



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Master's Dissertation/
Trabajo Fin de Máster

THE USE OF GAMES IN THE EFL CLASSROOM. A LESSON PLAN FOR THE 5TH GRADE OF PRIMARY EDUCATION

Student: Juárez Pérez, Amanda

Tutor: Dr. Jesús García Laborda
Dpt.: English Philology

July, 2021

TABLE OF CONTENTS

Abstract and key words	1
1. INTRODUCTION AND JUSTIFICATION	3
1.1. General and specific objectives	5
1.2. Structure of this dissertation	5
2. LITERATURE REVIEW	6
2.1. Conceptual analysis	6
2.2. Taxonomy of games	7
2.3. Why using games in the English classroom?	9
2.4. How to use games in the English classroom?	12
3. DIDACTIC PROPOSAL: LESSON PLAN	14
3.1. Contextualization.....	14
<i>3.1.1. Legal background</i>	14
<i>3.1.2. School context</i>	15
<i>3.1.3. The families</i>	15
<i>3.1.4. Students' characteristics</i>	15
3.2. Key competences.....	17
3.3. Didactic objectives	19
3.4. Contents.....	19
<i>3.4.1. Cross-curricular elements</i>	21
<i>3.4.2. Interdisciplinarity</i>	21
3.5. Methodology	22
<i>3.5.1. Timing</i>	24
<i>3.5.2. Types of activities</i>	24
<i>3.5.3. Classroom atmosphere and groupings</i>	25

3.5.4. <i>Roles of the teacher, learner and families</i>	25
3.6. Didactic unit	26
3.6.1. <i>Title and justification</i>	26
3.6.2. <i>Sessions</i>	26
3.7. Evaluation	33
3.7.1. <i>Assessment procedures and tools</i>	34
3.7.2. <i>Grading criteria</i>	34
3.7.3. <i>Evaluation of the teaching process</i>	35
3.8. Attention to diversity	35
3.8.1. <i>Ordinary educational attention</i>	35
3.8.2. <i>Attention to specific support needs</i>	36
3.9. Information and communication technologies	37
4. CONCLUSION	38
5. BIBLIOGRAPHICAL REFERENCES	39
6. APPENDICES	44

ABSTRACT

Game is a natural element in the daily life of young learners. Therefore, introducing games as part of the teaching-learning process is beneficial for children. More specifically, the present dissertation encourages the use of games in the English classroom with the aim of achieving a more realistic learning process and, at the same time, increasing the students' motivation. Theoretically, a conceptual framework is provided including several definitions and taxonomies of game according to relevant authors. In addition, the present dissertation focuses on remarking why is important using games in the EFL and how they can be used. In a practical way, a didactic proposal based on the use of games in the English classroom and taking into account the current legislation in force is developed. The main aim is to facilitate the development of communicative competence in students of 5th grade of Primary Education through a didactic unit which contains six sessions.

Key words

Games, TEFL, Taxonomy, Motivation, Cooperative learning, Didactic unit, Primary Education, Communicative Competence.

Resumen

El juego es un elemento natural que forma parte de la vida diaria de los jóvenes estudiantes. Por lo tanto, introducir juegos como parte del proceso de enseñanza-aprendizaje puede ser beneficioso, así como un elemento motivador para los niños/as. De forma más específica, el presente TFM fomenta el uso de juegos en la clase de inglés con el objetivo de conseguir un proceso de aprendizaje más realista y, al mismo tiempo, incrementar la motivación del alumnado. Teóricamente, se proporciona un marco conceptual incluyendo diferentes definiciones y taxonomías del juego atendiendo diferentes autores relevantes. Además, el presente TFM se centra en remarcar por qué es importante usar juegos en la enseñanza del inglés como lengua extranjera y cómo podemos usarlos. De forma práctica, se desarrolla una propuesta didáctica basada en el uso de juegos en la clase de inglés teniendo en cuenta la actual legislación vigente. El objetivo principal es facilitar el desarrollo de la competencia comunicativa en alumnos de 5º curso de Educación Primaria a través de una unidad didáctica que contiene seis sesiones.

Palabras clave

Juegos, Enseñanza de Inglés como lengua Extranjera, Taxonomía, Motivación, Aprendizaje Cooperativo, Unidad Didáctica, Educación Primaria, Competencia Comunicativa

1. INTRODUCTION AND JUSTIFICATION

Almost everybody likes playing games whether they are young or not since games are part of our lives. From kindergarten, games are used as a way to enjoy and make new friends. Indeed, according to Sigurðardóttir (2010), infants start playing at an early young age and the nature of their play changes as they grow up. For instance, when children are in the middle of their childhood (6-12) games are more structured and organized having a particular goal as well as some rules that children must follow. In this sense, why not include games in teaching English as a foreign language? Why not include games in English classrooms?

Learning a new language is a complex process which can be frustrating to a certain extent. Learners have to work hard in order to understand and use the foreign language. It is because of this that games can be introduced with the aim of giving students a break and, at the same time, opportunities to practice the four language skills (Simpson, 2015). Besides, games help to increase learners' motivation providing realistic and useful learning contexts and promoting cooperation between students.

In addition to this, games reduce the level of students' anxiety facilitating the acquisition of contents (Richard-Amato, 1988). In the same way, through the use of games a relaxed atmosphere is created allowing students to remember things in an easy way. According to Zdybiewska (1994), games are really useful to practice language since they promote real learning. In this sense, games place the learner at the centre of the learning process and, as a result, they have more opportunities to express their emotions, opinions, feelings and tastes.

When it comes to vocabulary and grammar learning, games have been proved to be efficient. Games help students learn, retain and use new vocabulary since they have an active role in the classroom and, as a result, they participate most of the time in the learning activities (Alevli, 2020). Vocabulary games can be used to locate students in real situations in which they have to use new words in a communicative way (Vásquez and Ovalle, 2019). In the same way, grammar games promote the use of the language in order to achieve a specific purpose (Deesri, 2002). According to Celce-Murcia and Hilles (1998), the language which students have to use in grammar games is task-oriented. Therefore, as Yolageldili & Arıkan point out (2011), games present grammar rules and forms in a communicative way facilitating their learning.

Despite the aforementioned, there is a common idea that if students are laughing, they are not learning since learning means staidness. Nonetheless, this is a misconception, it is totally possible to learn anything (including a foreign language) while having fun. According to Uberman (1998, as cited in Simpson, 2015), games should not be used as time-filling activities since they have an educational value. Moreover, W.R Lee (1965, as cited in Simpson, 2015), points out that games should not be used in moments in which the teacher does not know what to do. On the opposite, they should be the centre of the foreign language teaching curriculum, the heart of the lesson.

Rixon (1986), suggest that games can be used in the lesson plan as far as they are suitable for the students and the classroom context. It is because of this that the present dissertation not only justifies why using games in the classroom but also when, which and how they should be used in order to make an appropriate use of them. According to Simpson (2015), two main concepts must be considered: suitability and choice.

On the one hand, suitability includes several factors such as the number of learners in the classroom, proficiency level, timing, learning topic, classroom settings, materials and resources. On the other hand, choice means that the selected game must have a clear and defined purpose. Therefore, it is of utmost importance to know that there are a wide range of games that can be used in the English classroom. For this reason, the present paper provides a great number of taxonomies made by relevant authors throughout the last decades.

Finally, a special role is given to the use of information and communication technologies (ICTs) in the EFL. According to Gutierrez (2014), new methodological approaches as well as innovative pedagogical resources have appeared in the educational field due to the technological era in which society lives. One of the main reasons why technology has success among young students is because they have a strong connection with technological gadgets (tablets, smartphones, etc.). Therefore, using e-learning (virtual instruction) in the English classroom together with traditional instruction could be positive for learners.

In a practical way, the present dissertation proposes the development of a motivating and attractive didactic unit based on the use of games and ICTs directed to students of 5th grade of primary education. Personally, I strongly consider that English as a subject could be really useful in order to improve the future of present generations. If learners learn English while having fun, they will learn not only academic contents but also values. Cooperation,

teamwork, empathy, tolerance and respect not only for their own culture and language but also for other countries and cultures are some examples of the values that can be promoted in the classroom.

1.1. General and specific objectives

The general objective of this dissertation is:

- To design a didactic proposal based on the use of games and information and communication technologies to develop learners 'communicative competence.

The specific objectives are related to the general objective and can be described as follows:

- To show different explanations of the term *game* and its characteristics.
- To provide different taxonomies and game classifications.
- To remark some of the main benefits of using games in the EFL.
- To underline when, which and how games should be used in the classroom.
- To develop values such as respect, tolerance, cooperation and empathy through the use of games.
- To promote an active and cooperative role of the learner.
- To develop social and civic skills.
- To increase students' motivation.
- To encourage the use of ICTs in the EFL.

1.2. Structure of this dissertation

Section one outlines the main reasons why this dissertation is developed as well as its general and specific objectives. Then, a literature review is found in the second section. It includes a conceptual analysis of game in which several definitions of the term *game* are described as well as some of its main characteristics. In relation to this, relevant authors are also mentioned in order to give an explanation of the different classifications and taxonomies of games developed in the last years. Another aspect addressed in the second section is a summary of the main benefits games could have in students not only in academic terms but also personal. Finally, to conclude this section, some guidelines are provided to understand when, which and how games have to be used in the classroom and make an appropriate and efficient use of them.

The third section provides the context in which the didactic proposal will be developed. It includes the legal background which underlines the proposal, the school context, the families as well as the students' characteristics.

Moreover, this section focuses on establishing the connections between the didactic proposal and the curriculum. It includes the key competences, didactic objectives, contents and methodology.

This section is based on the development of the didactic unit. Therefore, it includes the development of the sessions, assessment, attention to diversity and implementation of information and communication technologies (ICTs). Finally, the last section is devoted to provide a general conclusion.

2. LITERATURE REVIEW

2.1. Conceptual analysis

In order to make an appropriate conceptual analysis, it is of utmost importance to remark that there are several definitions of the concept *game*. In this section, some of them will be analysed.

