaching-learning process.

2) **Identification of the previous knowledge ('What do we know?')->** The information that children know about St Patrick's Day is:

- Things are decorated with a green colour.

- There are hats and shamrocks. A shamrock is a kind of plant.

- St Patrick's Day is a party and it is related to the word "day".

3) **Planning and development of the ideas ('What do we want to know?')->** First, pupils decide that they want to learn about the next issues:

- What is the meaning of "St Patrick"?

- Why is the party of St Patrick's Day celebrated?

- When and how is the party celebrated?

- Why is 'green' an important colour in this party?

- What do the hats, shamrocks and other things mean?

- In which country does this party originate? Which are the characteristics of this country? (Flag, weather and location, language, traditions, fauna and flora, gastronomy…).

Then, the students propose some activities that they would like to carry out during the project:

- We could create shamrocks or hats.

- We could play a "game of the goose" about St Patrick's Day.

- We could celebrate St Patrick's Day in the school.

- We could taste typical food of the country where the party is celebrated.

- We could decorate the class with green colours.

- We could create the St Patrick's corner.

4) **Search for information->** An email is sent to the parents to explain to them that the whole class has decided to start the project "Enjoying St Patrick's Day!". In this email, the teacher asks for the collaboration of the families to help their daughters/sons in the starting research (The use of the ICTs for the research is highly recommended). Besides, the families could participate in other activities: the creation of costumes, the visit of a relative who knows something related to the topic or, even, to bring materials for the project corner (murals, books, drawings, green clothes, objects related to St Patrick's Day…). We have to say that the teacher has included in the email a section with the previous knowledge of the children and the questions that they want to answer about the topic. This information will be useful to undertake the research.

5) **Organisation and analysis of the information encountered->** the pupils bring the materials that they have prepared with their families: St Patrick's hats, murals with a lot of information (about Ireland, about the party of St Patrick's Day…), drawings of trees and rainbows, a puppet of a leprechaun, green clothes for the project corner, books, encyclopaedias, games about St Patrick's Day (cards, for example), etc. As is typical in this phase, they present the information one by one, and between them and the teacher the information is complemented.

6) **Organisation of the work->** the teacher has to programme the elements of the teaching-learning process so that it is effective.

✓ *General objectives:* all the aforementioned objectives of the Decree 38/2008, except "h" (about the co-official languages of the Valencian Community). The reason for this is that the lingua franca of this project work is English.

✓ *Educational objectives:*

- To know the origin of the festivity of St Patrick's Day, and how and when it is celebrated.

- To make children understand the meaning of the different objects/symbols related to St Patrick's Day.

- To introduce pupils to the main characteristics of Ireland, the country of the festivity: location, weather, flag, gastronomy, traditional games, fauna and flora, clothes, language…

- To make children aware of the differences between the characteristics and traditions of the different countries.

- To increase knowledge about different topics: animals, foodstuff, games, parts of the forest, etc.

- To foster the English language as a means of learning about different topics.

- To promote positive conducts that boost learning.

- ✓ *Key competencies:*

  - Communicative competence

  - Mathematical competence and basic competences in science and technology

  - Digital competence

  - Social and civic competences

  - Cultural awareness and expression

  - Learning to learn competence

  - Initiative and enterprising attitude

- ✓ *Skills:* listening and speaking (above all), and reading and writing.

- ✓ *Student learning outcomes:*

  - **Content:** symbols of St Patrick's Day, origin and features of the festivity, characteristics of Ireland (location, weather, flag, gastronomy, traditional games, fauna and flora, clothes, language, musical instruments…), parts of the forest, etc.

  - **Cognition:** experimenting with food, creating and inventing, describing, comparing, playing thinking games (recognising, memorising, interpreting…) discovering, programming bee-bots, solving questions, investigating, etc.