Hadfield (1998, p.4), defines *game* as “an activity with rules, a goal and an element of fun”. In a similar way, Lee (1991, p.3) establishes that “game in the stick sense, which have a definite beginning and end, are governed by rules...”.

According to Greenall (1990, p.6) the concept of *game* “is used whenever there is an element of competition between individual students or teams in a language activity”. Besides, Okon (1992, p.64), considers it “as a variant of a play that depends on sticking to strict rules and achieving a determined outcome”. Byrne (1986, p.100), defines *game* “as a form of play governed by certain rules or conventions”.

Richards, Platt & Platt (1995, p. 89) claim that *game* is “an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition and communication between players by spoken or written language”.

In this sense, it is important to explore not only the definitions of *game* but also the great number of basic features it has. Following Juul (2002, as cited in Gruss, 2016), games require the use of rules since through them a specific purpose or outcome will be achieved. In addition to this, games are challenging due to the effort the learner has to make in order to achieve the main goal. In relation to this, learners know that they will be happy if a positive

outcome is achieved and sad if the outcome is negative. Nonetheless, games can be modified and, as a result, there could be negotiable consequences in order to adapt the game to the situation (students' needs, characteristics and skills). In this way, effective results will be promoted.

According to Caillois (1957, as cited in Trong Tuan and Thi Minh Doan, 2010), games are fun, fictitious and delimited in time and place. Moreover, they are governed by rules and the outcomes cannot be predictable. Thornoton and Cleveland (1990), point out that the most relevant feature of a game is interactivity. For his part, Malone (1981), remarks that games are such a motivational educational tool because they are challenged, creative, complex and manageable.

To conclude this section, Isenberg and Jalongo (2000) mention that the action of playing is characterized by, at least, five basic features. First of all, play is intrinsically motivated. Secondly, it is symbolic, significant and flexible as children can relate past experiences with present situations and moments. Thirdly, play promotes an active engagement of the learner. Fourthly, playing means following some rules which can be explicit or implicit. Finally, it is enjoyable.

2.2.Taxonomy of games

There are a wide variety of games that can be used in EFL and, as consequence, there exist different classifications of them. Hadfiled (1998), establishes two main classifications; linguistic games in which the main aim is to achieve accuracy and communicative games in which the main goal is to exchange information. Nevertheless, the second classification made by Hadfiled (1998), incorporates both linguistic and communicative aspects. This classification includes:

- Sorting, ordering or arranging games: for instance, students have a set of cards with food on them. Therefore, they have to order the cards into healthy and unhealthy food.
- Information gap games: these games are characterized because one or more learners have specific information that other classmates need in order to finish the task. For instance, one student has to describe an animal and their classmates have to draw it and guess what animal is.
- Guessing games: they are a variation of the last ones mentioned. One of the most characteristic games included in this section is *Twenty questions*. Basically, one

student has to think of a place, object or famous person and the rest of the class ask twenty questions which can be solved with yes or no so as to guess what their classmate is thinking of.

- Search games: they are another variant of information gap games but, in this case, all the students have to give and look for information. One of the most popular games is *Find someone who* in which the students have to complete a table with the names of their classmates. For instance, if one of the cells says: “Who likes singing?”, they have to ask the rest of their classmates and write the names of those people who likes singing.
- Matching games: learners have to combine words, pictures or cards. For instance, students place 40 picture cards, composed of 20 pairs, face down without any specific order. Then, each student has to turn over two cards at the same time in order to find a matching pair. In this sense, they should use their memory to complete the game.
- Labelling games: in this case, labels and pictures have to be matched.
- Exchanging games: these games imply that learners negotiate with objects, cards or even ideas.
- Board games: students are familiarized with most of them. For instance, one of the most useful in the language classroom is *Scrabble*.
- Role play games and dramas: role-play promotes that the learners carry out specific roles that they do not really play in their real life such as doctor whereas in simulations the learner has to perform a role that his/she already plays in real life or, at least, that he/she is likely to play such as a client at a restaurant. Finally, dramas also involve a performance but they usually require a script.

Lewis and Bedson (1999), divide games into movement games or task-based games. The former includes all games which foster an active and physical involvement of the learner whereas the latter promotes pair/group work to complete a specific task following some rules and practicing the four basic skills. In addition to this, they add a recent type of games which are computer games.

Finally, another typology of games based on their function is made by Masheder (1989). This author makes a distinction between co-operative and competitive games. Cooperation means that students have to work together in order to achieve a specific goal. For this reason, these games promote the interaction among students facilitating the development of social and

communicative skills. On the opposite, competition means that one student will be the winner. It is because of this that the learner has to play and think faster than the rest. As a consequence, learners' creativity and motivation could be affected in a negative way.

2.3. Why using games in the English classroom?

Games provide different benefits to both learners and teachers. In the following section different reasons will be developed in more detail so as to justify why games are positive.

- Functions of games:

According to Siek-Piskozub (1995, as cited in Gruss, 2016), classroom organization and interaction is one of the principal functions that games provide. Learners are active when they are playing and, as a consequence, they are learning in an unconscious way. It is because of this that the teacher can select and implement different games depending on the moment of the lesson with the aim of facilitating classroom management. In addition to this, games have a didactic function. As Siek-Piskozub points out (1995, as cited in Gruss, 2016), the element of fun provided by games is beneficial since it helps students learn L2 vocabulary, grammar and communicative skills.

Following Gruss (2016), games also have two main functions. On the one hand, a cognitive function which is quite similar to the didactic function although its main focus is not teaching something particular but the effect of teaching in learners' cognitive development. On the other hand, an educational function is promoted through the use of games since they do not only facilitate the development of L2 skills but also the knowledge of different countries and cultures around the world as well as patterns of behaviour that are appropriate.

- Multiple intelligences:

Howard Gardner (2011), with his Theory of Multiple Intelligences claims that people are different as they have different abilities and preferences. For this reason, Gardner proposes eight different intelligences that are also known as MI dimensions: visual-spatial intelligence, bodily-kinaesthetic intelligence, musical-rhythmic intelligence, linguistic intelligence, logical-mathematical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence.

According to Gardner (2011), all these dimensions are not present in every human being but different degrees of them. Therefore, using different type of games in the EFL classroom

could be beneficial for learners since there is a strong relationship between games and MI (Multiple Intelligences). Indeed, Becker (2007) claims that linguistic competence is developed through the use of games due to the written and spoken elements they have. Moreover, musical-rhythmic intelligence is promoted through the use of games which involve the use of songs. Logical-mathematical using puzzle games. Visual-spatial intelligence through the use of visual and computer games (especially if they involve the use of the screen). Bodily-kinaesthetic intelligence since there are a wide variety of games that imply physical movement. Intrapersonal intelligence through the use of games that are based on moral and ethical debates. Interpersonal intelligence since most of the games promote cooperation and communication among players. Finally, naturalistic intelligence through the use of games that involve natural contexts or environments.

- Motivation and creativity

According to Skinner, games help teachers motivate their learners since playing can be introduced as a reward (Pound, 2005). Moreover, Piaget also supports the use of games in the classroom since they contribute to the development of problem solving, creativity and communication (Slavin, 2006).

The affective filter hypothesis included in the natural approach and proposed by Krashen, establishes that students with high level of motivation usually do better. In the same way, successful learners usually have an adequate self-image as well as self-confidence (Richards & Rodgers, 2001). Therefore, this hypothesis has a strong relation with games since the use of games in the EFL increase students 'motivation and confidence.

Kuo (2008), carried out a research in which two different teaching approaches were compared (regular teaching and game teaching). For this, two groups of learners were divided; the experimental group was provided with game teaching and the control group with regular teaching. The results were fascinating since they proved that the experimental group was superior to the control group in two main aspects: English oral ability and confidence.

Chen (2007), argues that games are also useful because they catch students 'attention. In this sense, games not only help increase the level of motivation but also promote English ability. Besides, Deesri (2002), claims that games provide opportunities to use real communication and, at the same time, reduce the level of stress experienced by learners. In relation to this, Crookal (1990), establishes that one of the main benefits provided by games is

that they decrease anxiety and improve self-assessment since learners do not feel pressure while practicing the foreign language.

From a biological approach, as it has been mentioned in the introduction of the present dissertation, games are present in our daily lives. In this sense, playing is essential to the development of the human brain since children's creativity and imagination are fostered through the use of games.

- Cooperative and learner-centred learning

Many games can be played in big group, small groups or pairs. In this sense, games provide opportunities to socialize and, as a result, develop social skills. Learners learn how to express disagreement politely, how to ask for help as well as how to work with other classmates (Jacobs and Kline Liu, 1996). When playing learners build relationships and internalise the idea that all of them are equal and, more importantly, that each classmate has specific skills and capacities that help the group achieve a common goal. In this way, inclusion and cohesion are promoted through the creation of a friendly and positive classroom atmosphere. Shyness can be reduced when students play a game due to the positive and less serious atmosphere created. In this sense, the main objective is to achieve fluency rather than grammatical accuracy (Lagran and Purcell, 1994).

Equally worthy of mention is that games are learner-focused activities requiring active participation of them. According to Crookall (1990), students' roles and relations change through the use of games since learners have an active role in the learning process. In fact, the research carried out by Shazhad (2011) proves that language is best learned when students have an active role in the teaching-learning process.

- Contribution to the development of the Communicative Competence

The communicative language teaching approach has as a main aim the development of communicative competence. That is to say, the knowledge and abilities that are necessary to communicate in a natural way.

The use of games in the foreign language classroom facilitates the development of the students' communicative ability since while playing, they have to express their ideas, thoughts, emotions and feelings taking into account their own experiences. Arikan and Yolageldili (2011) illustrate that games provide opportunities to use grammatical rules and structures in a communicative way. Similarly, Littlewood (1981) claims that teachers should

use games in order to motivate students use structures and lexicon in real communicative situations. Celce-Murcia (1979) states that games bring real-life experiences and situations to the classroom promoting a real use of the language.

Wright, Betteridge and Buckby (2006) state that games are useful to improve students' skills, in all stages and for different kinds of communication. Indeed, games can be created with the aim of improving one of the four basic skills: listening, speaking, reading and writing. Nonetheless, a combination of skills could also be involved in the same game (Simpson, 2015).

2.4. How to use games in the English classroom?

Due to the utility of games in the EFL classroom, they can be used to practice and reinforce new contents as well as to revise and recycle acquired information and knowledge. What is more, the process of evaluation could change drastically through the use of games so as to discover students' weaknesses.

Wright, Betteridge and Buckby (2006) consider that games should be central to a language teacher's repertoire rather than just a way to spend time. In this sense, teachers have to decide not only which games they want to use but also when and how to use games in an appropriate and efficient way to meet students' needs and, at the same time, to achieve the didactic objectives.

According to Markunas (1993), in order to make an adequate selection of games, different factors must be considered. First of all, it is necessary to analyse students' needs, skills and attitude. In addition to this, other variables have to be considered such as timing though the teacher can adapt the time devoted to a specific game depending on the students' level or the number of students in the classroom (Siek-Piskozub, 1995).

Hong (2002) points out that in order to make an appropriate selection of a game, different aspects related to the purpose, language focus and learners' characteristics have to be considered. Siek-Piskozub (1995) states that students' age is one of the most important factors when selecting a particular game since although young learners show a quick cognitive development, they still present a wide range of cognitive limitations. Besides, other factors of remarkable importance according to this author are the availability of different tools and materials as well as the availability of space. On his side, Halliwell (1992), claims that the selected game should promote learners' imagination and creativity.

Yolageldílí and Arikan (2011) consider that the level of the game is a really important aspect when selecting games. In this sense, the level of the game should fit learners' language level otherwise it could be difficult or, on the opposite, boring. Sultanova (2011) explains that games could be difficult when the task or the content is not related to the students' experience. Nevertheless, games that require physical involvement and interaction provide positive results since students learn best when they have an active role. Piaget (2001) suggests that movement is related to thought. He strongly believes that movement produces learning in an unconscious way.

Regarding when to use games, Lee (1979), claims that games should not be used as secondary activities when the teacher does not know what to do. In fact, games should be located at the centre of the lesson. Rinvolucrí (1990) specifies that games can be used in three different moments when teaching grammar: before introducing a particular structure so as to determine prior knowledge, after presenting the content to consolidate it, and as a revision.

In a more general way, Sultanova (2011), states that teachers can use games with different purposes at different stages of the lesson. In this sense, games can be used to introduce and facilitate the comprehension of the content, to provide controlled practice through the imitation of the language as well as communicative practice encouraging students use the foreign language.

According to Wright, Betteridge and Buckby (2005), teachers should introduce the game with the aim of reducing some misunderstandings. For this, they propose the following steps: explain the rules, demonstrate the game with the help of one or more students, write some instructions on the board, trial the game and, finally, play the game.

McCallum (1980) specifies that before using games organization is required since some extra materials may be necessary. Moreover, it is completely necessary that the teacher understands the rules of the games before using it in the classroom. These rules should be presented in a direct and easy way (usually using the mother tongue) in order to facilitate their comprehension. In this sense, demonstrations could be really useful.

Moreover, interruptions should be avoided or reduced. Indeed, a good alternative is to write the mistakes made by the learners and discuss them when the games is over (Celce-Murcia, 1979).

3. DIDACTIC PROPOSAL: LESSON PLAN

3.1.Contextualization

The context is the social, historical and geographical environment in which the teaching process is carried out. Therefore, contextualizing is the process of adapting the teaching-learning process to the different geographical, historical and social circumstances. Therefore, it is fundamental to contextualize the teaching-learning process to our particular context which, in this case, is hypothetical.

3.1.1. Legal background

- ❖ **Organic Law 8/2013**, December 9th, for the Improvement of the Educational Quality (BOE, nº. 295, 10th December 2013).
- ❖ **Law 17/2007**, December 10th, of Education in Andalusia (BOJA, nº. 252, 26th December 2007).
- ❖ **Royal Decree 126/2014**, February 28th, which establishes the basic curriculum in Primary Education (BOE, nº.52, 1st March 2014).
- ❖ **Decree 97/2015**, March 3rd, which regulates organization of the curriculum for Primary Education in Andalusia (BOJA, nº. 50, 13th March 2015).
- ❖ **Order 17th March 2015**, developing the curriculum corresponding to Primary Education in Andalusia (BOJA, nº. 60, 27th March 2015).
- ❖ **Order 25th July 2018**, modifying the Order 1st July 2016, which establishes the calendar for the implementation of the Second Foreign Language in Primary Education in Andalusia (BOJA, nº 150, 3rd August 2018).
- ❖ **Order 4th November 2015** that regulates evaluation in Primary Education (BOJA, nº. 230, 26th November 2015).
- ❖ **Order ECD 65/2015**, January 21st, for which the relationship between competences, contents and evaluation criteria is established (BOE, nº. 25, 29th January 2015).
- ❖ **Order of July 25th 2008**, regulating attention to diversity of the pupils during Basic Education in Andalusian public schools (BOJA, nº.167, 22nd August 2008).
- ❖ **Instructions 8th March 2017**, which update the protocol for detection and identification of pupils with special needs and organization of the educational response.

3.1.2. School context

The lesson plan will be developed in an Infant and Primary school with two groups placed in the outskirts of Granada. It is a bilingual school and there is a specific classroom in order to teach this foreign language. The specific room has a class library, a computer with a whiteboard, a noticeboard and a bookshelf. Moreover, there is one computer room that we will use for the development of different tasks.

The school is involved in the following projects: Healthy Lifestyles Program (Growing in Heath), ALDEA Program: Environmental Education for the School Community, School Linguistic Plan, Reading Plan, Coeducation (Equality Plan for Men and Women), Plan for the Promotion of Plurilingualism, Center Digitization Program, School Space of Peace and Coexistence Plan.

3.1.3. The families

Families belong to a medium-high socio-cultural economic level. In most cases, both parents work and have secondary studies and some of them university studies too. The majority are engaged in tertiary activities, administration and own business, agriculture and industry.

Families are involved through different actions: tutorials, parent's association, initial meeting, Bloomz (application to be in contact with them) as well as the school website.

3.1.4. Students' characteristics

There are 24 pupils in the classroom (13 boys and 11 girls). All the students are different and unique, although they share some common features. As Harmer (2008) mentions they:

- Learn through play
- Express themselves in many different ways such as singing, dancing, moving, etc.
- Find security in rhythm, ritual and repetition.
- Explore the world with wonder.
- Love talking about themselves and their lives.
- Want to belong to a community.
- Seek independence and mastery.
- Have a limited attention span.

Following Piaget (2003), they are in the concrete operational stage, whose characteristics can be summarized as follows:

Development	Psycho-evolutionary characteristics
<p>Affective</p> 	<ul style="list-style-type: none"> • They stabilize emotional control and improve their feelings. • They begin their independence.
<p>Cognitive</p> 	<ul style="list-style-type: none"> • Intelligence is increasingly operational and logical. • Reality becomes more objective progressively. • They dominate the handling of symbols and signs of conventional codes. • They begin to be more analytical and deductive. • They consolidate the notion of conservation.
<p>Psychomotor</p> 	<ul style="list-style-type: none"> • Knowledge and mastery of the basic driving behaviors. • Knowledge and mastery of neuromotor behavior. • Knowledge and dominance of gross and fine motor skills.
<p>Personality</p> 	<ul style="list-style-type: none"> • They settle their identity, stabilizing and improving the characteristics of the previous cycle: self-concept, self-esteem, efficacy and the esteem of others. • They regulate the character. • They develop a great capacity for effort and enthusiasm.
<p>Social</p> 	<ul style="list-style-type: none"> • They are interested in cooperation and participation. • They develop the capacity to accept the viewpoint of others. • They discover common interests, relating even more to others, respecting the rules and making joint decisions. • They gradually acquire more autonomy.

Table 1. Psycho-evolutionary characteristics, following Piaget (2003)

Nevertheless, Gardner's Multiple Intelligences theory will be considered to break the homogenization established by Piaget. It is a way of addressing diversity and different intelligences profiles since each student has different ways of learning.

According to the students' English level, this class is heterogeneous since different levels coexist in the classroom. Nevertheless, the average level is A2 according to the levels established by the Common European Framework of Reference (Council of Europe, 2001) as well as the Companion Volume with New Descriptors (Council of Europe, 2018).

Apart from these general features mentioned before, there are two students who show particular features: Rubén who has ADHD with hyperactivity and Alicia who has Dyslexia.

Rubén usually stands up in class and moves his hands and feet continuously. More often than not, he runs and jumps in inadequate situations. He finds difficult to devote himself to a particular task quietly and talk too much. Nevertheless, he is able to generate new ideas. He is friendly and has the ability to make new friends. Indeed, he is able to speak in public.

As far as Alicia is concerned, she has reading and writing difficulties related to the identification and discrimination of phonemes. Spelling is unpredictable since she confuses the order of letters in words and put letter and figures the wrong way round. She finds it difficult to make sense of unfamiliar words by looking for smaller words or collection of letters that she has previously learnt. It is complicated for her to correct their own reading mistakes as well as use rhythm, and intonation when reading. Nonetheless, she is very creative and intuitive. She has a good visual and spatial development. Two of her personal characteristics are sensitivity and empathy.

3.2. Key competences

According to Butler (1978, p.7), competence means "the knowledge, skills, values and attitudes needed to carry out properly in one's personal or professional life". In this sense, the seven key competences in the Spanish educational system are enumerated and developed in the Order ECD 65/2015: linguistic competence, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.