  - **Culture:** Traditions of Ireland (traditional games, food, clothes…), the origin of the festivity of St Patrick's Day and its characteristics, comparison between characteristics and traditions of different countries…

  - **Communication:**

    - **Language of learning (vocabulary and structures):** leprechaun, harp, shamrock, 4-leaf clover, rainbow, pot of gold, coin, festivity/'party', March, rain, hat, green, luck, Ireland, island, flag, orange, white, castle, Dublin, horseshoe, euro, 'Dia Duit', potato, oyster, beer, beef; clothes of Celtic inspiration; fiddle, tin whistle, bodhran, seal, fox, reindeer, lizard , heart, 'Boxty', onion, 'Champ', 'Barmbrack', bread, raisins, red fruits, 'Mussel soup', vegetables, 'Irish stew', cake, avocado, ham, tomato, quicksand, mountain, cliff, river, leaves, to, crawl, tunnel, to run, to keep the balance, to hop, to throw, I'm a little.., the tini<u>est</u>, if you…, who's got the ball?, short/tall, you don't___, What's the time?, ___o'clock, be careful, this is a/an___, Is this a/an____?, I want to be____, I have _____ points, there is/are, we have to_____, etc.

    - **Language for learning:** Can I use the...?, Can I go to the toilet?, It's my turn/It's your turn, Can you help me?, Can I participate/play?, I don't know, Who is winning?, What is this?, Let's do it!, Can I have a look at…?, Can you show me...?, Can I borrow you…?, How do you say ____in English?, Is it correct?, Am I right?, Well done!, Finished!, Do it like that, I am/we are the next, Let me see…, Throw the die, Respect the rules (please), Take a card, Go straight on, Turn right/left, etc.

    - **Language through learning:** spontaneous language.

- ✓ *Activities:* carried out during 2 weeks (from the beginning of March to 17<sup>th</sup> of March). Every day, the whole class revises the previously worked contents. It does that in the morning in the assembly.

  Now, we are going to develop the activities of the project, describing completely the activities that include some serious game, and the example of gamification:

  - **Activity 1) Project corner:** This is a game corner utilised in the 'corners time' of the afternoon (so, a planned game situation). Principally, this corner fosters the symbolic game thanks to the costumes (green clothes), the puppet and the objects of St Patrick's Day that it contains. On the other hand, pupils can play the different games of the project that they have brought (e.g. cards). Other objects that we can find are: books, encyclopaedias, drawings, murals, arts and crafts, etc., and most of them have been provided by the students throughout the entire project. Finally, it would be advisable to

add some website links with games related to St Patrick's Day in the computers of the computer corner.

-**Materials:** costumes (hats, green clothes…), puppets, games of the project, books, encyclopaedias, drawings, murals, arts and crafts, etc.

-**Time needed:** Every day in the afternoon (from 4:00pm to 4:40pm), a team of the class plays in this corner. The teams take turns in the 6 game corners.

-**Spatial organisation:** in a spacious corner of the class, with a mirror.

-**Pupil grouping**: group work (4 people).

-**Scaffolds:** Previous presentation of the materials in the assembly by means of an oral explanation of the pupils, which will have been supported by the explanation and body language of the teacher. This way, children can make a correct use of the materials.

- **Activity 2) "Musical statues of leprechauns and shamrocks":** First, the meaning of the song of St Patrick's Day "I'm a little leprechaun" is explained to children (Lucía, 2011; and kiboomu, 2015). Above all, they emphasise the 'leprechaun' and its relation to St Patrick's Day. Later, they rehearse the song with the interactive whiteboard (IWB) and making use of mime, until they are ready to play the game "musical statues". It consists in the typical game of "musical statues" but, in this case, the song employed is "I'm a little leprechaun", and everyone has to sing it while it is playing on the computer of the psychomotricity room. In this game, pupils have to stop and be completely still when the teacher stops the music. Another day, they can play this game with other songs of St Patrick's Day to learn more and not get bored.

-**Materials:** interactive whiteboard, video of the song "I'm a little leprechaun", and computer.

-**Time needed:** 30-35 minutes (understanding of the content and rehearsal of the song). In another session, about 20-25 minutes playing musical statues.

-**Spatial organisation:** in the assembly (understanding and rehearsal of the song) and in the psychomotricity room (game)

-**Pupil grouping**: lockstep.

-**Scaffolds:** repetition of the song (during the game, and during the rehearsal), rhymes, use of gestures and movement, demonstration of the game, two videos to understand the song and the acts of the leprechaun, and easy explanation of the content by the teacher (always with body language, repetitions and adaptations).