It is because of this that the present didactic unit contributes to the acquisition of the key competences as follows:

<p>Linguistic Competence</p>	<ul style="list-style-type: none"> - Expression and interpretation of concepts, thoughts, feelings, facts and opinions in both oral and written form. - Critical and reflexive dialogues. - Inclusion of cultural-linguistic aspects. - Use of the language as a tool to solve problems. - Respect towards the different communication situations and contexts. - Natural use of co-educative language.
<p>Mathematical and basic competences in Science and Technology</p>	<ul style="list-style-type: none"> - Functional use of numbers, operations, symbols and mathematical reasoning. - Expression of information in a clear, concrete and concise way. - Responsible interaction with the environment in all its dimensions and prediction of consequences for the planet in general.
<p>Digital Competence</p>	<ul style="list-style-type: none"> - Searching, obtaining, processing and communication of information to be turned into knowledge using the appropriate techniques and use of the different informative mediums: oral, audiovisual, digital and multimedia. - Use of different applications and resources: Quizizz, Youtube.
<p>Learning to learn</p>	<ul style="list-style-type: none"> - Become aware of the importance of lifelong learning. - Use of different learning techniques and strategies such as self-assessment and use of cooperative work.
<p>Social and Civic competences</p>	<ul style="list-style-type: none"> - Comprehension, cooperation, democratic citizenship exercise in a changeable society. - Value of the difference as enrichment and not as deficiency.
<p>Sense of initiative and entrepreneurship</p>	<ul style="list-style-type: none"> - Creativity and innovation skills. - A pro-active ability to deal with tasks. - Risk assumption, and management. - Leadership qualities and individual/team work.
<p>Cultural awareness and expression</p>	<ul style="list-style-type: none"> - Practice of initiative, imagination and creativity. - Use of artistic expressions as a mean of communication. - Similarities and differences between cultures and countries.

Table 2. Key competences

3.3. Didactic objectives

Didactic objectives are a combination of knowledge, skills and behaviours that students must learn, understand or execute as a result of the teaching-learning process. For this reason, the present didactic unit will favour the development of the general stage objectives for Primary Education established in Royal Decree 126/2014 at a national level. Indeed, the goal **f** is explicitly related to foreign language learning: “To acquire the basic communicative competence in at least one foreign language, to enable students to express and understand simple messages and get by in everyday”.

Moreover, in order to decide the didactic objectives of the unit, the foreign language stage goals established in the Order of 17th March 2015 published in BOJA n°. 60, on page 501, have been taken into account. In this sense, the proposed didactic objectives can be summarized as follows:

- To listen and understand messages in different verbal exchanges, using the transmitted information for the development of concrete tasks that will be related to their own experiences.
- To express and interact orally in simple and daily situations using verbal and non-verbal procedures, dealing with communicative exchange rules and adopting a respectful and cooperative attitude.
- To write texts, with the support of models, which have different aims and which have been previously practised in class.
- To read in a comprehensive way different texts, related to their own experiences and interests, extracting general and specific information and with a predetermined goal.
- To develop a receptive and self-confident attitude towards their own ability to learn and use a foreign language.
- To identify phonological aspects, rhythm, stress and intonation, as well as linguistics structures and lexical aspects of the foreign language, and use them as basic elements of communication.

3.4. Contents

Contents are the teaching-learning objects that the society considers useful and necessary to promote the personal and social development of the person. In the present didactic unit, the teaching of English is focused on the progressive acquisition of the four basic skills.

To ensure a selection of contents which will contribute to the development and acquisition of the key competences and the four basic skills, the contents established in the Order of 17th March 2015 published in BOJA n°. 60, on pages 591-593, have been considered.

BLOCK 1: COMPREHENSION OF ORAL TEXTS
1.3. Distinction of the main communicative functions: narration of past events.
1.5. Knowledge and understanding of habitual vocabulary related to work and occupations.
1.8. Understanding syntactic-discursive structures to maintain oral interactions.
BLOCK 2: PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION
2.1. Practice and adaptation of the message to the receiver, context and channel.
2.2. Participation in conversations that require an exchange of previous information.
2.5. Production of messages with clarity, consistency, identifying the idea or main ideas.
BLOCK 3: COMPREHENSION OF WRITTEN TEXTS
3.5. Use of communicative functions: narration of past events.
3.6. Reading of contextualized habitual situations related to their interests and needs.
BLOCK 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION
4.5. Use of vocabulary related to work and occupations in their written productions.
4.6. Use of basic syntactic structures: affirmative, exclamatory, negative, interrogative.
4.8. Appropriate use of sociocultural and sociolinguistic in their written productions.

Table 3. Contents

In a more concrete way, the particular contents that underline the lesson plan are:

VOCABULARY	GRAMMAR	LINGUISTIC FUNCTIONS	PHONETICS
-Jobs: Chef, gardener, librarian, scientist, traveler, baker, singer, plumber, musician, nurse, waitress, fireman, poet, artist, doctor, dancer, sailor, teacher	-Present simple: want to (be) -Past simple: was/were	-Talking about ambitions: What do you want to be when you grow up? I want to be (a chef) because_____. -Talking about past: What was your job?	Stress, rhythm and intonation /ph/

Table 4. Specific contents

3.4.1. Cross-curricular elements

The inclusion of cross-curricular elements in the classroom can provide an excellent opportunity to make the teaching-learning process much more meaningful and interesting. These cross-curricular elements give students the opportunity to deal with a wide variety of topics from which they can grow personally and culturally.

The Andalusian Law of Education in its Article 39 establishes that some cross curricular contents will be included contributing to the full development of students' personality and capacities. It is because of this that the Royal Decree 126/2014 (article 10) proposes the following fields: education for peace, environmental education, coeducation, education for health, moral and civic education, road safety education, information and communication technologies.

In a more concrete way, the proposed lesson plan will promote the development of the following cross-curricular elements:

- Coeducation: children must understand that it has no sense to establish differences between boys/men and girls/women regarding to everyday aspects and that genre equality must be respected. In the present lesson, it is quite important to make students understand that jobs have not gender. For this, the materials used in the lesson (flashcards, videos, etc.) will include a woman working as a police or a man working as a chef.
- Moral and Civic Education: students should be encouraged to discuss and analyse everyday social and moral customs and behaviours, which will help them to discover the most appropriate and fairest norms for peaceful co-existence. This will be promoted through cooperative activities that require the use of social skills as well as tolerance and respect.
- Information and Communication Technologies: technological resources will be used in different activities and for several purposes along the lesson. In this way, students will value these resources not only as entertainment but also as educational.

3.4.2. Interdisciplinarity

According to Posada (2004), interdisciplinarity can be understood as the cooperation among several disciplines which promote real interactions. That is to say, mutual enrichment and reciprocity.

In this sense, the present didactic proposal is linked to the area of Social Science since the topic (jobs and occupations) include concepts and specific contents that are closely linked to the ones established in the area of Social Science. It is because of this that teachers should coordinate and cooperate with the aim of joining goals and contents. In this way, students will make sense of what they are doing in both subjects and the learning process will be more real and useful. Moreover, there is no sense in teaching occupations (in English) during the first semester and teaching the same content (in Spanish) in the second semester, for example. The main focus should be relate contents and give them a real and appropriate use.

3.5. Methodology

Methodology constitutes the set of criteria and decisions that organise, in a global way, the didactic action in the classroom.

In general, the methodology that underlines the present didactic proposal is an eclectic one since everything that contributes to facilitate the teaching-learning process is welcomed without making a distinction between more traditional or more innovate teaching practices.

Taking into account the methodological orientations for foreign languages established in the Decree 97/2015, these are the main principles that underlie the didactic proposal:

- Language is fundamentally an instrument of communication, not simply a system of grammar rules, structures and words, but a system for social interaction.
- The final aim of the Foreign Language instruction is the development of the student's communicative competence.
- Constructivism is the predominant theory.
- It is promoted the 'acquisition' of the Teaching-Learning through 'unconscious' and spontaneous process, leading to implicit knowledge and, on the other hand, foster the 'learning' of the foreign language through a conscious process and formal instruction in the class leading to explicit knowledge.
- A great importance is given to procedures and learning strategies to promote autonomous learning.
- A great emphasis is put on cooperative learning.
- Learner-centred teaching by which the students are considered the centre of the teaching and learning process.

- Importance of contextualization, discourse and pragmatics. In the communicative approach, activities present the language in a contextualized, realistic and natural way. Pragmatics and discourse focus on language use as a result of acts of communication.
- Task-based activities facilitate a comprehensive and meaningful communicative approach to foreign language teaching.
- Receptive skills should be introduced before productive skills.

Therefore, taking into account these principles as well as the information given in the second section of the present dissertation, the main approaches and theories that underlie the lesson plan are:

- Communicative language teaching

Communicative language teaching will be the cornerstone of the present lesson plan. Students will use the language as a system for social interaction. In other words, they will use the language to interact with their classmates in different situations as they will do in real life. They are going to do in class what they will be required to do in the real world.

- Game- based learning

A wide variety of games will be used in the lesson with the aim of fostering students 'motivation and increase students' interest towards the English language. Games provide numerous benefits as it has been developed in the second part of the present dissertation. Moreover, in order to select them and apply them, it has been taken into account the theoretical information provided in that section.

- Task-based approach

This approach will also be of paramount importance in the lesson since it will be organized around a task. Students will be required to use their communicative competence to undertake a selection of activities which will be aimed at enabling them to act in real life situations. This task will be challenging and relevant to the students' needs and interests.

- Constructivism

This learning theory will be the basis of the lessons since it gives special attention to the role of students as individuals who bring useful things to the classroom and actively participate in their own learning. According to this theory, learning will be much more

meaningful because of the fact that it takes into account the learners' contributions (past experiences, interests, needs, skills, etc.) in order to build up the new knowledge.

- Learner-centred

Student-centered teaching methods include active learning in which students solve problems, answer questions, discuss, explain, debate, or brainstorm during class; cooperative learning that assure both positive interdependence and individual accountability; and inductive teaching and learning in which students are first presented with challenges and learn the course material in the context of addressing the challenges (Al-Zu'be, 2013).

- Gardner's theory

It will be also considered as a way of promoting each pupil's extraordinary facility in one of the seven described intelligences. Our responsibility as teachers is to provide students with a wide variety of methods, activities and material types that help them develop their intelligences, challenging their potential and, at the same time, promoting motivation towards learning.

3.5.1. Timing

The proposed lesson plan will be developed at the end of March (second term). It includes six sessions of approximately 60 minutes each. In the fifth grade of Primary Education, students have three English lessons per week. In this sense, the total length of this didactic proposal will be two weeks.

3.5.2. Types of activities

- Warm up activities: they get pupils' attention and make them feel comfortable.
- Presentation and practice activities: to introduce new contents and practise them.
- Production activities: to consolidate contents.
- Evaluation activities: they provide information to the teacher and the students about what they know of every unit.
- Final task: it is used to let students apply the language creatively in different situations.

3.5.3. Classroom atmosphere and groupings

The classroom will be comfortable and safe promoting an environment of confident and interpersonal relations. It will also foster team work and cooperative techniques, which will promote the student's self-esteem and self- control.

As s far as organization space is concerned, it could be possible to say that it is flexible because there is a specific classroom which is big enough. The classroom organization will guarantee the stability and variety of our learning and teaching process, promoting the satisfaction of the individual as well as the group needs. It will be achieved by arranging the students in six groups of four seated leaving space for the teacher moving around the classroom. Nevertheless, the tables' arrangement will be changed when necessary to foster interdependence relationships.

In the classroom will be an atmosphere of learning, dealing with "peripheral" elements (the use of posters, noticeboard, bookshelf and an English reading corner) to promote the motivation and the facilitation of the personal own growth.

Although students will be seated in groups, there are some activities in which they will work individually and in whole class group. Nevertheless, one of the essential pillars of the methodology is cooperative work. For this reason, pair- work and group work are also promoted.

3.5.4. Roles of the teacher, learner and families

- Teacher: facilitator, informer, organizer, motivator, assessor/evaluator. Moreover, it is necessary to organize the work in a coordinate way with other teachers and tutors to guarantee a global approach.
- Learners: they are the main characters. They have an active role in the classroom. Moreover, they are encouraged to work with others to foster cooperative learning.
- Families: in the present lesson plan, grandparents and grandmothers will be of utmost importance since students have to interview them. Indeed, students will ask their grandparents and grandmothers about their previous jobs. Moreover, they can provide them with photos.

3.6. Didactic unit

3.6.1. Title and justification

The title of the lesson proposal is “What is your superpower?”.

The main topic is jobs and occupations since students enjoy thinking about their future jobs. For this reason, they should know a wide variety of occupations. Moreover, they should be given opportunities to talk about past events using the past simple. Therefore, they will be interviewed in order to obtain information about their grandparents. The didactic unit has a total of six sessions that will be developed in the next section.

3.6.2. Sessions

First session	
Warming up (20 minutes)	<p>The teacher has to prepare a box with flashcards in order to introduce the topic and vocabulary. Then, 2-3 students have to take one of them and use mimic or drawings so the rest of the classmates guess what the topic is about (Flashcards include jobs. For example, a teacher).</p> <p>Then, the teacher will put wordcards on the blackboard and use the flashcards to relate words and pictures. For this, the teacher shows a flashcard, indicating the correct pronunciation of the term and, at the same time, locating the flashcard next to its wordcard. In this sense, students have to repeat the word and interiorize the meaning of each word.</p> <p>In order to continue the introduction of vocabulary, students have to play a game known as “Bomb word”. The teacher has to select a specific word introduced, for example, gardener. This will be the bomb word. Then, the teacher has to say the vocabulary of the unit (jobs) and the students have to repeat him/her. Nevertheless, they need to take care since they cannot repeat the bomb word (gardener). Otherwise, when this word appears, they should be silent.</p>
Development (30 minutes)	<p>In order to introduce the linguistic function: what do you want to be when you grow up? The next song will be used: https://www.youtube.com/watch?v=DA8DF6VdX3E</p> <p>For this, in groups of four, students have to make a circle with their chairs. Moreover, three words will be written on the board. Therefore, when students listen to the song, they should recognise the words on the board so</p>

<p>Development (30 minutes)</p>	<p>as to sit down when they appear. The teacher will change the words and repeat the game 2-3 more times.</p> <p>Next, in the same groups of four, the teacher will divide the lyrics of the song in different slips of paper. This game could be adapted to the students' level. For example, if they have more level, they will be provided with paragraphs. In this case, the lyrics will be divided into sentences. Therefore, each member of the group will have several sentences.</p> <p>They have to listen to the song carefully since if one of their sentences appear, they should place the piece of paper at the center of the table. In this sense, the main objective of this game is that students recognise (auditory and visually) the sentences of the song and their own ones.</p> <p>At the end of the song, the entire lyrics should be completed. Nevertheless, the song will be repeated one more time so that the whole group have the opportunity to check any mistake.</p>
<p>Cool down (10 minutes)</p>	<p>Students will play to "Flyswatter game". In order to do so, we put different wordcards (teacher, doctor, etc.) on the blackboard. Moreover, we divide the class in two groups. The first in line is the representative of each group and in each round they will rotate.</p> <p>Each representative has a flyswatter therefore when we say a sentence that contains a vocabulary word, each representative has to run to hit the wordcard included in the sentence with the flyswatter.</p>
<p>Groupings</p>	<p>Whole class, group work (four)</p>
<p>Materials</p>	<p>Flyswatters, flashcards, wordcards</p>
<p>Skills</p>	<p>Listening, Speaking</p>

Table 5. Session 1

<p>Second Session</p>	
<p>Warming up (15 minutes)</p>	<p>In order to start the lesson, students will play to "I know 5 words" which is a vocabulary game. For this, the teacher says: "I know 5 words for jobs" and throw a ball to a student saying one, so the student has to say an occupation and throw the ball back. The teacher will say two, and throw the ball to another student. Therefore, the process will be repeated until five.</p> <p>Next, students will play another speaking game in which a student will come to the board and will have a flashcard or wordcard behind him/her.</p>

	The rest of the classmates have to give him/her different clues so that he/she can guess the word. This game will be repeated, at least, three times.
Development (30 minutes)	In order to carry out a communicative grammar activity, the students will be grouped in pairs. The teacher will provide them with several sentences that each pair has to analyse. For this, they will be engaged to think about the verbs which are included in the sentences (was/were). During this activity, the cooperative technique ‘think, pair and share’ will be used. Finally, in whole class group, each pair has to explain what they have found in order to reach a final conclusion. Using all this information, the teacher will explain the grammatical structure on the board. At this moment of the lesson, the linguistic function: ‘what was your job?’ will be introduced as well as the past simple (was/were) since students have to analyse sentences such as: What was your job? I was a chef.
Cool down (15 minutes)	To practice grammar, students have to play a game known as “matching cards”. Basically, the teacher gives each group, several cards which they have to order so as to create a sentence. Then, to conclude the lesson, students have to close their eyes since the teacher will change the order of some cards so they have to review them and recognise the changes made.
Groupings	Whole class, pair work, group work (four)
Materials	Ball, wordcards, flashcards, grammar cards
Skills	Listening, Speaking, Reading

Table 6. Session 2

Third Session	
Warming up (15 minutes)	Students will play a game called “Bubbles with meaning” in which they will practice vocabulary and grammar in a funny way. In order to play this game, the teacher needs a die. Each number of the die will be associated to a subject. For instance: 1. I, 2. You, 3. He/she, 4. They/we, 5. My father/my mother, 6. My friend. Therefore, students in groups of four, have to roll the die to know what subject should be used in a sentence. Then, they have to roll the die again to know if they have to create a positive sentence, a

Warming up (15 minutes)	<p>negative sentence or a question.</p> <p>Once the students know the subject and the type of sentence, they have to observe the bubbles on the board to create it. The teacher has to write on the board several bubbles including vocabulary and grammar of the topic and each bubble has points. For instance: teacher (10 points), was/were (20 points), want/want' to (20 points), etc. In this sense, students have to select one bubble and include it in their sentence.</p> <p>Finally, the group with more points will be the winner.</p>
Development (30 minutes)	Using the sentences created by the students, they will have to create a lapbook in an individual way.
Cool down (15 minutes)	<p>To conclude the lesson, students will carry out a running dictation in groups of four. In order to do so, the teacher gives a sentence to the student who is at the end of the row. Therefore, the student has to read the sentence to the one in front of him/her and so progressively until the first student in the row who has to run to copy it on the board.</p> <p>This will be repeated four times to ensure that each student participate.</p>
Groupings	Whole class, group work (four), individual work
Materials	Die, lapbook template
Skills	Listening, Speaking, Reading, Writing

Table 7. Session 3

Fourth session	
Warming up (10 minutes)	<p>Students have to carry out an escape room. The main objective is to put into practice all the contents of the unit of work throughout several working stations, more concretely, four. During this part of the session, instructions will be provided. The teacher has to explain that in each work station, students will achieve a number. Therefore, when each group of work (four students each), finish the four workstations, they will have four numbers that should be added to obtain a final number. Finally, when the six groups of work finish the stations, they will have six numbers which open the class door lock.</p> <p>Moreover, students should know that each group has different questions and numbers. In the same way, each group has a distinctive color which distinguishes the activities they have to carry out in each work station.</p>

<p>Development (40 minutes)</p>	<p>Each group has to carry out four work stations:</p> <ul style="list-style-type: none"> - Secret code: the teacher has to create a hidden message using codes. Students have to use the secret code freebie to decode the message. The message will be a question related to the topic. Therefore, if the group answer the question, they will get the first number. - Maze: students have to follow the maze to find another question. If they answer the question, they will have the second number. - Find the mistakes: students will be provided with a text which contains grammatical and vocabulary mistakes. They have to revise the text, find the mistakes and correct them. When they finish, they have to use a flashlight and a mysterious piece of paper which contains the mistakes written with an especial ink that only can be observed with the light of the flashlight. On the other side of the piece of paper, they can find the third secret number. - Fill in the gaps: students have an incomplete text that they have to complete using letter tokens. The difficulty of this activity is that some letter tokens are not necessary (there are extra letters), so the students have to select the correct ones. Finally, they will obtain the last number. <p>To conclude the escape room, each group add the four numbers obtaining a final number. Therefore, each group will introduce their number in order to open the class door.</p>
<p>Cool down (10 minutes)</p>	<p>To conclude this lesson, an innovative application will be used so as to review the contents in a different way. The application is ‘Quizizz’ which is similar to ‘Kahoot’. In groups of four students will have to answer some questions.</p>
<p>Groupings</p>	<p>Group work (four)</p>
<p>Materials</p>	<p>Secret code freebie, maze, ICT (Quizizz, whiteboard)</p>
<p>Skills</p>	<p>Listening, Speaking, Reading, Writing</p>

Table 8. Session 4.