- **Activity 3) "Playing with our own shamrocks":** Once the meaning of the shamrock has been explained in more detail and it has been related to the meaning of 'the horseshoe', children have to create their own ceramic shamrocks by joining groups of 4 hearts (geometrical shapes)-they can practise with plasticine-. When they are dry, they have to be painted with green tempera and, finally, a big letter has to be written on them (cf. Annex 2). After that, pupils can start playing a variation of the game "Steal the Handkerchief", in which the teacher gives each member of each one of the two teams a shamrock (with a different letter). Then, the teacher places him/herself in the centre of the play area and he/she holds a handkerchief. Later, he reproduces the sound of a letter and the child of each group who has the appropriate shamrock has to start running until the handkerchief. The first pupil who grabs it earns a point for his/her team. Finally, the team who obtains more points is the winner. Furthermore, the teacher can add this material to the literacy corner to form words with the letters (cf. Annex 3) or, even, to the project corner.

**-Materials:** flashcards of a horseshoe and a shamrock, green and black temperas, paint brushes, ceramic, plasticine, a little basket behind every pupil to put his/her shamrock during the game, and a handkerchief.

**-Time needed:** 40-45 minutes (explanation of the meaning of the shamrock and its relation to the horseshoe, and creation of the shamrocks with previous practice); in another moment, 10 minutes to paint them; and, in another moment, 15 minutes to distribute and write the letters. Later, in another session, about 25 minutes playing the game.

**-Spatial organisation:** in the assembly (explanation), in the tables (practice and creation of shamrocks) and in the psychomotricity room (game).

**-Pupil grouping**: individual study (design of shamrocks) and lockstep (explanation, practice and game).

**-Scaffolds:** easy explanations of the teacher with body language and flashcards, previous practice with the plasticine, mural with the letters as a model, demonstration of the game, use of the microphone, and repetitions of the sound of the letters (even, in a word).

- **Activity 4) "Discovering Ireland with a board game"**: In teams of 6 pupils, the whole class is going to play a board game about Ireland (cf. Annex 4). The 'counter' of each team (4 teams) will be a bee-bot (small programmable robot), in order to favour the use of the ICTs, and to work the spatial concepts (the laterality). In turns, each team has to move its bee-bot along the board as many squares as a die points out (three as a maximum). The team has to uncover the card of the square at which it has arrived (cf. Annex 5), and it has to imagine the possible relation of the image of the card to Ireland, the country of the festivity of St Patrick's Day. The team has to explain this relation with words, pictures, gestures… Then, the teacher is going to show a video, information, an object or something related to the correct meaning of the image. So, the team can check its answer. Then, it is the turn of the next team, and so on. The game finishes when all the squares have been uncovered (cf. Annex 6), in such a way that the group who arrives at the end of the board will start again from the beginning, as long as all the squares have not been uncovered. Obviously, when a group finishes its turn, it has to catch its bee-bot in order that it does not block the path of the next bee-bot. However, the teacher will help the groups remember their right position.

  ➢ *Pictures of the board game***:** island (location); rain and shamrocks (weather and its repercussion, and meaning of the green colour); euros and flag (money and flag); Dia Duit/ hello (languages); Dublin castle (monument and capital); potato, oyster, beer, beef (food); girl and boy with the clothes of Celtic inspiration (clothing); fiddle, harp, tin whistle and bodhran (musical instruments); seal, fox, reindeer, lizard (fauna) ("Los 10 animales más característicos de Irlanda", 2013).

**-Materials:** board with cards, die, bee-bots, and the interactive whiteboard and another supporting material.

**-Time needed:** 40-45 minutes.

**-Spatial organisation:** in the assembly.

**-Pupil grouping**: lockstep (but they participate in the game in teams-group work-).

**-Scaffolds:** clarifications of the teacher (supported by videos, pictures, objects, information…), previous experience with the use of the bee-bots and help of the teacher in case they need it, previous knowledge about Ireland (with the initial research), and previous knowledge about foodstuffs and fauna (they did a project work about the supermarket and another one about animals).

- **Activity 5) "Experimenting with our senses":** After learning about typical food of Ireland with the board game, children are going to experiment with that food. To do this, they are going to play a game in which they have to guess the ingredients of the typical Irish dish that they are tasting and its name, in case they know it. Undoubtedly, they play with the eyes covered with a handkerchief, and they have to do it in pairs in front of the whole class. Once they answer, they can remove their handkerchiefs, and between all the pupils they can analyse the recipe. At the end, everyone can taste the different dishes, which will have been cooked by the families, who will have used adapted recipes (obviously, without alcohol and having previously consulted about any allergies): 'Boxty' (a kind of crepe or cake made of potatoes, the main Irish ingredient); 'Champ' (mashed potatoes with onion); 'Barmbrack' (toasted bread with raisins and red fruits); 'Mussel soup' (soup with mussels and vegetables); 'Irish stew' (beef stew with vegetables); and 'Cake of avocado, ham and tomato' (including sliced bread, cream and egg) (Dramisino, Márquez and Martí, 2016).