Fifth session	
Warming up (15 minutes)	In order to work phonetics, students will play a game known as “I have, who has”. To play this game, the teacher uses several cards which include words (picture and word) including the sound ‘ph’. Students will have one card and the first one has to say “I have the first card, who has elephant?”, so the student who has the card with the word ‘elephant’ has to say “I have elephant, who has telephone?”. Next, in order to practice the sound, students will play another game known as “Buzzers”. This game is really easy and the main objective is to recognise the sound. For this, in the center of each table, the students will have a buzzer. The teacher will say a word and, if it contains the sound, they must be very quick and press the buzzer in order to be the winning group. However, if it does not contain the sound, they should not press the buzzer.
Development (35 minutes)	Since during the unit the past simple has been worked, students are asked to interview their grandparents and grandmothers. For this, they have to make them several questions: what is your name?, what was your job?, did you like it?, what did you have to do?, etc. Students have to bring the answers to the class. In groups of four, they have to exchange their information using the cooperative technique “round table”. This technique is quite useful since students have to speak about something that really motivates them since grandparents/mothers are part of their family. Next, in the same groups of work, they have to make a poster in which they should include a text explaining information of each grandparent/mother. They can paste a photo of them while working (as long as they are provided by grandparents/mothers).
Cool down (10 minutes)	https://learnenglishkids.britishcouncil.org/word-games/jobs-1 https://learnenglishkids.britishcouncil.org/word-games/jobs-2 https://wordwall.net/es/resource/2888784/jobs-professions https://www.liveworksheets.com/tm1468416ym
Groupings	Whole class, Group work (four)
Materials	Cards, buzzers, ICT (whiteboard)
Skills	Listening, Speaking, Reading, Writing

Table 9. Session 5

Sixth session	
Warming up (15 minutes)	<p>Students will play a typical board game similar to “Trivial” but, in this case, the roulette will be digital (https://es.piliapp.com/random/wheel/). With this game, students are going to review all the contents that they have learnt during the unit in a cooperative and fun way. At the same time, it encourages students to speak. In groups of four, students have to spin the roulette and, depending on the colour obtained, they have to answer the question of the corresponding colour card.</p> <ul style="list-style-type: none"> - Green: Grammar questions - Brown: Vocabulary questions - Red: Phonetics - Blue: Personal questions - Purple: Drawing <p>Cooperatively, students have to provide an answer in order to obtain one point.</p>
Development (35 minutes)	<p>In this part of the session, the students (in groups of four), will present the posters they have made previously (session five). The special feature is that instead of each grandchild introducing their respective grandparents, it will be a classmate who does. In this way, students will demonstrate that they have exchanged the information in an oral way and that they have made the poster together.</p>
Cool down (10 minutes)	<p>Coevaluation: students have to complete a coevaluation worksheet in order to assess their classmates when presenting their final task (posters). They have to evaluate four items: creativity, content, pronunciation and material. Self-evaluation: students have to evaluate themselves.</p>
Groupings	Group work (four), individual work
Materials	Cards, ICT (whiteboard)
Skills	Listening, Speaking, Reading, Writing

Table 10. Session 6.

3.7. Evaluation

The general assessment criteria are based on the Decree 97/2015, 3rd March and the Order 4th November 2015, which establishes the evaluation of the students' learning process in Primary Education in Andalusia. These assessment criteria are related to all the elements of the curriculum and are considered as the key referent for the assessment of the acquisition of both the basic key competences and the level of achievement of the Primary stage objectives.

In addition, the following assessment criteria correspond to the levels of 5th and 6th of the Primary Education Curriculum. These constitute the basis for the didactic objectives that have been selected for the present didactic unit.

BLOCK 1: COMPREHENSION OF ORAL TEXTS
He/she knows and applies suitable strategies for the comprehension of the general sense of messages related to everyday contexts. (I.E.3.2.1.)
BLOCK 2: PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION
He/she participates in face-to-face conversations to exchange information using memorized expressions previously worked. (I.E.3.6.1.)
BLOCK 3: COMPREHENSION OF WRITTEN TEXTS
He/she identifies the general meaning and main ideas of a brief and simple text. (I.E.3.9.1.)
BLOCK 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION
He/she knows and applies basic strategies to produce short and simple written texts. (I.E.3.15.1.)

Table 11. Assessment criteria

Evaluation helps us to know about where the learning process is and it gives us information related to how it is working in order to improve the teaching process. Following the Order 4th November 2015, which established the organization of assessment of the pupil's learning process in Primary Education in Autonomous Community of Andalusia, the evaluation process has the following characteristics: global, continuous, formative and criterial. In addition, the evaluation will take place at different moments:

Initial assessment	Formative assessment	Final assessment
It includes contents covered in previous courses.	It is a continuous assessment which monitors performance throughout the course.	It assesses the level of development of the objectives at the end of the school year.

Table 12. Assessment periods.

3.7.1. Assessment procedures and tools

In order to carry out an inclusive evaluation we must be flexible in the procedures and use as many tools as we consider. For this reason, all of the following tools are based on the observation and monitoring of pupils and not on a simple examination at a particular time.

Anecdotal records: The teacher will pay special attention to some behaviours and attitudes.
Teacher's notebook: The teacher will assess the student's participation and personal effort.
Checklist: In which a number of skills and behaviours are enumerated and checked.
Port-folio: Students should elaborate their own dossier.
Notebooks: How students organise the information, how they present it, etc.
Rubrics of assessment: To check the acquisition of the objectives, oral productions as well as to evaluate the final task (groups and individually).
Exams: They will be adapted to the different features and learning styles of our students.

Table 13. Assessment procedures and tool

3.7.2. Grading criteria

Tools	Contents	Percentage	
Written tests	Oral comprehension	5%	20%
	Written comprehension	5%	
	Written expression	10%	
Oral production rubric	Oral expression test	5%	10%
	Oral presentations final task	5%	
Didactic unit rubric Teacher's notebook Daily observation	Oral comprehension	5%	30%
	Oral expression	10%	
	Written comprehension	5%	
	Written expression	10%	
Final task rubrics	Cooperative development of the final task	20%	30%
	Individual development of the final task	10%	
Notebook rubric and checklist Anecdotal record	Notebook/portfolio (keep them organized and neat)	5%	10%
	Personal work checklist (daily effort and behaviour)	5%	

Table 14. Grading criteria

3.7.3. Evaluation of the teaching process

It is proposed a student survey through with the students can evaluate their teacher's actions. In addition, a document will be used by the teacher to assess the teaching process.

3.8. Attention to diversity

The class can be described as a mixed ability class, where students have different learning styles, learning strengths, weaknesses, rhythms, personalities and attitudes towards learning a foreign language. In order to cater for diversity it is necessary to consider that every single student is likely to have his or her own educational needs, which depending on the needs can be considered special or different from ordinary. Therefore, all the students require measures and resources which allow them to access and be part of the educational system with equal opportunities.

Different types of educational responses will be provided making a distinction between ordinary educational attention and educational attention different from ordinary. For this, it will be taken into account the Order 28th July 2008 and the Instructions 8th March 2017.

3.8.1. Ordinary educational attention

ORDINARY EDUCATIONAL RESPONSE	
1	To cover a variety of topics, material, formats (paper or digital) and typology of activities while introducing student's preferences and likes.
2	To provide reinforcement and extension activities for those students who need to revise a particular point or those who finish earlier.
3	To write the instructions to be followed on the boards.
4	To favour a comfortable atmosphere where mistakes and errors are tools upon to which learn.
5	To praise and reinforce verbally and through a point system both the achievements and the effort realized.
6	To do short stretching when required to break the monotony and focus attention.
7	To include flexible groupings and time management.
8	To provide variety of activities based on Gardner's Theory of Multiple Intelligences
9	To provide different methodologies, procedures and evaluation tools that are most suitable for the pupils' different learning paces and styles.
10	To use collaborative learning for heterogeneous groups as well as cooperative techniques.
11	To provide personal and group tutorials to encourage the participation of pupils

Table 15. Ordinary educational response.

Therefore, the ordinary educational response will be based on methodologies which encourage inclusion, on flexible organization of spaces and time and on the diversification of

procedures and evaluation tools. Those activities and tasks (such as task – based activities and collaborative activities) which foster pupils’ creativity and their desire to discover and participate actively in their learning process will be encouraged.

3.8.2. Attention to specific support needs

In relation to the attention to specific support needs, there are two students who require an educational response different from ordinary as it is mentioned in the context. One of them is Rubén with ADHD with hyperactivity. Therefore, apart from the general measures mentioned before, he will be provided with:

- Structured, clear and safe learning environment.
- To pay special attention to the use of the classroom diary.
- Special attention to those contents that develop his autonomy, social and communicative skills.
- To ensure his inclusion in a quiet and not too numerous groups to carry out the proposed tasks.
- To avoid sitting him next to the corridor, the window or the waste bin to prevent distractions.
- To establish few classroom rules which can be easily seen through the use of pictograms.
- To propose short and well-explained tasks and activities, using verbal and non-verbal communication.
- To supervise his work from time to time to give orientations if necessary.
- To indicate a time limit for the completion of activities and tasks.
- To use visual material or realia to increase novelty and motivation.
- To pay attention to his positive behavior in order to reinforce it and foster his self-esteem and her relationship with the rest of the group.

The other student is Alicia with dyslexia. Therefore, she will be provided with measures different from ordinary:

- Contents must be connected to her previous knowledge and experiences.
- To agree with her when she wants to read aloud or writes on the board.
- To find ways of showing her that she is progressing.
- To help her memorise the most typical vocabulary.
- To provide a structured, clear and safe learning environment.

- To avoid sitting the student next to the corridor, the window or the waste to prevent distractions.
- To control visual and auditory stimuli.
- To use non-verbal language in order to help the student understand what we mean.
- To pay attention to her positive behavior in order to reinforce it.
- To encourage her to have a diary to write important events.
- To use pictograms and posters to show the classroom rules and routines.
- To provide her with extra time to complete tasks/activities.

3.9. Information and communication technologies

The use of traditional methods in the classroom could be boring. For this reason, teachers should be promoted to find out other ways and strategies to increase students' motivation and interest. In this sense, Information and Communication Technologies appear as one of the solutions to engage learners.

Floris (2014), claims that ICTs play an essential role in language learning. Dewi (2019), establishes that ITCs facilitate the use of activities and resources that help teachers connect language learning with the real world. For instance, the use of videos, music, images, among others.

In addition to this, ICTs promote the development of the seven key competences, especially the digital competence and the learning to learn competence.

In the lesson plan, the use of ITCs is proposed through:

- The use of Youtube to listen to songs related to the topic of work as well as to facilitate the development of the listening skill in an enjoyable way.
- The use of the digital board and interactive activities with the aim of learning and practicing the contents. Due to the use of these recourses, students become the centre of the lesson since they have to participate in an active way. Moreover, their motivation increases since they are playing while learning.
- The use of the application Quizizz to review contents as well as to evaluate students' knowledge in an indirect way. Besides, it promotes cooperative work and self-assessment.

4. CONCLUSION

The main goal of this dissertation is to develop the students' communicative competence throughout the use of games as well as Information and Communication Technologies. In order to do so, it has been divided into several specific goals.

First of all, different definitions and authors have been taken into account so as to provide an extended conceptual analysis which facilitates the comprehension of the term game and its main characteristics. As a result, it has been highlighted that games, more often than not, have a specific goal which should be achieved following some rules and through the use of communication among learners. Moreover, they are challenging, creative and enjoyable.

In addition to this, since there are a wide variety of games that can be used in the English classroom, it has been explained different taxonomies of games. One of the most remarkable is the one provided by Hadfield (1998), who combines both linguistic and communicative games. In the same way, Lewis and Bedson (1999), include the use of movement games as well as task-based games which have an especial role in the didactic proposal presented in this dissertation.

With the aim of motivating the reader to use games in the EFL classroom, it has been included a section to justify why games are beneficial for learners and teachers. One of the principal advantages is that they contribute to the development of the Communicative competence. Besides, they promote the development of the multiple intelligences and increase students' motivation and creativity.

Then, it has been underlined that the traditional idea of using games as a way to spend time should be avoided. Indeed, games should have an important role in our lessons. For this, this dissertation provides a summary about how to select games and how to use them in the EFL classroom.

Finally, in order to put into practice all the sections mentioned, a didactic proposal is developed. The main aim is to foster the development of communicative competence through the use of games and ICTs.

In order to develop the didactic proposal, the students' characteristics have been considered so as to select an appropriate range of games and activities. For this, special attention has been given to the context since the group in which the proposal is implemented

is a mix-ability group which means that students have different learning styles, personalities, rhythms and attitudes towards learning a foreign language.

Moreover, through the use of games, the aim is to achieve the objectives of the didactic unit, which promote the development of the communicative competence. For this, the main methodologies which underlie the lesson plan are: communicative language teaching, game-based learning and task-based learning.

Finally, in order to evaluate the didactic proposal, an assessment procedure is proposed in which both the learner and the teacher are evaluated. To evaluate the former, several procedures and tools are used such as an anecdotal record, checklist, rubrics, etc. Each of these tools are used to evaluate different aspects and, at the same time, they have different percentages to obtain a final mark. Moreover, at the end of the lesson, students have to evaluate themselves (self-assessment) and the rest of their classmates (peer-assessment). The latter is evaluated by the students through a student survey as well as by himself/herself.

5. BIBLIOGRAPHICAL REFERENCES

- Alevli, O. (2020). A game activity for improving vocabulary: Design, learn, reinforce. *Journal of Inquiry Based Activities*, 10(2), 146-156. Retrieved from <https://www.proquest.com/scholarly-journals/game-activity-improving-vocabulary-design-learn/docview/2488221852/se-2?accountid=14609> (2021, April 12th)
- Al-Zu'be, A.F.M. (2013). The difference between the learner-centred approach and the teacher-centred approach in teaching English as a foreign language. *Educational Research International*, 2(2), 24-31.
- Arikan, A., & Yolageldili, G. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online*, 10(1), 219-229.
- Becker, K. (2007). "Pedagogy in commercial video games". In D. Gibson, C. Adrich, & M. Prensky (Eds.). *Games and simulations in online learning. Research and development frameworks*, (p. 21-47). Hershey, PA: Information Science Publishing.
- Byrne, D. (1986). *Teaching Oral English*. London and New York: Longman.
- Butler, F. C. (1978). The Concept of Competence: An Operational Definition. *Educational Technology*, 18(1), 7-18.

- Caillois, R. (1957). *Les jeux et les hommes*. Paris: Gallimard.
- Camacho Vásquez, G., & Ovalle, J. C. (2019). The influence of video games on vocabulary acquisition in a group of students from the BA in English teaching. *GIST Education and Learning Research Journal*, (19), 172-192. Retrieved from <https://www.proquest.com/scholarly-journals/influence-video-games-on-vocabulary-acquisition/docview/2396846511/se-2?accountid=14609> (2021, April 12th)
- Celce-Murcia, M., & McIntosh, L. (1979). *Teaching English as a second or foreign language*. Newyork: Newbury House.
- Celce-Murcia, M., & Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford: Oxford University Press.
- Chen, J. L. (2007). *Using games in teaching English to preschool students*. Unpublished master's thesis. Haulian, Taiwan: National Dong Hwa University.
- Crookal, D. (1990). *Simulation, gaming, and language learning*. New York: Newbury House.
- Deesri, A. (2002). Games in the ESL and EFL Class. *The Internet TESL Journal*, 8(9), 1-5.
- Dewi, P. (2019). Teaching English for Young Learners Through ICTS. *Journal on Language and Literature*, 6(1), 11-24.
- Floris, F.D. (2014). Using information and communication technology (ICT) to enhance language teaching & learning: An interview with Dr. S. Gumawang Jati. *TEFLIN Journal*, 25(1), 139-146.
- Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York: Basic books.
- Greenall, S. (1984). *Language Games and Activities*. London: Hulton Educational Publications Ltd.
- Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners. *World Scientific News*, 53(2), 67-109.
- Gutierrez, K. (2014). *The Differences Between Classroom Training and eLearning*. Retrieved from: <https://www.shiftelearning.com/blog/bid/354977/elearning-vs-classroom-training-how-different-are-they> (2021, April 3rd)
- Hadfield, J. (1998). *Elementary Vocabulary Games*. England: Longman.

- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. Harlow: Longman.
- Harmer, J. (2008). How to teach English (2nd Ed.). *ELT Journal*, 62(3), 313-316.
- Hong, L. (2002). Using games in teaching English to young children. *ELT Journal*, 8(8).
- Isenberg, J. P., & Jalongo, M. R. (2000). *Creative expression and play in early childhood*. (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Jacobs, G. M., & Kline-Liu, K. (1996). Integrating language functions and collaborative skills in the second language classroom. *TESL Reporter*, 29(1), 21-33.
- Jesper, J. (2002). "The Open and the Closed: Game of emergence and games of progression". In Frans, M. (Eds.). *Computer Games and Digital Cultures Conference Proceedings*, (p.323-329). Tampere: Tampere University Press.
- Kuo, Y. L. (2008). *The effect of games in fifth graders' English-speaking ability in an elementary school in Taipei County*. Unpublished master's thesis. Taipei, Taiwan: National Taipei University of Education.
- Langran, J., & Purcell, S. (1994). *Language Games and Activities. Network 2wriht Teaching Languages to Adults*. London: Center for Information on Language.
- Lee, W.R. (1965). *Language-Teaching Games and Contests*. New York: Oxford University Press.
- Lee, W. R. (1979). *Language teaching games and contests*. Oxford: Oxford University Press.
- Lee, W. R. (1991). *Language teaching: Games and Contests*. Oxford: Oxford University Press.
- Lewis, G., & Bedson, G. (1999). *Games for children*. Oxford University Press.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Malone, T. W. (1981). Toward a theory of intrinsically motivating instruction. *Cognitive science*, 5(4), 333-369.
- Markunas, A. (1993). *Wybrane zagadnienia dydaktyki języka kierunkowego na neofilologii*. Wydawnictwo naukowe.
- Mashed, M. (1989). *Let's play together*. London: Green Print.