    **-Materials:** two handkerchiefs, typical Irish dishes, plastic forks, plastic spoons, tablecloth, plastic knives and the interactive whiteboard.

    **-Time needed:** 40-45 minutes.

    **-Spatial organisation:** in the assembly (using a big table and two chairs).

    **-Pupil grouping**: lockstep (but they participate in the game in pairs).

    **-Scaffolds:** easy explanations of the teacher with body language, clues of the friends or the teacher, previous experience with the board game, big images of the real recipe shown in the IWB, toys of the ingredients of the dishes (belonging to the kitchen corner), and previous knowledge of foodstuffs (they did a project work about the supermarket).

- **Activity 6) "A special visit to learn about traditional games of Ireland":** In this activity, the Toucans class counts on the participation of a relative (a boy's aunt), who was living in Ireland for 7 years. At the beginning, the woman is going to answer some questions about St Patrick's Day and Ireland that the pupils want to ask. Then, she is going to show children how to play two traditional Irish games (with several adaptations to the age). To do that, everyone is going to play these games:

  > *"Queenie Queenie"* (Bantulà and Mora, 2005): One child with a ball is with the back towards the rest of the children, who are placed in a row. The child throws the ball towards his/her friends and, in this moment, they start singing a song ("Queenie, Queenie who's got the ball?, Are they short, or are they tall?, You don't know because you don't have the ball!"). At the same time, one of the children in a row has to take the ball and hide it with his/her hands behind the back. The other friends also have to put their hands behind their backs. When the song finishes, the child who is alone has to turn around and guess who has the ball. When he/she guesses it, the child who has the ball has to be the next who throws the ball (Escola Sant Salvador Cercs, 2013). Then, they do this in two groups because it is easy.

  > *"Mr.Fox* (Roque)"*: one child is the 'fox' and he/she has to be placed in front of the rest of children, who are in a row. Between them, there is a distance of 20 steps. The pupils say "What's the time Mr. Fox?", and the 'fox' answers "one o'clock". So, children take a step forward and they repeat the question. The 'fox' answers the same another time, until he/she wants to answer "Dinner time!". In this moment, pupils turn around running until the starting point, avoiding that the 'fox' catches them. The 'fox' changes when he/she catches a friend, who will be the new 'fox'.

    **-Materials:** a ball.

    **-Time needed:** 50 minutes

    **-Spatial organisation:** in the assembly (initial questions) and in the playground (traditional games).

-**Pupil grouping**: lockstep (but then they can play the games in two groups-group work-).

   -**Scaffolds:** teacher's clarifications with body language or photos when required (the visit is in English), demonstration of the games, previous experience about St Patrick's festivity and Ireland with the prior activities, and repetition of the language structures in the games.

- **Activity 7) "Amazing St Patrick's bingo":** the whole class plays a kind of bingo in which a ticket with 6 different pictures related to the project is shared by two children (cf. Annex 7). Each pair will also have a handful of beans. In the meantime, the teacher, who is in front of the children, has a box inside of which there are different balls with all the pictures of the tickets (cf. Annexes 8 and 9). Then, the teacher has to take out a ball and describe the picture that it has on it. Once all the pairs guess the specific picture, the teacher has to show it and each pair has to check if that image is in its ticket. In case it is, the pair has to mark it by adding a bean. The first pair who completes the ticket and says bingo is the winner. Children will play this game several times, swapping their tickets.

   -**Materials:** 12 tickets (cf. Annex 10), 16 balls, a box and a packet of beans.

   -**Time needed:** 35-40 minutes.

   -**Spatial organisation:** in the assembly.

   -**Pupil grouping**: lockstep (but they play the game in pairs).

   -**Scaffolds:** demonstration of the game, easy descriptions and explanations of the teacher with body language, displayed image of the ball at the end of the time to think about it, and previous knowledge about St Patrick's Day with the different activities.

- **Activity 8) "Training our memory with a game":** Learners play a variation of memory in teams of 4 people. Obviously, the memory is related to St Patrick's Day, and it consists of 14 cards: 7 purple cards and 7 orange cards (cf. Annex 11). Those colours are on both sides of the card, and on one of them there is a picture with its respective written word. The cards have to be shuffled and put face down. In turns, each pupil has to turn one card of each colour around. Thus, each child has to find two identical cards (cf. Annex 12). If he/she is right, he/she has to pick up those two cards. However, if he/she is wrong, he/she only has to turn both cards around again, and not pick them up. Furthermore, the child has to say the word of the card each time he/she turns a card around and explain briefly its relation with the project. In case he/she does not remember that relation, his/her partners or the teacher can tell him/her. The child who has more cards at the end of the game will be the winner. If they want, each team could play more than once.

   -**Materials:** 5 memory games of 14 cards each one of them.

   -**Time needed:** 35 minutes.

   -**Spatial organisation:** in the tables (teams).

   -**Pupil grouping**: group work.

   -**Scaffolds:** demonstration of the game, easy explanations of the teacher with body language, different colours of the pair of cards, help of the classmates and the teacher, image and written word in the card, and previous knowledge of St Patrick's Day with the different activities.

- **Activity 9) "We are artists"-not a game-:** the whole class creates a mural of St Patrick's Day, representing everything that its members have learnt in this project. They can draw and colour with different materials such as finger paint, dry temperas and markers. They will also have to write the names of the drawn images by using spontaneous writing. As we can realise, this is a way of expressing acquired knowledge.

- **Activity 10) "Celebrating the party of St Patrick's Day"-final task-:** the 17th of March, in order to celebrate the party of St Patrick's Day, children come to school with green clothes, including hats. The hats will have been made by a group of parents in the school. In addition, the families will also have prepared the decoration of the party (c.f. Annex 13), which they can attend. First, pupils play a game in which they have to undergo several tests, imagining that they are in a forest. If they pass the different tests, they will obtain a clue of the place where they will find the rainbow. That way, they will catch the pot of gold of the leprechaun: a pot with chocolate coins that they will count (48). When the game finishes, students come back to the class and they show the families the mural of St Patrick's Day that they previously created, and the project corner, explaining the most interesting things for them. Later, everyone has as a snack the chocolate coins and the dishes that the school has prepared ('Barmbrack' and 'cake of avocado, ham and tomato'), listening to typical Irish music. If there is time, children could play traditional Irish games and sing the song of the leprechaun.

   **-Materials:** green clothes (24 hats), decoration, 'pot of gold' (with 48 chocolate coins), material for the tests, rainbow, clue, snacks ('Barmbrack' and 'cake of avocado, ham and tomato'), traditional music on the interactive whiteboard, ball for the traditional game, table, water, plastic glasses and cutlery, mural, and materials of the project corner. The material of the tests is: traffic cones (to run in a zigzag on quicksand), gymnastic benches and fabrics (to keep the balance to cross the mountain without falling down the cliff), continuous paper and fabrics (to hop on the big leaves of the river in order to cross it), cylinder of the psychomotricity room (to crawl through a tunnel).

   **-Time needed:** 30 minutes (game) and 45-60 minutes (party-explanation of the materials, snack, traditional games, song…-).

   **-Spatial organisation:** in the playground (games) and in the class (party).

   **-Pupil grouping**: lockstep (game and party) and individual work (when each pupil explains the mural and the project corner to his/her parents).

   **-Scaffolds:** demonstration of the different tests, easy explanations of the teacher with body language, new vocabulary understood by means of the context (decorations of the tests), game explained like a kind of story 'motor tale' to find the treasure of the leprechaun (learners will have previous knowledge about this hunt), the song and the traditional games will have been taught in the previous lessons, previous knowledge of the celebration of St Patrick's Day and of the materials that are shown, and the clue will be short and very easy (the rainbow will be in a famous place).

- **Practical example of gamification:** throughout the project, the teacher makes use of the application "ClassDojo" (cf. Annex 14) with which the positive behaviours of the children are rewarded at the end of the day (cf. Annex 15). Each positive conduct means to earn one point at the end of the day. Nonetheless, negative behaviours are not penalised. All the points are kept in the app, and children appear ordered in accordance with the ranking, which they can visualise in the IWB (cf. Annex 16). This fact encourages children to carry out positive conducts.

   On the other hand, pupils will have known the positive conducts in advance: respecting turns, speaking in English, helping others, making a great effort, paying attention, working in a team, and participating. Besides, they will have been the creators of their own users and avatars at the beginning of the project. As we can notice, there are many positive conducts, in such a way that the teacher is able to reward in some way those students who have fewer points. That way, they do not get demotivated.

   We have created a user to design a personalised class, and the specific points that are earned with each positive conduct (cf. Annexes 14-15).

✓ *Assessment Criteria:*

❖ Kinds of assessment for children:

- **Diagnostic assessment:** carried out, above all, in the second phase of the project (Identification of the previous knowledge).

- **Formative assessment:** the capacities of each child will be assessed along all the teaching-learning process. The main technique will be systematic and direct observation (with tools such as a diary, an observation grid, etc.).

- **Summative assessment:**

  ▪ Has he/she known the origin of the festivity of St Patrick's Day, and how and when it is celebrated?

  ▪ Has he/she understood the meaning of the different objects/symbols related to St Patrick's Day?

  ▪ Has he/she been introduced to the main characteristics of Ireland, the country of the festivity: location, weather, flag, gastronomy, traditional games, fauna and flora, clothes, language…?

  ▪ Is he/she aware of the differences between the characteristics and traditions of the different countries?

  ▪ Has he/she increased his/her knowledge about different topics: animals, foodstuff, games, parts of the forest, etc.?

  ▪ Is he/she starting considering that the English language can be a means of learning about different topics?

  ▪ Has he/she shown positive conducts that boost learning?

Moreover, some activities can be useful for self-assessment (mural, and assessment of the project in the 8$^{th}$ phase).

At the same time, the teacher will assess his/her own performance and the project in general in order to improve in future situations.

7) **Implementation of the activities:** Children internalise the knowledge by participating in the different activities that have been programmed.

8) **Summary and assessment of the project:** the final task "Celebrating the party of St Patrick's Day" is implemented. Moreover, the teacher creates the dossier that compiles the most important things of the project. Then, the pupils and the teacher assess the project, realising that they have learnt everything proposed at the beginning and more. They can check this with the mural of the acquired knowledge that they designed. For some of them it was difficult to describe in English (board game); for other ones, to use the bee-bot properly, etc. So, they suggest continuing practising those actions. Besides, they propose making a theatre about St Patrick's Day next year.

On the other hand, the teacher assesses the project, the pupils (bearing in mind the 4Cs), and his/her own intervention (having as a reference the assessment criteria).

## 3. DIFFICULTIES OBSERVED AND SUGGESTIONS FOR IMPROVEMENT

In this section, we are going to report on the difficulties observed in the development of this TFM. On the one hand, there is little detailed information about the importance of games for a CLIL class. Most of the manuals are related to games "to learn a foreign language", more than "through a foreign language". Likewise, if any of them or any webpage is about CLIL, it usually contains examples, forgetting the theoretical foundation. And even more, they tend to focus on higher levels than Infant Education. For this reason, we have had to create the information that we were looking for by establishing relationships between games (in general or in the class of English-as a subject-) and CLIL. Due to all of this, we consider that it would be a very good idea to design more manuals, articles or websites with the indicated information.

Another problem that we have overcome is to find, at least, 25 teachers with experience in a bilingual class of Infant Education, who accepted completing one of our surveys. At the beginning we thought of posting them in a group of CLIL teachers in Facebook, but this option seemed to us that it would make the research unreliable. This is because in this group, there are many people who are from other stages, or who are not actually working in a CLIL class. Therefore, the data would not be reliable and, consequently, we decided to personally contact teachers of the required characteristics.

Last but not least, we would like to mention that the creation of the materials has been time-consuming. Nonetheless, it has been worth it in order to understand the games, and to make people aware of the multiple variations of games and of the importance of the creation of their own materials to achieve specific objectives.

Additionally, in this part of the work we are going to offer some proposals to improve it. For instance, it would be advisable to implement the intervention proposal on St Patrick's Day (based on the project work) in a CLIL class of 5-year-olds. This way, we could corroborate its effectiveness in the L2 learning, and we could also carry out the necessary modifications.

Another improvement would be to count on the participation of more individuals to answer the surveys. This would give even more reliability to the results. Nevertheless, we cannot forget that the results coincide with those expected, given that we had realised the lack of programming of games (serious games) in bilingual schools when we worked in them.

Moreover, it would be interesting to continue investigating about the term 'gamification' to discover its multiple benefits for education and, from that point, to programme a detailed intervention proposal for Infant Education related to gamification. Although in this work this term has not been the main object of study, we have wanted to add a practical example of gamification to make the readers comprehend its implementation.

## 4. CONCLUSIONS

Personally, we consider that this TFM has been very fruitful to delve into the study of games as an effective resource for learning English as an L2 through CLIL. As we have discovered, this tool will have a substantial impact on children of a bilingual class because of the motivation that it causes, and of its multiple functions in general education, and in bilingual education in particular.

It goes without saying that the information obtained with the surveys has been of paramount importance to know the current situation of the implementation of games in a bilingual class of Infant Education. From this source and our previous experience, we have deduced that teachers of bilingual classrooms of Infant Education do not make a correct use of games since they do not often programme them. In that way, they are not taking advantage of such a powerful resource in bilingual education. After coming to this conclusion and thinking about the difficulty (and the importance) of learning English in our society, we have decided to organise this TFM around the aforementioned title. We believe that by bringing this theme to light there will be future benefits in L2 learning, and will help to improve the current situation.

In addition, the detailed explanation of the theory relative to games (definition, functions, classification, moments of implementation, guidelines to design them and carry them out…) is vital to understand the topic and reach the goals of the work. In particular, we underline the functions of games, which we hope will make the reader become aware of the importance of this resource, and the general guidelines to be carried out in order to guarantee their efficacy in the CLIL class.

Moreover, when analysing the different parts of the work, we realise that the topic is very broad and there is still much research to be carried out. Anyway, we are convinced that the information included in this work can be helpful to change the mind of many teachers and to improve their educational practice. Thus, this TFM is not only beneficial for us, but also for other teachers, students or experts of bilingual education, and even, of education in general. Evidently, the most ideal reader of this work would be a teacher of bilingual education in the Infant Education stage, though a lot of this work could be relevant and valuable to other stages of L2 learning.

Concerning the intervention proposal on serious games, which has been based on different aspects such as the legislation basis, the methodological principles of Infant Education (globalisation, above all), and the psycho-evolutionary characteristics, it enables us to show the practical application of the theory and, so, its understanding will be more precise. Besides, the design of different games of a specific project has enhanced our creativity, and it has made us enquire about the topic "St Patrick's Day". As we have said, project work is a methodology in which serious games can be included. And thanks to the invention of the project, we have been able to programme in accordance with the globalisation principle and, even more, in accordance with the tenets of CLIL.

In conclusion, this TFM has been really enriching for our training as teachers of bilingual education, given that it will have a positive influence in our future way of teaching. What is more, it is crystal clear to us that the main idea of this work, 'Games as a significant resource to learn English as an L2', should become one of the diverse topics to examine and to bear in mind so that L2 learning, in particular, and education, in general, obtain the quality that they deserve. We also look forward to being able to continue with our line of research in the future as the scope for investigation is immense.

**5. ANNEXES**

*Annex 1*

**Survey for teachers of Bilingual Education in the Infant Education stage**

In this survey, you can find 6 questions related to the use of games in the class of bilingual education, which is the subject on which our research focuses. The data that you are going to complete will be totally anonymous, in such a way that it is preferable that you respond to this survey as honestly as possible. Thank you very much for your collaboration.

**1) Do you think that the use of games is important in the bilingual education (focusing on Infant Education)?**

☐ A lot

☐ Quite

☐ A little

☐ Nothing

In case that you consider games as a resource with certain degree of importance, can you point out your own reasons?

_____
_____
_____
_____
_____

**2) Do you make use of games in your classroom?**

☐ Yes          ☐ No

**3) If your previous answer is affirmative, indicate with a cross which situations of games are carried out in your classroom (Mark one or several options).**

☐ 'The game programmed beforehand'.

☐ 'Activities presented in the form of a game'.

☐ 'The game for the game' (when something unexpected comes up- rain or duration of an activity shorter than planned -, when some pupils finish their task very quickly, when children are really nervous…).

**4) How often do you make use of the following situations of games?**

**'The game programmed beforehand'**

☐ Always

☐ Often

☐ Sometimes

☐ Hardly ever

☐ Never

**'Activities presented in the form of a game'**

☐ Always

☐ Often

☐ Sometimes

☐ Hardly ever

☐ Never

**'The game for the game'**

☐ Always

☐ Often

☐ Sometimes

☐ Hardly ever

☐ Never

**5) List some of the most used games in your classroom.**

_____
_____
_____
_____
_____

**6) If you know the term 'gamification', can you define it or explain its features in general?**

_____
_____
_____
_____
_____

**Annex 2**



**Annex 3**



**Annex 4**



**Annex 5**



**Annex 6**
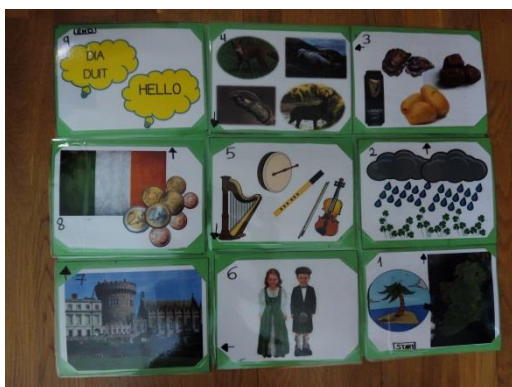


**Annex 7**

**Annex 8**



**Annex 9**



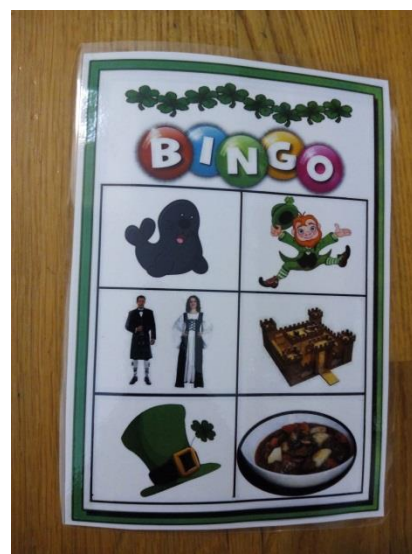**Annex 10**



**Annex 11**



**Annex 12**



**Annex 13**

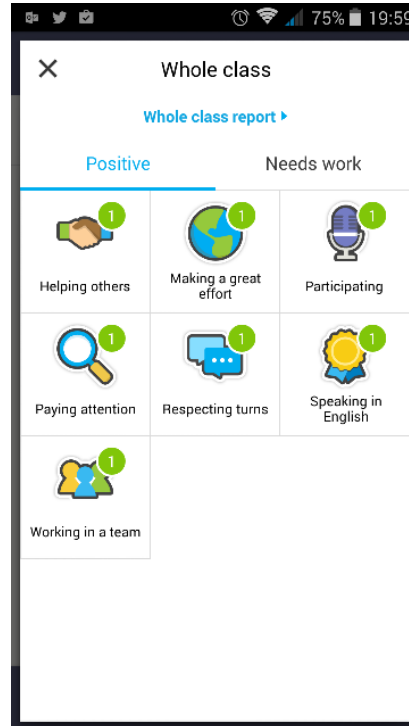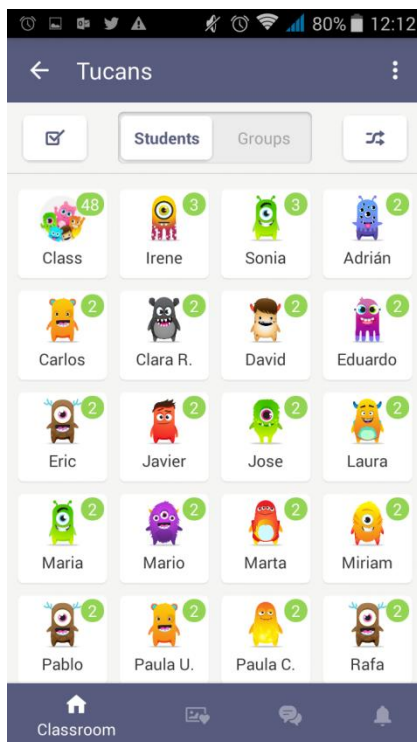**Annex 14**                                                    **Annex 15**





**Annex 16**

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