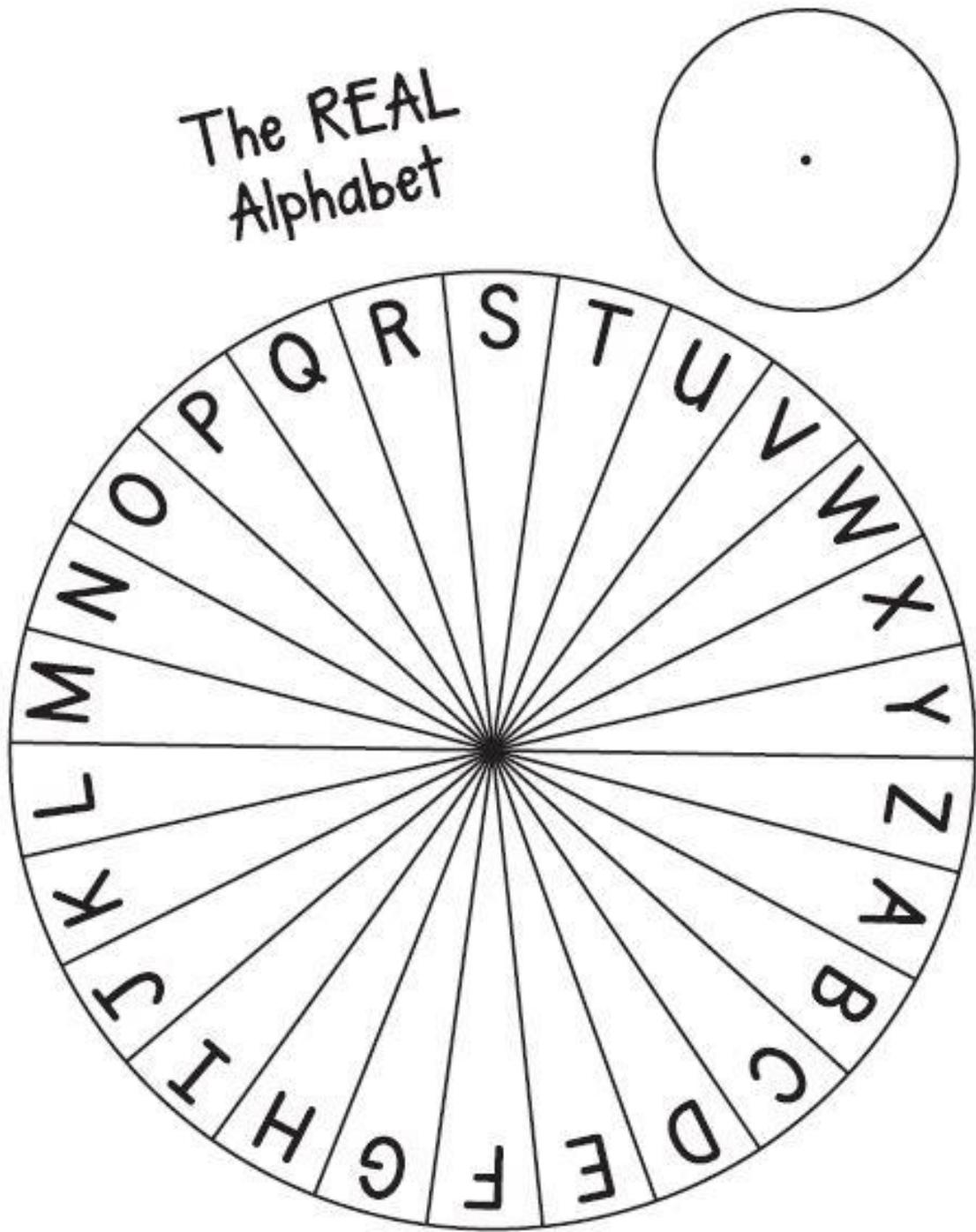
- McCallum, G. P. (1980). *101 word games: For students of English as a second or foreign language*. Oxford: Oxford University Press.
- Okoń, W. (1992). *Zabawa a rzeczywistość*. Warszawa: WSiP.
- Piaget, J. (2003). Part I. Cognitive Development in Children-Piaget Development and Learning. *Journal of Research in Science Teaching*, 40(1), 8-18.
- Piaget, J. (2001). *The Language and Thought of the Children*. London: Routledge.
- Posada Álvarez, R. (2004). Formación superior basada en competencias, interdisciplinariedad y trabajo autónomo del estudiante. *Revista Iberoamericana De Educación*, 35(1), 1-33.
- Pound, L. (2005). *How children learn*. London: Step Forward Publishing, Ltd.
- Richard-Amato, P.A. (1988). *Making it happen: Interaction in the Second Language Classroom*. New York: Longman.
- Richards, J. C., Platt, J., & Platt, H. (1995). *Longman dictionary of language teaching & applied linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). London: Cambridge University Press.
- Rinoluceri, M. (1990). *Grammar games: Cognitive, affective and drama activities for EFL students*. Cambridge: Cambridge University Press.
- Rixon, S. (1986). Language teaching games. *ELT Journal*, 40(1), 62-67.
- Shahzad, A. (2011). The use of authentic games in English language teaching. *Ekev Academic Review*, 15(47).
- Siek-Piskozub T. (1995). *Gry, Zabawy i Symulacje w Procesie Glottodydaktycznym*. Poznań: Wydawnictwo Naukowe UAM.
- Sigurðardóttir, S. D. (2010). *The Use of Games in the Language Classroom*. Reykjavík: University of Iceland.
- Simpson, A.J. (2015). *Using games in the language classroom*. Retrieved from: <https://www.smashwords.com/extreader/read/527354/1/using-games-in-the-language-classroom> (2021, April 10th)
- Slavin, R. E. (2006). *Educational psychology* (8th ed.). Boston MA: Allyn and Bacon.

- Sultanova, D. (2011). The use of games in learning English grammar. *Proceeding of Uzbek-Indonesian Joint International Conference, 1*, 35-36.
- Thornton, G. C., & Cleveland, J. N. (1990). Developing managerial talent through simulation. *American Psychologist, 45*(2), 190–199.
- Tuan, L. T., & Doan, N. T. M. (2010). Teaching English grammar through games. *Studies in literature and language, 1*(7), 61-75.
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum, 36*(1).
- Wright, A., D. Betteridge, M. Buckby. (2006). *Games for Language Learning* (3rd ed.). Cambridge: Cambridge University Press.
- Yolageldili, G., & Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online, 10*(1), 219-229.
- Zdybiewska, M. (1994). *One-hundred language games*. Warszawa: WSiP.

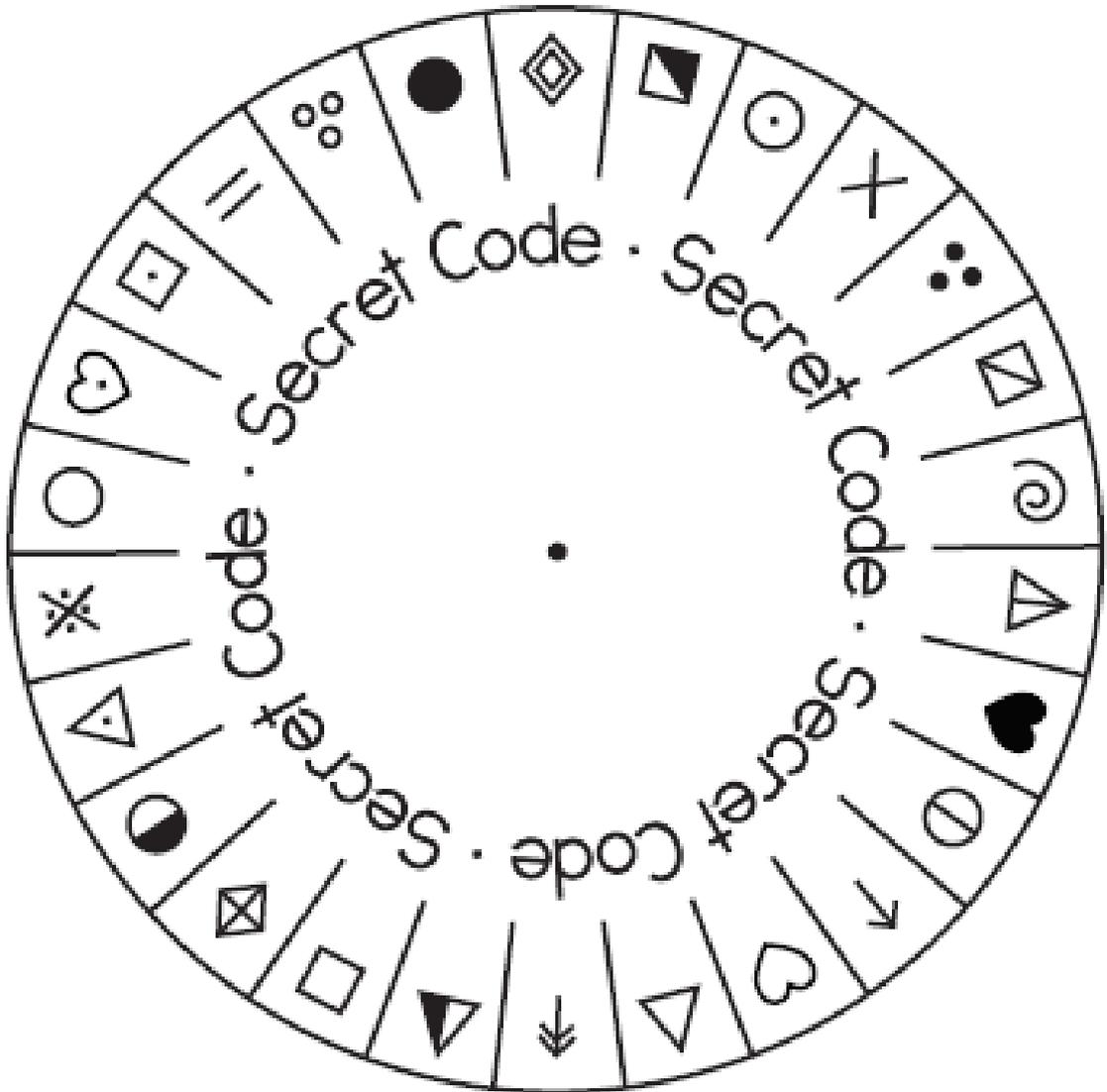
6. APPENDICES

- APPENDIX I. Lapbook:

- APPENDIX II. Secret code freebie:



Secret Code Symbols



- APPENDIX III. Maze:

