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# **LEARNING ENGLISH AS A FOREIGN LANGUAGE AND MOTIVATION: THE USE OF AN EDUCATIVE ESCAPE ROOM WITH 5-YEAR-OLD CHILDREN**

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4<sup>th</sup> year. Final Dissertation

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Vic, May 2022



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## ACKNOWLEDGMENTS

I would like to thank all the people who has made this project happen and who has accompanied me during all the process to make it less hard.

First of all, I would like to thank Núria Medina, the tutor of my Final Dissertation. She has been a key person to get this project off the ground and she has helped me to overcome all the difficulties. She has always been available to solve any doubts and she has given me a push when I was most lost.

Secondly, I would like to thank FEDAC Manresa, the school where I have put in practice the experiment. They were very open to accept me and they gave me a lot of availability to do the sessions whenever I wanted. I want to especially thank the tutor of the class, Laia Camprubí, and Raquel Cano, the English teacher, who have helped me during the sessions and have allowed me to do an interview to make it more reliable.

Finally, I want to thank my family, who have been very supportive and have believed in this project from the very first moment.



## ABSTRACT

This study has as its main objective to discover if gamification fosters English language learning. To do it so, an Educative Escape Room has been created and the motivation of very young learners, specifically 5-year-old ones, has been analysed. The research has been carried out through an interview to the English teacher, an observation grid and a simulated traffic light to analyse the motivation of the children. Moreover, two questionnaires have been done to the children: one before and one after the experience, to see their previous and posterior knowledge of the English vocabulary. The results of this case study are presented in this Final Dissertation.

**Key words:** motivation, Educative Escape Room, play, English language learning, Early Childhood Education

## RESUM

Aquest estudi té com a objectiu principal descobrir si la *gamificació* afavoreix l'aprenentatge de llengua anglesa. Per fer-ho, s'ha creat un *Escape Room* Educatiu i s'ha analitzat la motivació dels alumnes molt joves, concretament dels de 5 anys. La recerca s'ha dut a terme mitjançant una entrevista a la mestra d'anglès, una graella d'observació i un semàfor simulat per analitzar la motivació dels nens. A més a més, s'han fet dos qüestionaris als infants: un abans i un després de l'experiència, per veure el seu coneixement previ i posterior del vocabulari en Anglès. Els resultats d'aquest estudi de cas es presenten en aquest Treball Final de Grau.

**Paraules clau:** motivació, Escape Room Educatiu, joc, aprenentatge de la llengua anglesa, Educació Infantil



## TABLE OF CONTENTS

1. INTRODUCTION.....	7
2. THEORETICAL FRAMEWORK.....	8
2.1 The Educative Escape Room .....	8
2.2 Gamification and game-based learning.....	9
2.3 Second Language Learning Acquisition.....	11
2.4 Motivation.....	12
2.5 The Catalan Early Year’s Curriculum .....	15
3. METHODOLOGY.....	16
3.1 Question research and objectives.....	16
3.2 Data collection instruments .....	17
4. CASE STUDY.....	20
4.1 Description of the school and class context.....	20
4.2 Analysis and discussion.....	22
5. CONCLUSIONS.....	28
5.1 Answer to the question and achievement of objectives.....	28
5.2 Conclusions of the study.....	30
6. LIMITATIONS .....	32
7. REFERENCES.....	34
8. APPENDICES.....	39
8.1 Appendix 1 .....	39
VIDEO PRESENTATION.....	39
TRACE ANIMALS.....	42
ANIMAL SOUNDS.....	44
MEMORY GAME .....	47
ANIMALS SONG .....	50
THE TREASURE HUNT.....	54
8.2 Appendix 2.....	58
8.3 Appendix 3.....	60
8.4 Appendix 4.....	65
8.5 Appendix 5.....	65
8.6 Appendix 6.....	67
8.7 Appendix 7.....	70
8.8 Appendix 8.....	74
8.9 Appendix 9.....	77



8.10 Appendix 10..... 78

## TABLE OF FIGURES

Figure 1 .....	21
Figure 2 .....	23
Figure 3 .....	25
Figure 4 .....	27
Figure 5 .....	27
Figure 6 .....	30
Figure 7 .....	40
Figure 8 .....	41
Figure 9 .....	43
Figure 10 .....	46
Figure 11 .....	49
Figure 12 .....	52
Figure 13 .....	53
Figure 14 .....	56
Figure 15 .....	56
Figure 16 .....	58
Figure 17 .....	58
Figure 18 .....	59
Figure 19 .....	59
Figures 20 .....	60
Figure 21 .....	61
Figure 22 .....	62



Figure 23 .....	63
Figure 24 .....	64
Figure 25 .....	65
Figure 26 .....	67
Figure 27 .....	68
Figure 28 .....	70
Figure 29 .....	77
Figure 30 .....	78

# 1. INTRODUCTION

English language learning is a key aspect to take into consideration when we talk about Early Childhood Education. Moreover, learning new languages is always a good option: it trains your brain, it opens your mind and it is easier for you to go around the world. Talking about learning English as a foreign language, especially in Catalonia, it is a very important objective of the school Curriculum. While Catalan and Spanish are the first languages of the country, English is the most important foreign language to learn. English is not only necessary to travel, to find a job, to have different language abilities and skills, but also to broaden your culture and your vision of the world. For that reason, it is recommended to start learning it as soon as possible. It is proven that very young children are very receptive to learning and that it is easier for them to learn a new language at that age rather than being adults. But the question is, how teachers deal with it and how they can make this learning process meaningful to children.

Nowadays, in Catalonia, learning English is not compulsory in Early Childhood Education, but there are some authors that say it should. There are lots of investigations that state that when children feel motivated with the activities, they learn more, and that English language learning should be implemented as soon as possible. For that reason and more, teachers play a very important role in Education, as they are the reference of the students and they build up their knowledge during the school year. They train children to learn and to be better citizens of the world, so they need to create motivating activities where children feel involved and ready to participate. It is the best way to learn a language. One example is the Educative Escape Room. Children need to enjoy what they are doing and they must be aware of their own learning process. That is why I decided to elaborate one, to see if this type of games really motivate children to learn, and to analyse whether this motivation ends up becoming real English language learning. I believe this type of teaching makes the learning process meaningful to children, instead of filling gaps, for example. In this way, children experiment with the language and they have such a significant experience that they end up acquiring what you want to work on in a much more natural, quick and easy way.

The research has been accompanied with different tools that have helped to investigate, to answer the question and sub question, and to draw the final conclusions, such as: an observation grid, an interview, a traffic light instrument, questionnaires, etc. The involvement of the school and the teachers, the tutor and the English teacher, have been also a key factor to develop this research and experiment.



## 2. THEORETICAL FRAMEWORK

Several researchers during the last years have stated that learning English through games is used as a technique for children to get engaged, and to develop their cognitive abilities, which is not an easy task. Mario Rinvolucrí and Paul David (1995) mentioned that meeting and interiorising the grammar (or vocabulary) of a foreign language is not only a simply, intelligent and cognitive act. So, games should be used because they facilitate foreign language learning because children have fun while learning English and they feel more motivated to learn new things. The more they feel motivated, the more they learn.

The term *gamification* was first used in 2008. Brett Terrill (2008) described the word as “taking game mechanics and applying them to other web properties to increase engagement”. From there, gamification was implemented in more other sectors, such as in industry, academy or education. (Huotari, K., & Hamari, J., 2017) We will consider *gamification* from the education point of view.

### 2.1 The Educative Escape Room

One of the most well-known techniques of gamification is the Educative Escape Room. Escape rooms have become very popular in the last few years, and it has been proved they are effective in terms of Education.

As Lopez, Á. G. (2019) describes, they are thematic games where participants should solve out a series of clues or problems to ‘escape from the room’ where they are trapped in a given time limit and where participants should work cooperatively and hand in hand to win or lose, but always as a team. The combination of content and game may help motivate students in their learning process (Figueroa, J. F., 2015). Escape rooms build on the theories of constructivism and adult learning theory. Constructivism asserts that learners build on knowledge as they make sense of new experiences. Furthermore, social interactions foster learning (Candela, L., 2016). The use of this strategy as a pedagogical tool is a relatively new phenomenon and educators have tested their virtues in different areas of knowledge such as physics, maths, biology, nursing, (Kinio et al., 2018; Zhang et al., 2018; Clarke et al., 2017). It is generally assumed that this kind of educational game may involve learners in active learning since it helps students to retain and apply the knowledge they have learned in a game. Moreover, it can inspire learners to self-regulate their learning process, help them reflect upon how the learning connects to their own lives, and develop their intrinsic motivation (Lopez, Á. G., 2019).

The School Break website (2022) mentions lots of pedagogic reasons why playing educational escape rooms offers a valid and engaging approach to learning. These are the developed transversal skills:

- **Social skills:** players have to communicate and collaborate in order to solve the escape room.
- **Problem-solving:** players are presented with a variety of problems that they have to solve, gaining skills in thinking through problems and developing approaches to solve them.
- **Resilience and creativity:** they make multiple attempts to solve puzzles in different ways, and they come up with different new solutions
- **Lateral thinking:** many of the problems the students face in escape rooms require them to think differently from their usual mindset. This type of thinking involves creativity and innovation.
- **Time management:** escape rooms are a time-based challenge and this can promote overall personal resource management.
- **Engagement:** the fact of playing an exciting, time-dependent immersive game may be engaging for many learners (although not all) and the physical real-world nature of the game offers an immersive play experience that is motivating for children.

## 2.2 Gamification and game-based learning

“A child’s play is the meaning of its life in preschool age. It is his refuge from fears, field of battles, the polygon of game, achievements and successes, soothing and dreams.” (Petrovska, S., Sivevska, D., & Cackov, O., 2013). Johnson, J. E., Sevimli-Celik, S., & Al-Mansour, M. (2013) gave a lot of importance to play in Early Childhood Education and said that “mature play entails self-regulation in that it is purposeful and requires inhibition of inappropriate responses, the regulation of attention, and working memory in service of organizing, sequencing, switching, and planning behaviours.” A point of view very important to consider. As Senderoff, S. J. (2021) also points out, “an activity is considered play, if it is not work. In other words, it is not the activity itself, but the reasons for that activity that determines whether it is play or work.” For example, when children play football in the playground or in the park, it is play; but when a professional football player plays in a match, it is work. Senderoff, S. J. (2021) stands there are four characteristics of play that link play and language skills:

1. Play often enlists symbolic thinking. For example, the relationship between banana and telephone, that the first one is often used as the second one.
2. The social interaction inherent in play feeds into language development. This is because children take part in different roles and negotiate different points of social play.
3. The amount of language input available in play contributes to language development.
4. When children are in control of an interaction they are engaged. They speak about and listen to what interests them.

Through play, a child relives real experiences and not imaginary situations. Mature play is the “ability to take on and sustain a specific role by consistently engaging in actions, speech and interactions that fit this particular character. The more mature the play, the richer are the roles and relationships between them.” (Bodrova, E., 2008). In addition, it is important to remember that play should be meaningful to its players, and as such is a low-risk activity, sociable and joyful, and allowing for humour and excitement (Kernan, 2007). Games are a powerful tool for Education because through games children acquire knowledge, enrich their experience, and develop skills and habits. (Petrovska, S., Sivevska, D., & Cackov, O., 2013)

Play has been placed at the center of the Early Childhood Curriculum for over a century and has a number of forms. (Mourao, S., 2014) As it is said in the document issued by Departament d'Educació (2015), “play allows children to learn and grow through experience in a natural and playful way the ability to imagine, discover, experiment, solve problems or situations creatively, with the freedom to decide and try new solutions.” Moreover, “through play, children relate to each other, get to know each other and make connections with each other and, as a result, they socialize by acquiring patterns of behaviour that will be useful to them, for example, in group learning or teamwork situations. In the game, emotions become very present, and children learn to self-regulate.” Children learn by playing and, as it is said in this document, they affirm PLAY develops different abilities:

- It develops **communicative abilities**: play allows communication between themselves and others.
- It stimulates **imagination** and **creativity**: there are no limits to fantasy. Children create imaginary stories and build up different structures that simulate an image they have in their mind.

- It enhances **motor** and **sensory development**. Through play, children discover the potential that their body has and they exercise: they move, they experience sensations, they touch, they climb, they jump, they run...
- It develops **abstract thinking** and **winning strategies**. For example, with the correspondence of paying a coin for each object or with the equivalence weighing the store's balance...
- Through the symbolic game, the complexity of **human relationships** is **recreated and internalized** (friendship, conflict, mediation, help...). In the symbolic game, objects, actions and situations represent and acquire different meanings that allow children to develop affective, motor, cognitive, social and communicative levels.

*"While the adult is playing for fun, the child is playing for playing."*

F. Tonucci (2009)

That are some reasons why using play in Childhood Education is very important.

The Universal Declaration of the Rights of the Child (1959), in principle 7 says that "The child will fully enjoy games, which should be oriented the purposes pursued by education; society and public authorities they shall endeavour to promote the satisfaction of this right. "

## 2.3 Second Language Learning Acquisition

As young children are in the beginning stages of learning English, their interest in learning the language may be more related to future outcomes than current language fluency. Despite the collective effort by society to teach foreign languages to children, only a few of them become fluent bilinguals. One of the reasons for such occurrence can be attributed to children's lack of interest and motivation in learning a foreign language. Therefore, it is necessary to pay attention to the educational environment that can enhance children's interest in learning English. (Choi, N., Kang, S., Cho, H. J & Sheo, J.,2019) Foreign language should be available as a retrievable inventory of useful resources in the memory of learners to enable them to communicate in real time; only then have they achieved fluency in the foreign language. Understanding a language, knowing its rules and retrieving vocabulary amounts to progress toward fluency, but cannot be equated to active fluency. This sounds banal and self-evident. However, in

practice we observe that learners acquire much metaknowledge about the language, yet even after years of study cannot speak fluently. (Macedonia, M., 2005)

Language learning, and any learning, must also be meaningful to children. Learning is significant when the contents: are related in a non-arbitrary and substantial way with what the student already knows. The ideas of the child must be understood to relate to some specifically relevant existing aspect of the structure cognitive of the student, as an image, an already significant symbol, a concept or a proposition (Ausubel, 1983).

## 2.4 Motivation

One of the aspects to consider when using games for language acquisition is **Motivation**. Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. (Alizadeh, 2016)

Crookes and Schmidt (1991) define motivation as “the learner’s orientation regarding the goal of learning a second language”. According to Elliot and Covington (2001), motivation gives the reasons for people’s actions, desires, and needs. Pardee (1990) explained that a motive is what encourages the person to act in a certain way or develop an inclination for particular behaviour. However, Dörnyei (1998) stated that, in a general sense, “motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised and (successfully or unsuccessfully) acted out.” In addition, Dörnyei, Z., & Ushioda, E. (2013) observed that most researchers would agree on the definition that motivation is the choice of a particular action, the persistence with it and the effort expended on it. In other words, motivation is responsible for *why* people decide to do something, *how long* they are willing to sustain the activity and *how hard* they are going to pursue it. But as Al Othman, F. H., & Shuqair, K. M. (2013) mention, English can be difficult when taught in a foreign language (FL) setting, where authentic language input may not be readily available outside the classroom. Often, with a character-based language, language learners’ motivation must be high since persistence and determination are needed to deal with the stress of a difficult language. Apart from children, teachers have to be as much motivated as their students are. That is the reason why Alam, M. T., & Farid, S. (2011) affirm that teachers play a very

important role in the language learning process of students because their motivation directly affects the children.

We could say there are four different types of motivation in language learning, despite the fact that some authors include just two out of the four. There is the intrinsic motivation, the integrative motivation, the extrinsic motivation and the instrumental motivation. As Ryan, R. M., & Deci, E. L. (2000) define, extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. And intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Moreover, intrinsic motivation has emerged as an important phenomenon for educators—a natural wellspring of learning and achievement that can be systematically catalysed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Alizadeh, M. (2016) says that “the instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. And the integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.”

Previous studies have shown that foreign language learning outcomes vary depending on the type of motivation. (Choi, N., Kang, S., Cho, H. J & Sheo, J., 2019). According to Gardner, R. C. and Lambert, W. E. (1972), learners are motivated to learn when they think of themselves as competent persons, deal with materials arranged to their level, see goal in their activities, see their studies as significant, are given difficult work, live in a safe environment, have the chance to express psychological needs for success, recognition, and acceptance, think that the learning is for them and not for their teachers, work with interesting materials, have opportunity to make decisions and feel responsibility for participating, and experience more success than failure. Alizadeh, M. (2016) also points out there are three key factors of motivation:

1. Positive attitude towards L2 community: motivation to learn an L2 depends on the attitudes towards such community.

2. The enjoyment of learning: if learners wish to be motivated, they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue enjoy learning the L2 than extrinsically motivated learners.
3. External pressures: there are external pressures that motivate learners to learn an L2. Whether it is to please parents (with older children), receive a reward, or fulfil some pragmatic aims, learners are motivated to satisfy some external pressures. It connects extrinsic and instrumental motivation by stating that they both refer to the desire to learn a second/foreign language because of some pressures or rewards from the social environment.

Dörnyei, Z., & Ushioda, E. (2013) remark two types of contextual influences on motivation:

- 3.1. Features of the instructional context
  - 3.1.1 Task and materials design, which have to stimulate interest and offer an optimal level of challenge (Pintrich and Schunk, 2002)
  - 3.1.2 Evaluation practices and grouping structures can affect student motivation in subtler ways by providing cues that inform students about their capabilities (Pintrich and Schunk, 2002)
- 3.2. Social and cultural influences
  - 3.2.1 Teachers, who act as key social figures who affect the motivational quality of the learning process in positive or negative ways.
  - 3.2.2 Peer influence on student motivation is often portrayed negatively in terms of social comparison and the development of self-conscious emotions in performing in front of peers.
  - 3.2.3 Schools play an important role in socialising student motivation.
  - 3.2.4 Family influences on motivation are important particularly during the developmental stages of Education. Confidence, support and pressure are key factors of it.
  - 3.2.5 Culture and society focus on the motivational characteristics of students from particular ethnic groups or socioeconomic groups.

The last key factor of motivation, external pressures, is very important to consider as teachers along with classroom management. As Dörnyei (1998) expressed, a motivational construct involves both instrumental and integrative motivation and most situations in language learning include a mixture of each type of motivation. It is stated that the significance of integrative and instrumental motivation depends on situations or



contexts whether learning language functions as a foreign language or as a second language.

During the Educative Escape Room experience done with the 5-year-old children, I have observed that motivation means everything. When children are motivated in Early Childhood Education, it is easier for them to learn new things because they do it subconsciously, and even more if there is a final goal or surprise. I have seen they get engaged with the activities and they cannot think with anything else. That is the importance of trying children have intrinsic motivation in English lessons in Early Childhood Education.

## 2.5 The Catalan Early Year's Curriculum

Studying English as a foreign language is not compulsory in Early Childhood Education (neither it is in this stage of education, because the obligatory starts at 1<sup>st</sup> of Primary), but the curriculum document issued by Departament d'Educació (2015), states that when the school sociolinguistic context allows it, it will begin, especially in the last year of school cycle, a first approach to the oral use of a foreign language. However, there are some schools that decide to include English as a subject in their schedules because they believe it is important to start having contact with the language as soon as possible. It also mentions it is necessary to “develop positive attitudes towards one’s own language and that of others, arousing sensitivity and curiosity to know others, as well as a first approach.” As it is said, “communicative and linguistic resources will be keys to personal development and the acquisition of new knowledge.” Here it begins the big dilemma of whether to implement English in Early Childhood Education or not.

I strongly believe it is necessary to include English language or subject to Early Childhood Education. As Bouso, J. L. M. (2010) said, “English, due to its strategic, economic and universal situation, has become the indisputable reference, not only in today's society, but also in the educational context”, so it is very important for the child's future (for example: to travel, to find a job...) as it is the principal language spoken in Europe. Studies of multilingualism both in the natural and school environment indicate that the acquisition of more than two languages is possible and do not present problems in cognitive development but bilingualism can even develop metalinguistic awareness and creativity (Baker, 2001; Cenoz & Genesee, 1998; Jessner, 1999). The studies conducted in natural acquisition contexts indicate that although older children perform better in the early stages of second language acquisition, younger children end up



catching up and even surpassing older ones (Snow, C. E. & Hoefnagel-Höhle, M., 1978). It is important to take into account a series of conditions that guarantee the quality of foreign language teaching in Early Childhood Education (Cenoz, J., 2003):

1. Understand that this is a long-term project as early introduction implies the need to adapt the curriculum and materials of primary education and high school.
2. Establish well-defined linguistic objectives for each cycle taking into account the sociolinguistic environment, the characteristics of the centre and the hours of instruction dedicated to the third language and the language or languages of the community.
3. Apply a methodology that motivates students, that is appropriate for their age and that help them reach a high level of English.
4. Guarantee teacher training both at a linguistic and methodological level.
5. Coordinate the programs of the linguistic areas in order to favour the interdependence between languages and obtain benefits at a cognitive and metalinguistic.
6. Get the involvement and support of the school community to carry out the draft.

So, all in all, is important that children start learning English as early as possible, but it has to be done consciously, with the support of the school community and take into account that it has to have a follow up in Primary and High School because otherwise, all the work that has been done in Early Childhood Education will go away.

### 3. METHODOLOGY

#### 3.1 Question research and objectives

##### Question research

Does gamification foster English Language Learning?

##### Sub question

Can an *Educative Escape Room* motivate very young learners to improve English Language learning?

### Objectives of the Study

1. To be able to compare their knowledge before and after the session
2. To become more competent at creative problem solving
3. To increase their motivation and social interaction
4. To boost teamwork and cooperation
5. To improve their critical thinking strategies
6. To learn to guide a team through the decision-making process
7. To expand their knowledge in English language
8. To encourage active participation
9. To have resilience and keep trying although they fail
10. To improve their time-management

### 3.2 Data collection instruments

- Questionnaires

Two questionnaires will be done to children before and after the educative escape room. On one hand, in the first questionnaire before the session, I will show the students some flashcards of the vocabulary that appear in the escape room to see their previous knowledge of it, so all the answers will be collected. And on the other hand, the second questionnaire will be done after the escape room where I will show them again the same vocabulary flashcards to see if their knowledge has increased. The answers of both questionnaires will be contrasted and compared to see if there is English Language Learning when we use gamification, in this case in an Educative Escape room. This has been based on Ausubel study, where he revealed that: "If I had to reduce all of educational psychology to a single principle, I would state this: The most important factor influencing learning is what the student already knows. Find this out and teach them accordingly." (Ausubel, D., 1983). So, based on that, we really need to know the previous knowledge of the child to know where we must start from and to establish a relationship with what they must learn.

- Observation grid: this tool ensures that the principal issues and components are captured and encourages the observer to reflect on each aspect of their observations and identify the particular ways the observer is influencing (or is being influenced by) the recorded observations. (Roller, M. R., & Lavrakas, P. J., 2015) The observation grid created is adapted from Roller and Lavrakas, 2015.

*Applied qualitative research design: A total quality framework approach.* In this case, is used to describe and analyse what happened during the experience: the general mood, the communication, the cooperation, the motivation, and the behaviour of the children. It is another great tool to help answering the question, because it helps to analyse the motivation and if English language learning happened.

- Traffic light instrument

This instrument was used to assess university students' perception of the level of enjoyment in introductory sport classes (Palao, J. M. and Ruiz, E., 2003). As Palao Andrés, J. M., & Hernández Hernández, E. (2012) describe, the "traffic light" instrument consists of two closed questions with three possible answers (How much do you think you have learned / had fun during this session?), related to the student's perception of the level of learning, and the level of fun achieved during the physical education class. Students had to mark the colour with which they identified themselves (red=a little, yellow=somewhat, or green=a lot) according to their perception of what they had learned, or if they had had fun during the session. In this case, it is not a physical education activity although they have to run to get some clues, but I will put it in practice in the educative escape room. Once they will have finished the escape room, I will stick a big traffic light in the blackboard of their classroom. I will explain them that it is a traffic light like the ones we find on the street but that one will help us to see if it has been a funny and motivating activity or not. They will be given green, orange and red stickers (orange is more similar to the traffic light than yellow), and I will tell them they can stick just one colour, the one that they feel more identified with. If they have felt very motivated and they have had a lot of fun, they would have to stick the green sticker; if they have felt motivated but, in some activities, they got bored, they would have to stick the orange sticker and if they have not felt motivated and they have not had fun at all, they would have to stick the red sticker. Once all the children will have hooked the stickers, we will see which light has been filled with more stickers. So, I will see if they have felt really motivated and if they had fun or not.

- Teacher's interview

An interview has been done to the English teacher of the school, Raquel, where the Educative Escape Room is put in practice. The aim of the interview is to see other points of view of an experienced person about game-based learning related

to English Language Acquisition with 5-year-old children. The interview has been crucial to understand the context of the school and to relate it to English Language Learning. It will be later connected to the study that has been done and to the Curriculum.

- The curriculum

The curriculum takes into consideration the social and educative needs that help the children develop in all areas. That is the reason why it is very important to consider the curriculum whenever to create any activity or to do a case study, as it is done in this Final Dissertation. As it is said in the document issued by Departament d'Educació (2015), "Playing develops communicative abilities. Play creates a relationship context in which the child establishes bonds with himself and with others, and language is an important tool. The language is the mediator between thought, action and learning. That's why it is important for the child to explain when they play. And when the game comes together, the children interact in such a way that speaking and listening becomes natural, as sometimes reading and writing, to act on the playground created or to achieve a common goal." As it is explained, the curriculum aims to develop children's communicative abilities through play although in this case is thought to be in Catalan, as it is done in the Educative Escape Room but in English Language. The child and other people interact through the languages in the different ways of communication and representation.

In the second stage of Early Childhood Education curriculum, there are three areas of knowledge and experience: the area of self-discovery and others, the area of discovery of the environment and the area of communication and languages. As it is mentioned in the third one, it is remarked that language learning allows children to:

- ✓ **Explore and experiment** with resources and language-specific tools. It appropriates and internalizes specific processes and codes, developing their expressive and understanding abilities.
- ✓ **Express facts and experiences** and express and communicate ideas and feelings.
- ✓ **Structure** the ideas and, for teachers, it allows them to get closer to understanding children's ways of thinking.

- ✓ **Construct thinking, explore knowledge** and participate in various communicative exchanges.
- ✓ **Progress in communication** and **expression** adjusted to the different situations and contexts.
- ✓ **Order thoughts**, shape them and share it with others.
- ✓ **Stablish an affective and positive relationship** with the teacher and other people
- ✓ **Have sensitivity** and **interest** in listening, observing and exploring the symbolic, kinetics and plastics of elements in the environment.

## 4. CASE STUDY

This study aims to find out if gamification fosters English Language Learning and if an educative escape room can motivate very young learners to improve it. Motivation will be evaluated, as well as their English language acquisition of the new vocabulary worked in the Educative Escape Room.

### 4.1 Description of the school and class context

The school where I do the study is located in Manresa. It is a school open to the environment, welcoming and committed to educational quality and pedagogical innovation. In 2012, they started a new project: **today for tomorrow**. It is a project that makes the school a dynamic and open centre with a transformative vocation, where children, boys and girls, grow up with a spirit of research and creativity exploring their talents to grow as transforming agents of the world. They have a very powerful linguistic project where they really have into account to the English language. The linguistic project consists of three languages:

1. Catalan, as the language of teaching and administrative uses among the educational community.
2. Spanish, as the current language use for communication, together with Catalan.
3. The foreign languages (English and French) that, in a framework of a multilingual School, extend their presence to non-linguistic disciplines.

The school aims to improve students' **communicative competence** in English through the implementation of the Trilingual School Project, which is committed to the CLIL methodology. In Early Childhood Education, where I will put in practice the educative escape room, they have implemented nine/ten hours per week of English language

learning, where some hours are spent on learning English itself, such as learning new specific vocabulary, and some other hours are spent on some non-linguistic subjects such as psychomotor skills or arts and crafts. This is the schedule of the class, from Monday to Friday during all the school year. As you can see, children have a lot of exposure to English language.

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>9.00-10.00</b>	ENGLISH	ARTIC	PROJECT	ENGLISH	MATHS WORKSHOP
<b>10.00-11.00</b>	PSYCHO	ENGLISH	MATHS CORNERS	ARTIC	LETTERS WORKSHOP
<b>11.00-11.30</b>	PROJECT	ORATORY	ORATORY	LEM	LEM
<b>11.30-12.00</b>	Playground	Playground	Playground	Playground	Playground
<b>12.00-13.00</b>	MATHS WITH TABLETS	LETTERS WORKSHOP	PSYCHO	PROJECT	PROJECT
<b>13.00-15.00</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>15.00-16.00</b>	ENVIRONMENTS	ENVIRONMENTS	PROJECT	ENGLISH	MATHS
<b>16.00-17.00</b>	ENVIRONMENTS	ENVIRONMENTS	PROJECT	ENGLISH	CHESS

*Figure 1. Class group schedule*

The class group is formed by twenty-two 5-year-old children who, in general, have a high level of English and who are used to do activities in English. In the Educative Escape Room, only 17 children participated because some of them could not attend to the session or to the questionnaires before and after it. I did my third placement of the double degree in Early Childhood and Primary Education in this school, so I know pretty well how the students work and the level where I will base the activities of the escape room activity. Moreover, the groups of the Educative Escape Room have been previously created by the tutor of the class and me, so that the groups are equal and all have the same possibilities to solve the Educative Escape Room. I believe it is a good idea because there are some children who need some help, as it happens in all the schools. So then, the ones that have a higher level can help the ones that have more problems with it.

## 4.2 Analysis and discussion

I have observed different important facts in children's behaviour during the Educative Escape Room and that we can relate them to the Early Childhood Curriculum, to play and to language learning. For that reason, I can establish 4 categories:

C1. Children **act** in an **autonomous** way. As it is affirmed in the Curriculum of Early Childhood Education, children at that age should act autonomous, doing the task she/he is asked to do. When they are autonomous, they have initiative and they become problem solvers. I could see it while they were doing the Educative Escape Room, that most of them were autonomous doing the activities.

C2. Children have **social interaction** in play. Play is the most important moment to interact with others. Children play together and develop their social intelligence being confident on what they do. It is especially mentioned in the Curriculum and it has a lot to do with language learning, because they are all the time communicating.

C3. Children receive a lot of **language input** while playing. When the game or activity is prepared to raise English language learning (or any language learning), children receive a lot of language input. Apart from the communication they have between them, in the Educative Escape Room they have to read and listen to English words and match them to an image, a number or a written word. While they are listening and reading, they are receiving (English) language input.

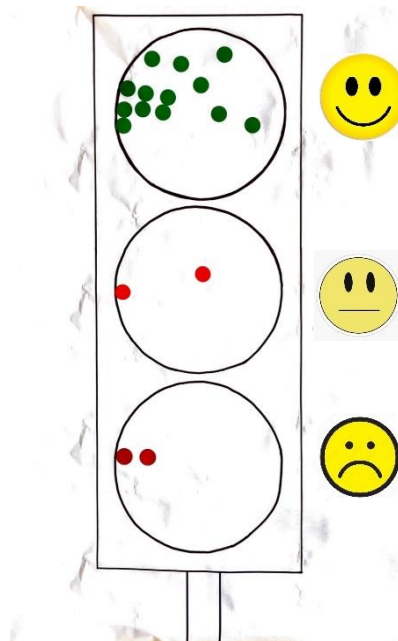
C4. Children are **engaged** in play and in the activities they are doing. When children are motivated, they feel engaged and committed to the activities they must solve. They feel part of the experiment and they have the necessity to go through the different games to get the final surprise and help the one who asked for help. When children are engaged and motivated, they learn the most.

The different categories will be related to the other elements taken into account on this research in *Conclusions* (see 5.2)

The 17 children were very engaged and motivated doing the Educative Escape Room activities. I could see it on their faces and in the way they solved the different activities. However, we cannot just say that it is motivating, we have to prove it with different tools, as it has been done. Once the Educative Escape Room was finished, I stucked a big paper with a traffic light on it. I told them they could stick a green sticker to the circle on the top if they felt motivated, excited and if they really had fun doing the different activities and looking for the treasure. In that moment, I also stucked a happy face next to the circle on the top so that they could understand it better if someone did not get it. Then, I told

them they could stick an orange sticker to the circle in the middle if they felt normal doing the activities, not very happy and not very angry or sad. In that moment, I stuck again a normal face (like bored) next to the circle in the middle. And finally, I told them they could stick a red sticker to the circle below if they felt sad, angry or demotivated doing the different activities of the Educative Escape Room. And later, I stuck a sad face next to the circle below.

This was the result of the traffic light created, thought to evaluate children's motivation during the experience:



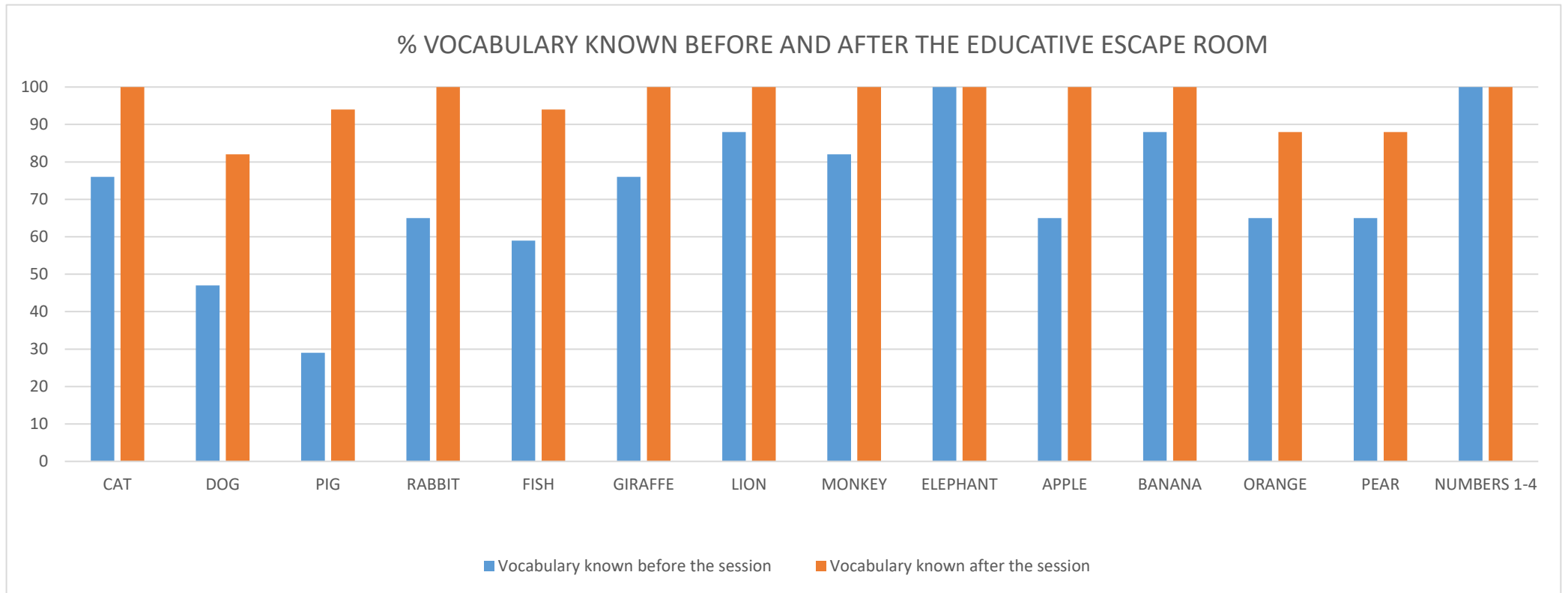
*Figure 2. Traffic light instrument*

I could observe that, with some of them (although there were few), it was difficult to evaluate their own motivation because they were paying attention to other facts of the traffic light. For example, one child told me she wanted the orange sticker because it was her favourite colour and she did not want to change it. Or another one, told me that she was angry with two mates of her group because they did not let her put puzzle pieces on the big paper. We have to take into account that self-evaluation in a 5-year-old child is very difficult, and even more if it is related to emotions because they are just starting to identify them. I was happy and glad to see that the majority stucked the green sticker because they felt motivated and excited to solve the activities and finally find the treasure. It is obvious, and now that we have proven it, we can say it, that in this class, the Educative Escape Room really motivated students and that they were engaged and



motivated doing it. I believe it is also important to take into account that a lot of things happen in a classroom with 5-year-old children who are excited to solve different activities, so it is as much as relevant to see that most of them were motivated and happy to go through this experience than some others had little conflicts with their mates or that felt demotivated for any reason.

To see the difference on how their knowledge of the English vocabulary changed, as it is explained before (see 3.2), I did two questionnaires with the children. On both, I showed them different images of the vocabulary and they had to tell me what the image in the flashcard was, by saying the word in English. (See appendix 9 and 10 to compare the answers) To analyse these answers and make the comparisons between one and another, a graphic has been created. The English words are shown in percentages, and the vocabulary known before and after the experience is differentiated with two colours, to make it more visual. In the next page, we can see the differences.



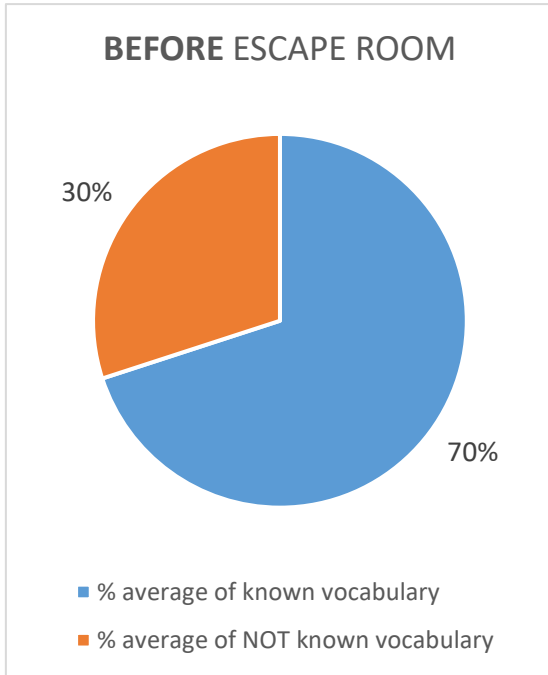
*Figure 3. % Vocabulary known before and after the E.E.R*

This graphic is related to the vocabulary known before and after the Educative Escape Room. On one hand, as I can observe, before the Escape Room children already knew some vocabulary because they have a lot of exposure to English language during the school year. Despite this, there were some words that they did not know, especially *Pig* (which is the least known word) and surprisingly *Dog*. I say surprisingly because children at this age use to know the words *Cat* and *Dog* because they are the most common animals or because they have one at home. Maybe the word *Cat* is more similar to Catalan ("Gat") than *Dog* (that is "Gos"). I can also perceive that *Elephant* and numbers from 1 to 4 were all known by all the children in the class, which means that they were really worked at class.

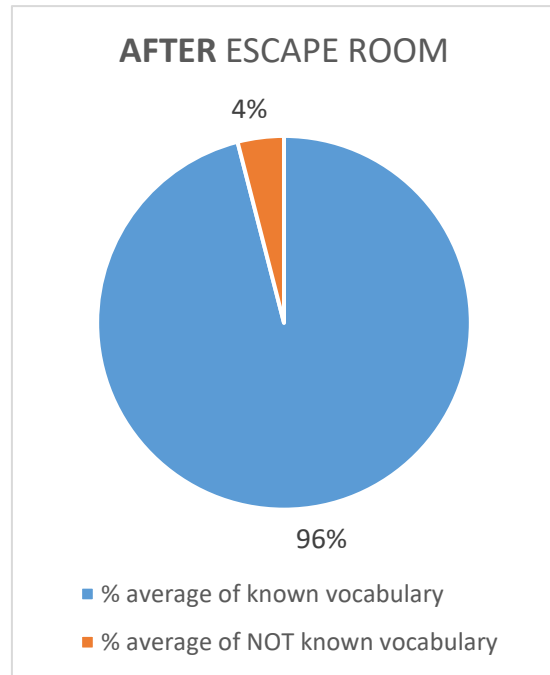
On the other hand, I can notice the big difference with the vocabulary known after the Educative Escape Room. There's no word that have been less known after the experience; on the contrary, they have all been known by more children. Moreover, with the individual answers, all children improved their knowledge of the vocabulary and none of them did not know a word after the experience and that they did before. *Elephant* and numbers from 1 to 4 have been also known by all of them, and there have been big differences as with the word *Pig*, that was before a 29% and after, a 94%, which means it has increased a 65% of knowledge of the word. There have also been little differences as with the words *Lion* and *Banana*, that were before an 88% and after, a 100%, which means they have increased a 12% of knowledge of both words; or with the word *Monkey*, that was before an 82% and after, a 100%, which increased a 18% of knowledge.

It is also important to mention that before the Escape Room there were only 2 items out of 14 that had the 100% of knowledge by children, and that after it, 9 items had the 100%, which increased the total knowledge of 7 vocabulary words. Although not all of them got the total 100% of the knowledge of the children, they all had very high percentages. The lower percentage after the Educative Escape Room was done is an 82% from the word *Dog*, which it keeps surprising me because I thought it is a word they are used to listen to because it appears in lots of English stories and videos. But the thing is that an 82% is a very high percentage to be the lowest, and that all the others are higher, as an 88% from *Orange* and *Pear* and a 94% from *Pig* and *Fish*.

To make it clearer, here we can see the average in percentages of vocabulary known and not known before and after the Educative Escape Room.



*Figure 4. % Average of known and not known vocabulary **before** the E.E.R*



*Figure 5. % Average of known and not known vocabulary **after** the E.E.R*

It is evidence, and as we can see in the graphics, that children have improved their knowledge of English vocabulary words in the experience. Before the Educative Escape Room, a 70% average of the vocabulary was known and a 30% average did not know, which also means they are very good at English and that English lessons are working well in that school. But after the Educative Escape Room, a 96% average of the vocabulary was known and only a 4% average of the vocabulary was not known, which means they are also good at English language learning and that they acquired new English word.

Having a 26% average of increase of the vocabulary worked in the Educative Escape Room just in 1 session is a big and important improvement. We can see it in the average of the vocabulary known and not known before and after the session but we can also see it in the first graphic, that shows us the increasement of knowledge of each English word before and after the session.

## 5. CONCLUSIONS

To make conclusions of this Final Dissertation, it is important to answer to the questions raised at the beginning and analyse if the objectives have been achieved. Moreover, it is necessary to make connections between all the points of view that have been worked during the work.

### 5.1 Answer to the question and achievement of objectives

#### **Does gamification foster English Language Learning?**

Yes, it does. As we could see in the graphics of *Analysis and discussion* (4.2), all children improved their English Language Learning because they knew more words after the Educative Escape Room than before. Although it is not quite representative because it has only been done in one session, it is important to see that it worked well. To see if they really acquired the different vocabulary, we should ask them again the English words after 2 months, but at least we see they know the words after a few days. If this type of game is done in more than one occasion, it is clear that they would learn even more things than they did. So, yes, gamification fosters English Language Learning as it happens in the Educate Escape Room experience.

#### **Can an Educative Escape Room motivate very young learners to improve English Language learning?**

Clearly yes. I could see it when the Educative Escape Room was put in practice in the school. Children were very excited to solve the different activities, as it is shown in the observation grid (see appendix 7). In the observation grid is explained that children faces showed they were motivated. It was also because other elements came into play and helped to increase this motivation, such as cooperation, communication, the general mood... The environment created was engaging and motivating to finally achieve the objectives the principal character asked them to do. Motivation is also reflected on the traffic light (see 4.2), where it is clear that children felt mostly happy, motivated and that they had fun. I asked them to answer sincerely to what they felt, and although there were few orange or red stickers (due to limitations or honesty), the majority chose to stick a green sticker. A final treasure is also motivating for them because they know they have to solve activities to finally get a prize. And the fact that a video of an animal is shown (in this case a dog), they feel it familiar to them and they are encouraged to help this

character that is asking for help. All in all, an Educative Escape Room is very motivating for very young learners (in this case, specifically 5-year-old children) to improve English Language Learning. They are so involved in what they are doing that they even do not realise they are learning a lot, but we have proven that they really learn.

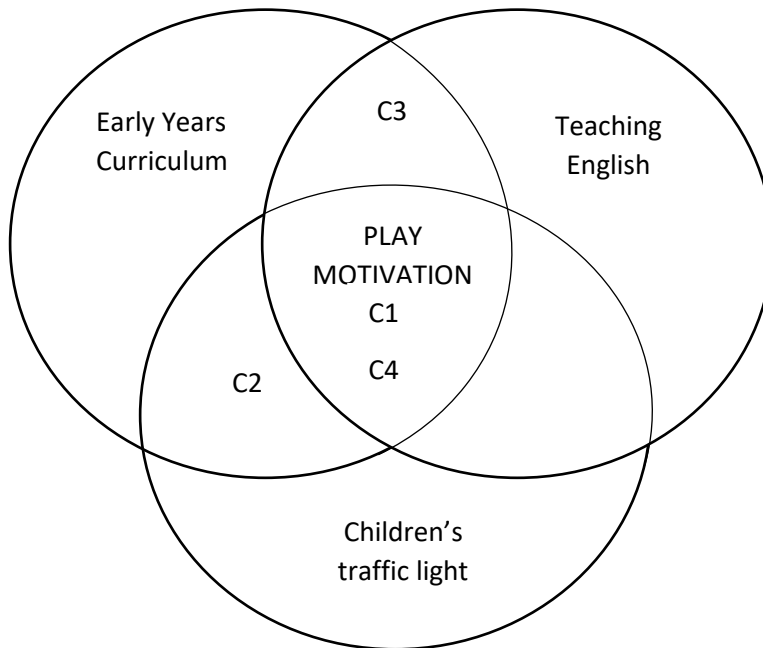
### **Achievement of the objectives**

I think most of the objectives have been achieved (see 3.1 to check them). I have been able to compare their knowledge before and after the session because I have analysed their answers and I have seen they have improved their knowledge on some vocabulary words in English language. Children (and also me) have become better problem solvers because they did it very well and they even answered to their own questions although maybe they have not developed many critical thinking strategies because they are very young. However, they were very motivated during the experience and they interacted, active participated, cooperated and had a lot of social interaction, which made the Educative Escape Room more enriching. I think I boosted teamwork and that they did not have the necessity to guide the team because they cooperated all the time. Thanks to this cooperation and communication, they had resilience and they kept trying although they failed because some groups were slower than others but they helped each other. They improved their decision-making process during the experience (deciding where to put the puzzle piece, which envelope do they had to open...) and during the traffic light activity because they had to decide which sticker they wanted to stick and analyse how did they feel. The objective that may not be very achieved is the one to improve their time-management. I wanted to give them time to do all the activities, but it was the first time they were doing this activity, and I thought it would be too much pressure on them. They have not improved in this aspect because they did not have to manage any time although they knew they had to help the character.

All in all, the majority of the objectives have been achieved. Taking into consideration that they are 5 years old and that it was their first time doing an Educative Escape Room in English (they did it in Catalan in another occasion), it worked pretty well.

## 5.2 Conclusions of the study

To draw conclusions of the study done in this Final Dissertation, I would like to relate them to this graphic. See 4.2 to read the categories established.



*Figure 6. Data triangulation*

The truth is that the study has helped a lot to relate the three big topics that have been on research. As the categories have been established, they can be related to the Early Years Curriculum, to Teaching English (the interview done to the English teacher) and the children's traffic light.

**C1**, which is “children act in an autonomous way”, is included in the children's traffic light because they demonstrate autonomy deciding how did they feel doing the Educative Escape Room and they did the activities for themselves. It is also included in the Early Years Curriculum, by Departament d'Educació (2016), because it is said that children become autonomous when they participate and when they have the possibility to make decisions which are within their reach. And finally, Teaching English is also included because in the interview (see appendix 8), the English teacher says that children need to have more space and time to play because it helps them to become more autonomous. It was seen during the Educative Escape Room. Children were autonomous solving the

different activities to get to the final treasure. Although some of them asked for help, we have to take into account that they are 5 years old and the reality is that they solved the difficulties almost by themselves.

**C2**, which is “children have social interaction in play”, is included in the Curriculum and in the children’s traffic light. The reason why is related to the Curriculum is because in the document it is said that “social interaction is essential for learning. It is important to exchange ideas, opinions, proposals and have the opportunity to reflect on these own and others’ ideas.” (Departament d’Educació, 2016) I understand that learning can be done by playing, so social interaction appears there. This social interaction can be also seen in the children’s traffic light. Children communicated to understand the task they were asked to do and make the decision to stick the sticker they desired. During the Educative Escape Room, pupils exchanged opinions and ideas to collaborate to solve the different activities. They had interaction during all the time between them, not only to solve the different activities, but also to build the puzzle, to find the envelopes hidden in the classroom and to look for the final treasure.

**C3**, which is “children receive a lot of language input while playing”, is related to the Curriculum and to Teaching English. The curriculum, the document issued by Departament d’Educació (2016), stated that “Playing develops communicative ability. Play creates a relationship context in which the child establishes bonds with himself and with others, and language is an important tool. The language is the mediator between thought, action and learning.” It means that language is one of the most important things in play. When children play, they communicate, and when the game is created to increase language learning (in this case English language), they receive a lot of language input. In the interview done to the English teacher, we also talked about language input when children play. She affirmed that games can help a lot to learn, and specially with the English language. She believes English must be taught in a very visual way because children learn by seeing things, by gestures and moving their bodies. And she pointed out games are very important in English lessons because it is a language difficult to understand if you usually do not speak it. I could see there was a lot of language input with the questionnaires done before and after the Educative Escape Room because they knew a lot of more vocabulary after than they did before.

**C4**, which is “children are engaged in the activities they are doing” is related to the three elements: the Curriculum, Teaching English and the traffic light. We can see children are very engaged and motivated doing this type of games because it is showed in the traffic light (see 4.2 to remember). Most of them chose the green sticker because they mostly



felt engaged doing the Educative Escape Room. In the interview is also shown because the English teacher commented that children at that age have fun through the games. That the most memorable experiences for children appear from playing and that when children are motivated, they learn a lot more. Game motivates children and motivation means learning. And we can finally relate it to the Curriculum because it is said that “play is an ideal context to learn” and that “the child feels free to explore, to try, to discover...”. It means that when children play, they feel involved to the activity and they try to experiment it, so they are fully participating. During the experience, children were very engaged in all the activities they did, I felt they were motivated.

All in all, the Educative Escape Room, the Curriculum, the traffic light and Teaching English, are related to PLAY and MOTIVATION. I have learned children at that age, and probably also with the older ones, learn a lot more if they are motivated and that they must learn the English language through games and activities where they feel engaged and wanting to participate. I am glad they could learn new vocabulary in only one session because that means I did a great job. Although it was hard and sometimes difficult to develop the Educative Escape Room and the whole Final Dissertation, it is now gratifying that all the work done has paid off. I hope this project can have a continuity in the future.

## 6. LIMITATIONS

The study that has been done have some limitations to take into account with the results given:

1. **Few sessions:** children had the opportunity to develop their abilities and put in practice their knowledge just in one session. Although the results have been very positive, I am sure children would do it better if more sessions were done or at least, we could see more things happening because we would have more sessions to analyse. It would work better if more than one experience is done during the school year.
2. **Context:** this is the result of a concrete school, class group and context, so it cannot be extrapolated that the same will always happen. With another school context where children do not have the same exposure as this class group, the results would be different. Or even with the same school context but with a different class group. And not only talking about the ones who participate in the experiment, but also the moment and space where you do it. Maybe it would have

worked better (or worse) if we did it in a bigger place, outdoors, or in a different moment of the day.

3. **Self-evaluation in a 5-year-old child:** it is difficult for children to adjust their self-evaluation, and more if it is related to feelings. At this age, they are just starting to recognise and analyse their feelings. When we did the activity of the traffic light to see if they were generally motivated, there were few children who chose to stick the red or orange colour. When we finished, I decided to ask some of them why they took this decision. One told me she wanted to choose the orange colour because it was her favourite colour, another one told me he chose red because he did not like the flavour of the lollipop and another told me he wanted to stick the red colour because he was angry with 2 mates because they did not allow him to scan the QR code. It is obvious that every child has their own reality so we have to put ourselves in their shoes and understand that this is what they think and respect the decision they made.
4. **The number of children.** There were only 17 children, which means that a little sample has little representativeness. If you do a study with a lot of children, you will have more reliability because children from different schools, contexts and time of exposure to the English language would put in practice their knowledge, so the results and conclusions would be different. Moreover, in the previous, the session, and post session came different children, so I had to only count the ones who came in the three occasions.
5. **A third questionnaire.** I think it would have been interesting to do a third questionnaire to the children. The results are positive but having the opportunity to do only one questionnaire before and one after, is a limitation. With a third questionnaire, done after 2 or 3 months, we could see if children have totally acquired the English vocabulary.

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## 8. APPENDICES

### 8.1 Appendix 1

To prove that the Educative Escape Room has been done, in Appendix 1 you will find all the activities explained in detail with its materials, timing, space, objectives, etc.

<b>Title of the Activity</b>	<u>VIDEO PRESENTATION</u>			
<b>Year and term</b>	5-year-old children from Childhood Education, 3 <sup>rd</sup> term			
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To introduce the topic and the video.</li> <li>- To learn new specific vocabulary about fruits.</li> <li>- To make them understand the objective of the educative escape room.</li> <li>- To recognise colours and shapes of the fruits in English language.</li> <li>- To listen and respect the others' turn.</li> <li>- To be able to count the fruit they see in the whiteboard.</li> <li>- To learn to be patient and wait for someone to finish speaking.</li> </ul>			
<b>Space</b>	<b>Timing</b>	<b>Grouping</b>	<b>Material Resources</b>	<b>Human Resources</b>
The classroom because it is the space they are used to	20 minutes are enough to listen to the video and make them	All the group together in a semicircle so that all children	- A Youtube video created by me	The tutor of the group class, the



<p>work and where they usually do all the activities</p>	<p>understand what they have to do.</p>	<p>can see the video</p>	<ul style="list-style-type: none"> <li>- Flashcards of fruits: apples, bananas, pears and oranges</li> <li>- A marker</li> <li>- The whiteboard</li> <li>- The projector</li> <li>- A big paper with the shape of the puzzle.</li> </ul>	<p>English teacher and the Uvic student.</p>
<p><b>Description of the Activity</b></p>	<p>The Youtube video created by me is showed in the whiteboard (<a href="https://youtu.be/0RVK_LOXADU">https://youtu.be/0RVK_LOXADU</a>). In the video appears a dog saying that it was making a puzzle and some of their animal friends have stolen the pieces. It asks for help to find them before the owner arrives. Children will be encouraged to understand the objective of the Educative Escape Room.</p> <div data-bbox="719 1066 1129 1597" data-label="Image"> </div> <p style="text-align: center;"><i>Figure 7. Children watching the video</i></p> <p>Once the video has finished, I will ask them what they have understood and we will talk about it. Later, I will stick four flashcards of fruits in the whiteboard to divide the teams although they already have a number sticker in their</p>			

hand. (See appendix 2 to observe the material) Children will have to count the fruit: there are 4 oranges, 1 banana, 2 pears and 3 apples.



Figure 8. Children counting the fruits

Once all the fruits are counted, children have to sit on the table that there is the fruit that has his/her number. For example, if a girl has got a sticker with number 2 and she can see that there are 2 pears, she will have to sit on the table that there are pears. I will stick also a big paper with the shape of the puzzle they have to build, and I will explain them that they have to stick the different pieces to the right place when they get one (they have a number behind so that they know where they have to stick the piece). When all the children are sat down, the next activity will be started.


**Teacher's role**

My role in this activity is to make sure children understand the video presentation of the educative escape room. Once they have understood it, my role is also to help them count the fruits and say their names in English. I will make sure all students are sitting on the right place and pay attention to the ones who need help. The tutor of the group class and the English teacher have the same role as me, listen and supervise that all children are behaving well, which will help me a lot. It is very important to take into account that children must be the center of the activity.



<b>Areas of the Curriculum</b>	<ul style="list-style-type: none"><li>• Communication and languages:<ul style="list-style-type: none"><li>✓ Observe, listen and experiment</li><li>✓ Speak, express and communicate</li></ul></li></ul>
<b>Capacities</b>	<ul style="list-style-type: none"><li>• Learn to think and to communicate<ul style="list-style-type: none"><li>✓ Learn to think, create and elaborate explanations</li><li>✓ Progress in communication and expression adjusted to the different contexts and situations through the English language.</li></ul></li><li>• Learn to discover and to have initiative<ul style="list-style-type: none"><li>✓ Show initiative</li></ul></li></ul>

<b>Title of the Activity</b>	<u>TRACE ANIMALS</u>
<b>Year and term</b>	5-year-old children from Childhood Education, 3 <sup>rd</sup> term
<b>Objectives</b>	<ul style="list-style-type: none"><li>- To learn new specific vocabulary about animals, specifically: rabbit, cat, dog and pig</li><li>- To develop their fine psychomotricity tracing the different lines to create the animal</li><li>- To recognise the shape of the animal and relate it to the name of the animal in English language.</li><li>- To be able to count numbers and recognise which numbers go before and after.</li><li>- To put the pieces of the puzzle on the right place of the big paper of the whiteboard.</li></ul>

Space	Timing	Grouping	Material Resources	Human Resources
<p>The classroom because it is the space they are used to work and where they usually do all the activities</p>	<p>20 minutes are enough to do trace the four drawings and add the piece of the puzzle to the big paper.</p>	<p>The group divided into four different groups who cooperate to solve the educative escape room.</p>	<ul style="list-style-type: none"> <li>- Flashcards of animals to trace: cat, dog, rabbit, pig</li> <li>- The names of the 4 animals written down to make the connection.</li> <li>- Four felt-tip pens for each group</li> <li>- The big paper with the shape of the puzzle</li> <li>- Some puzzle pieces</li> <li>- 4 envelopes</li> </ul>	<p>The tutor of the group class, the English teacher and the Uvic student.</p>
<p><b>Description of the Activity</b></p>	<p>On the table, children will find envelopes with the flashcards of the animals to trace inside, the names of the four animals and a piece (or some) of the puzzle to add to the big paper. They have to trace lines uniting two dots following the order of numbers, going from 1 to 2, then to 3, later to 4, etc. If they have done it correctly, they will have the shape of an animal. (See appendix 3 to observe the materials)</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: right;"> <p><i>Figure 9. A child tracing the lines of a Pig</i></p> </div> </div>			



	<p>They will have to put this animal on top of the name of that animal and see which is the animal they have to look for in the classroom. For example, if they have got the shape of a rabbit, they have to match it with the label that says "Rabbit". In this case, the dog will have 2 stars, so they will try to find this animal in the classroom. Before that, they will have to put the puzzle pieces they got, in the right place.</p>
<b>Teacher's role</b>	<p>My role in this activity is secondary, to make sure children understand the activity. Once they have understood it, my role is also to help them if they need help anytime. The tutor of the group class and the English teacher have the same role as me, listen and supervise that all children are behaving well, which will help me a lot. It is very important to take into account that children must be the center of the activity.</p>
<b>Areas of the Curriculum</b>	<ul style="list-style-type: none"><li>• Discovery of themselves and the others<ul style="list-style-type: none"><li>✓ Personal autonomy</li></ul></li><li>• Communication and languages<ul style="list-style-type: none"><li>✓ Speak, express and communicate</li><li>✓ Interpret, represent and create</li></ul></li></ul>
<b>Capacities</b>	<ul style="list-style-type: none"><li>• Learn to think and to communicate<ul style="list-style-type: none"><li>✓ Progress in communication and expression adjusted to the different contexts and situations through the English language.</li></ul></li><li>• Learn to be and act in an autonomous way</li></ul>

<b>Title of the Activity</b>	<u>ANIMAL SOUNDS</u>
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<p><b>Year and term</b></p>	<p>5-year-old children from Childhood Education, 3<sup>rd</sup> term</p>			
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>- To learn new specific vocabulary about animals</li> <li>- To develop their listening skills</li> <li>- To recognise the sound of the animals and be able to match it to the animal itself</li> <li>- To be able to scan a QR code</li> <li>- To put the pieces of the puzzle on the right place of the big paper of the whiteboard.</li> </ul>			
<p><b>Space</b></p>	<p><b>Timing</b></p>	<p><b>Grouping</b></p>	<p><b>Material Resources</b></p>	<p><b>Human Resources</b></p>
<p>The classroom because it is the space they are used to work and where they usually do all the activities</p>	<p>10 minutes are enough to listen to the sounds and match them to the correct animals.</p>	<p>The group divided into four different groups who cooperate to solve the educative escape room.</p>	<ul style="list-style-type: none"> <li>- A QR code for each group</li> <li>- Tablets for each pupil</li> <li>- Headphones for each pupil</li> <li>- A photograph of a dog.</li> <li>- The big paper with the shape of the puzzle</li> <li>- 4 envelopes</li> <li>- Some puzzle pieces</li> </ul>	<p>The tutor of the group class, the English teacher and the Uvic student.</p>

<p><b>Description of the Activity</b></p>	<p>On a side of the classroom, children will find envelopes next to an image of a dog, with a QR code (see appendix 4 to use it) and a piece (or some) of the puzzle to add to the big paper. They have to take the envelope that has the number of their team. Then, I will give them headphones and the tablets to scan the QR code and start doing the activity. They have to match the sounds that they hear with the images of the animals.</p> <div data-bbox="748 640 1114 1126" data-label="Image"> </div> <p style="text-align: center;"><i>Figure 10. A child matching the animals with their sounds</i></p> <p>Once they have finished, they will have to put the puzzle pieces they got, in the right place. If they have done it correctly, I will show them the image of a cat, which is the next animal they have to look for.</p>
<p><b>Teacher's role</b></p>	<p>My role in this activity is secondary, to make sure children understand the activity. Once they have understood it, my role is also to help them if they need help anytime. The tutor of the group class and the English teacher have the same role as me, listen and supervise that all children are behaving well, which will help me a lot. It is very important to take into account that children must be the center of the activity.</p>
<p><b>Areas of the Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Communication and languages             <ul style="list-style-type: none"> <li>✓ Observe, listen and experiment</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>• Discovery of themselves and the others<ul style="list-style-type: none"><li>✓ Game and movement</li><li>✓ Affective and personal autonomy</li></ul></li></ul>
<b>Capacities</b>	<ul style="list-style-type: none"><li>• Learn to think and to communicate<ul style="list-style-type: none"><li>✓ Progress in communication and expression adjusted to the different contexts and situations through the English language.</li></ul></li><li>• Learn to be and act in an autonomous way<ul style="list-style-type: none"><li>✓ Progress in the knowledge and domain of their body, in the movement and coordination, being conscious.</li></ul></li><li>• Learn to discover and to have initiative<ul style="list-style-type: none"><li>✓ Show initiative</li><li>✓ Observe and explore the environment in activities</li></ul></li><li>• Learn to live together and habit the world<ul style="list-style-type: none"><li>✓ Coexist in diversity, progressing in the relationship with others</li><li>✓ Behave in accordance with the guideline of coexistence that brings them to personal autonomy, collaboration with the group and social integration</li></ul></li></ul>

<b>Title of the Activity</b>	<u>MEMORY GAME</u>
<b>Year and term</b>	5-year-old children from Childhood Education, 3 <sup>rd</sup> term



<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>- To learn and practice the specific vocabulary about animals</li> <li>- To cooperate with their mates and play fairly</li> <li>- To recognise the image of the animals and be able to match them with their shadows</li> <li>- To develop visual perception</li> <li>- To enhance the ability to observe and improve visual attention.</li> <li>- To put the pieces of the puzzle on the right place of the big paper of the whiteboard.</li> </ul>			
<p><b>Space</b></p>	<p><b>Timing</b></p>	<p><b>Grouping</b></p>	<p><b>Material Resources</b></p>	<p><b>Human Resources</b></p>
<p>The classroom because it is the space they are used to work and where they usually do all the activities.</p>	<p>15 minutes so that they can do more than 1 round and play at the memory game.</p>	<p>The group divided into four different groups who cooperate to solve the educative escape room.</p>	<ul style="list-style-type: none"> <li>- The photograph of a cat</li> <li>- Images of different animals and their shadows</li> <li>- The big paper with the shape of the puzzle</li> <li>- A label that says "Memory"</li> <li>- 4 envelopes</li> <li>- Some puzzle pieces</li> </ul>	<p>The tutor of the group class, the English teacher and the Uvic student.</p>
<p><b>Description of the Activity</b></p>	<p>On a side of the classroom, children will find envelopes next to an image of a cat, with some images of different animals and their shadows (see appendix 5 to observe the materials), and some pieces of the puzzle to add to the big paper. They have to take the envelope that has the number of their team. Then, they have to play the memory game, which they already know because they will find a label that says "Memory". They will have to play this game matching the different animal images with their shadows. The</p>			

condition is that they have to say the name of the animal in English if they want to get the pair of cards they have matched. In this way, they improve visual attention and perception.



*Figure 11. A child playing the memory game*

Once they have finished, they will have to put the puzzle pieces they got, in the right place. If they have done it correctly, I will show them the image of a giraffe, which is the next animal they have to look for.

**Teacher's role**

My role in this activity is secondary, to make sure children understand the activity. Once they have understood it, my role is also to help them if they need help anytime. The tutor of the group class and the English teacher have the same role as me, listen and supervise that all children are behaving well, which will help me a lot. We will also supervise if they say the words of the animals in English to get the different pairs. It is very important to take into account that children must be the center of the activity.

**Areas of the Curriculum**

- Communication and languages:
  - ✓ Observe, listen and experiment
  - ✓ Speak, express and communicate
- Discovery of themselves and the others
  - ✓ Game and movement



	<ul style="list-style-type: none"><li>✓ Affective and personal autonomy</li></ul>
<b>Capacities</b>	<ul style="list-style-type: none"><li>• Learn to think and to communicate<ul style="list-style-type: none"><li>✓ Learn to think, create and elaborate explanations</li><li>✓ Progress in communication and expression adjusted to the different contexts and situations through the English language.</li></ul></li><li>• Learn to discover and to have initiative<ul style="list-style-type: none"><li>✓ Show initiative</li></ul></li><li>• Learn to live together and habit the world<ul style="list-style-type: none"><li>✓ Coexist in diversity, progressing in the relationship with others</li><li>✓ Behave in accordance with the guideline of coexistence that brings them to personal autonomy, collaboration with the group and social integration</li></ul></li><li>• Learn to be and act in an autonomous way<ul style="list-style-type: none"><li>✓ Progress in the knowledge and domain of their body, in the movement and coordination, being conscious.</li><li>✓ Progressively assume affective and emotional security and create a positive image from themselves and from others.</li></ul></li></ul>

<b>Title of the Activity</b>	<u>ANIMALS SONG</u>
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<p><b>Year and term</b></p>	<p>5-year-old children from Childhood Education, 3<sup>rd</sup> term</p>			
<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>- To learn and practice the specific vocabulary about animals</li> <li>- To cooperate with their mates</li> <li>- To recognise the name of an animal listening to it and be able to relate it with its image</li> <li>- To develop listening skills</li> <li>- To be able to order animals in the way they hear them</li> <li>- To enhance the ability to pay attention</li> <li>- To be able to discriminate the animal words from the other words they shouldn't give importance to.</li> <li>- To put the pieces of the puzzle on the right place of the big paper of the whiteboard.</li> </ul>			
<p><b>Space</b></p>	<p><b>Timing</b></p>	<p><b>Grouping</b></p>	<p><b>Material Resources</b></p>	<p><b>Human Resources</b></p>
<p>The classroom because it is the space they are used to work and where they usually do all the activities.</p>	<p>5 minutes, to listen to the song twice so that they can order the animals.</p>	<p>The group divided into four different groups who cooperate to solve the educative escape room.</p>	<ul style="list-style-type: none"> <li>- The photograph of a giraffe</li> <li>- Four images of 4 animals to order (fish, cat, dog, pig)</li> <li>- A QR code</li> <li>- The big paper with the shape of the puzzle</li> <li>- Four labels with numbers from 1 to 4</li> </ul>	<p>The tutor of the group class, the English teacher and the Uvic student.</p>

			<ul style="list-style-type: none"> <li>- Tablets</li> <li>- Headphones</li> <li>- 4 envelopes</li> <li>- Some puzzle pieces</li> </ul>	
<p><b>Description of the Activity</b></p>	<p>On a side of the classroom, children will find envelopes next to an image of a giraffe, with some images of different animals, four labels of numbers from 1 to 4 (to order), a QR code and some pieces of the puzzle to add to the big paper. (see appendix 6 to observe the materials) They have to take the envelope that has the number of their team. Then, they have to scan the QR code with a tablet and listen to the song I've previously prepared. They have got the images of a pig, a cat, a dog and a fish, and they have to order the images with the numbers from 1 to 4 as the name of the animal is said in the song. For example, if the song first says "cat", they will have to relate the image of the cat with number 1, and so on. They must cooperate with their mates and talk about it to see if they agree or not.</p> <div data-bbox="625 1137 1157 1841" data-label="Image"> </div> <p style="text-align: center;"><i>Figure 12. Children trying to order the animals</i></p>			

Once they have finished, they will have to put the puzzle pieces they got, in the right place.



*Figure 13. Children placing the puzzle pieces on the big paper*

**Teacher's role**

My role in this activity is secondary, to make sure children understand the activity. Once they have understood it, my role is also to help them if they need help anytime. The tutor of the group class and the English teacher have the same role as me, listen and supervise that all children are behaving well, which will help me a lot. It is very important to take into account that children must be the center of the activity.

**Areas of the Curriculum**

- Communication and languages
  - ✓ Observe, listen and experiment
  - ✓ Speak, express and communicate
- Discovery of themselves and the others



	<ul style="list-style-type: none"><li>✓ Game and movement</li><li>✓ Affective and personal autonomy</li></ul>
<b>Capacities</b>	<ul style="list-style-type: none"><li>• Learn to think and to communicate<ul style="list-style-type: none"><li>✓ Learn to think, create and elaborate explanations</li><li>✓ Progress in communication and expression adjusted to the different contexts and situations through the English language.</li></ul></li><li>• Learn to discover and to have initiative<ul style="list-style-type: none"><li>✓ Show initiative</li></ul></li><li>• Learn to be and act in an autonomous way<ul style="list-style-type: none"><li>✓ Progress in the knowledge and domain of their body, in the movement and coordination, being conscious.</li><li>✓ Progressively assume affective and emotional security and create a positive image from themselves and from others.</li></ul></li><li>• Learn to live together and habit the world<ul style="list-style-type: none"><li>✓ Coexist in diversity, progressing in the relationship with others</li><li>✓ Behave in accordance with the guideline of coexistence that brings them to personal autonomy, collaboration with the group and social integration</li></ul></li></ul>

<b>Title of the Activity</b>	<u>THE TREASURE HUNT</u>
<b>Year and term</b>	5-year-old children from Childhood Education, 3 <sup>rd</sup> term

<p><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>- To try to find a treasure</li> <li>- To cooperate with their mates</li> <li>- To recognise four numbers in the puzzle they have made</li> <li>- To develop their fine motor skills while they open the padlock</li> <li>- To enhance the ability to pay attention, to listen and learn to be patient</li> </ul>			
<p><b>Space</b></p>	<p><b>Timing</b></p>	<p><b>Grouping</b></p>	<p><b>Material Resources</b></p>	<p><b>Human Resources</b></p>
<p>The classroom because it is the space they are used to work and where they usually do all the activities.</p>	<p>5 minutes, to make them realise there are 4 numbers and try to find the treasure and put the numbers in the padlock</p>	<p>The group divided into four different groups who cooperate to solve the educative escape room.</p>	<ul style="list-style-type: none"> <li>- A wood box with lollipops inside</li> <li>- The puzzle</li> <li>- A padlock</li> </ul>	<p>The tutor of the group class, the English teacher and the Uvic student.</p>



**Description  
of the  
Activity**

Once everyone has finished doing the last activity, they will sit down in front of the puzzle they have made. I will start a conversation with them to talk about what the puzzle is about, if they can see some numbers... I will make them see that there are 4 numbers in the puzzle and I will ask them what does it mean. We will arrive to a conclusion where they will have to look for a treasure hidden in a side of the class. Once they have found it, we will try to open the wood box putting the 4 numbers to the padlock, giving the chance to one child of each group.



*Figure 14. Children trying to open the box*

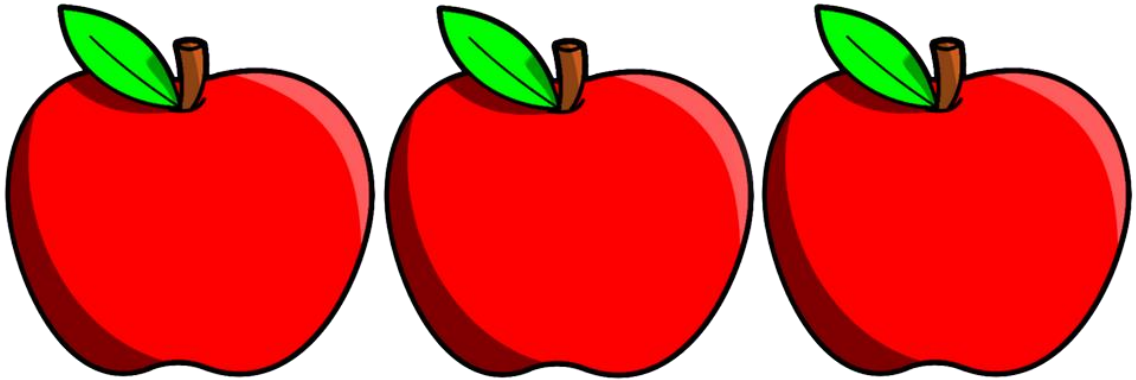
When the numbers are correct, we will open the box and they will see there are some lollipops for them because they helped Doggy, who asked for help in the beginning of the educative escape room.



*Figure 15. Children open the box and see the lollipops*

<p><b>Teacher's role</b></p>	<p>My role in this activity is to help children see there are 4 numbers in the puzzle and to make them realize they have to find a treasure and put that numbers in the padlock. The tutor of the group class and the English teacher will supervise that all children are behaving well and help me if I need it. It is very important to take into account that children must be the center of the activity.</p>
<p><b>Areas of the Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Communication and languages:             <ul style="list-style-type: none"> <li>✓ Observe, listen and experiment</li> <li>✓ Speak, express and communicate</li> </ul> </li> <li>• Discovery of themselves and the others             <ul style="list-style-type: none"> <li>✓ Game and movement</li> <li>✓ Affective and personal autonomy</li> </ul> </li> </ul>
<p><b>Capacities</b></p>	<ul style="list-style-type: none"> <li>• Learn to think and to communicate             <ul style="list-style-type: none"> <li>✓ Progress in communication and expression adjusted to the different contexts and situations through the English language.</li> </ul> </li> <li>• Learn to be and act in an autonomous way             <ul style="list-style-type: none"> <li>✓ Progress in the knowledge and domain of their body, in the movement and coordination, being conscious.</li> <li>✓ Progressively assume affective and emotional security and create a positive image from themselves and from others.</li> </ul> </li> <li>• Learn to live together and habit the world             <ul style="list-style-type: none"> <li>✓ Coexist in diversity, progressing in the relationship with others</li> <li>✓ Behave in accordance with the guideline of coexistence that brings them to personal autonomy, collaboration with the group and social integration</li> </ul> </li> <li>• Learn to discover and to have initiative             <ul style="list-style-type: none"> <li>✓ Show initiative</li> <li>✓ Observe and explore the environment in activities</li> </ul> </li> </ul>

## 8.2 Appendix 2



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*Figure 16. Three apples for activity 2*



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*Figure 17. One banana for activity 2*



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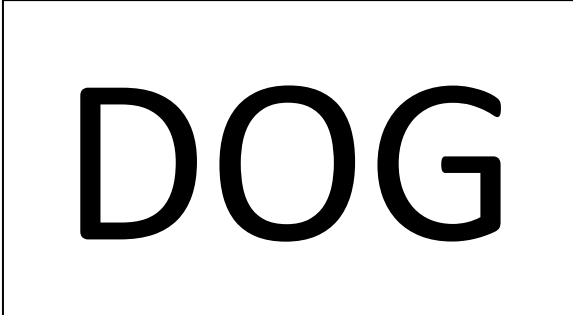
*Figure 18. Four oranges for activity 2*



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*Figure 19. Two pears for activity 2*

### 8.3 Appendix 3



**DOG**



**CAT**



**PIG**



**RABBIT**

*Figures 20. Four labels for activity 3*

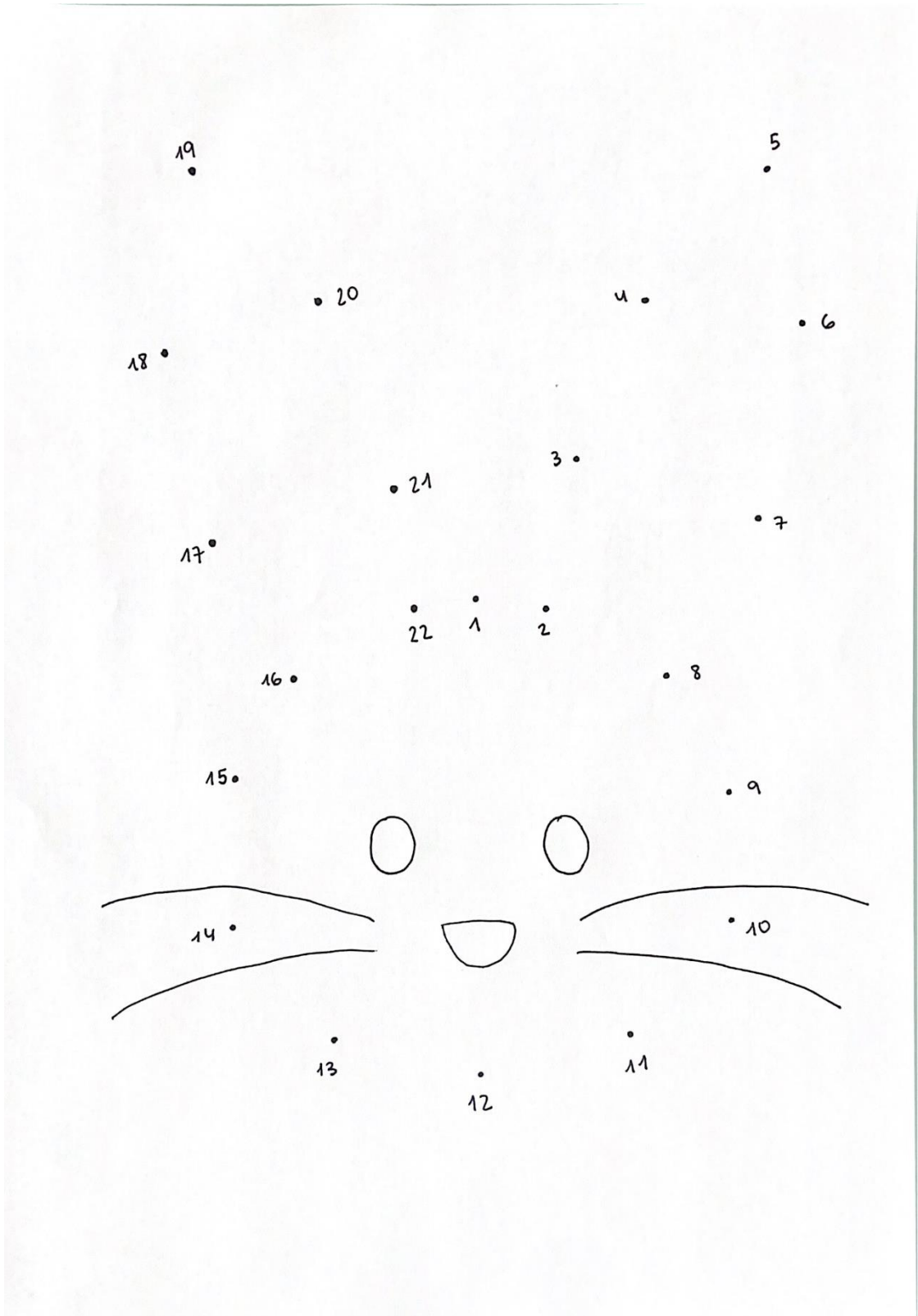


Figure 21. A rabbit to trace for activity 3

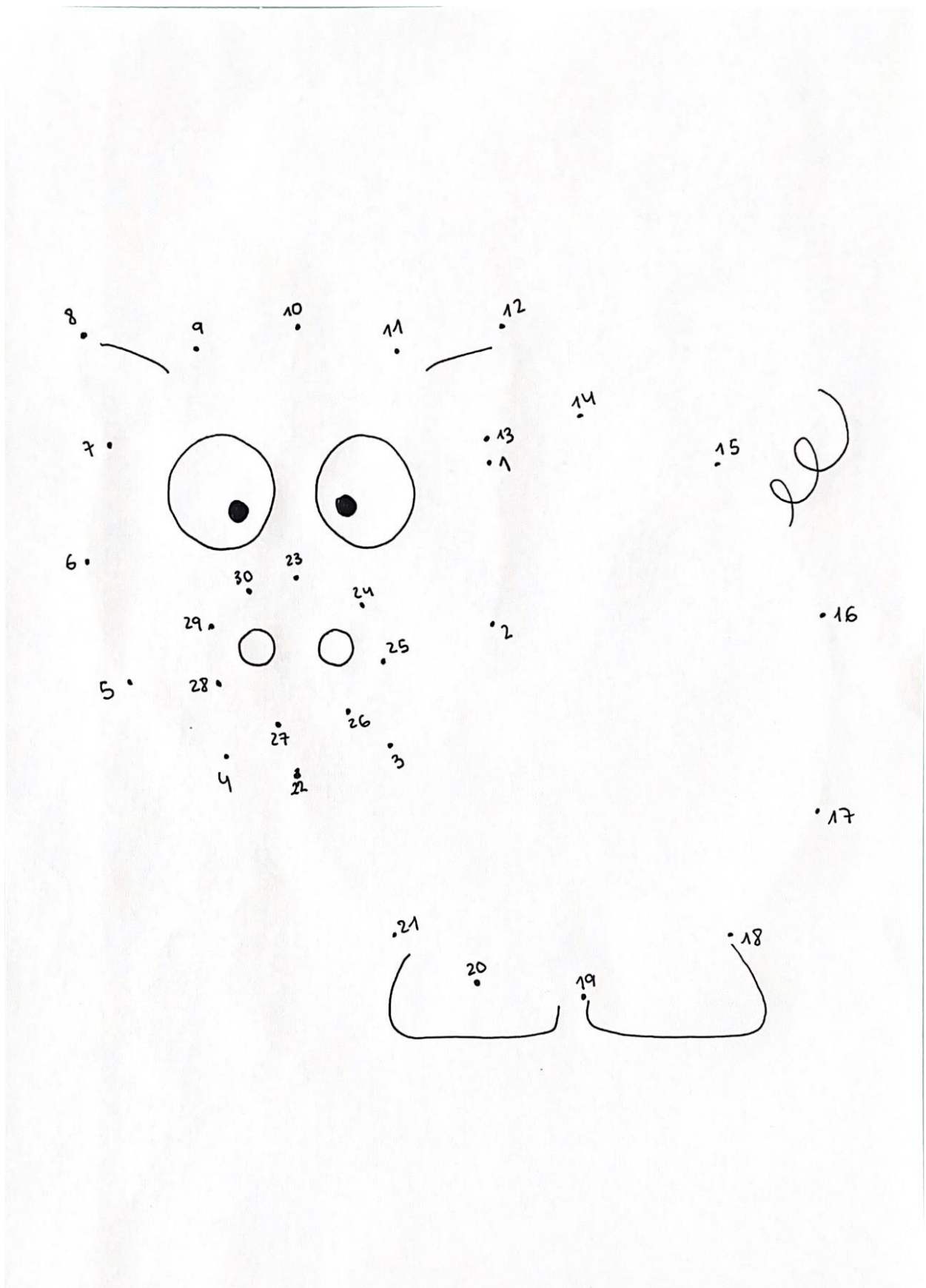


Figure 22. A pig to trace for activity 3





Figure 23. A dog to trace for activity 3



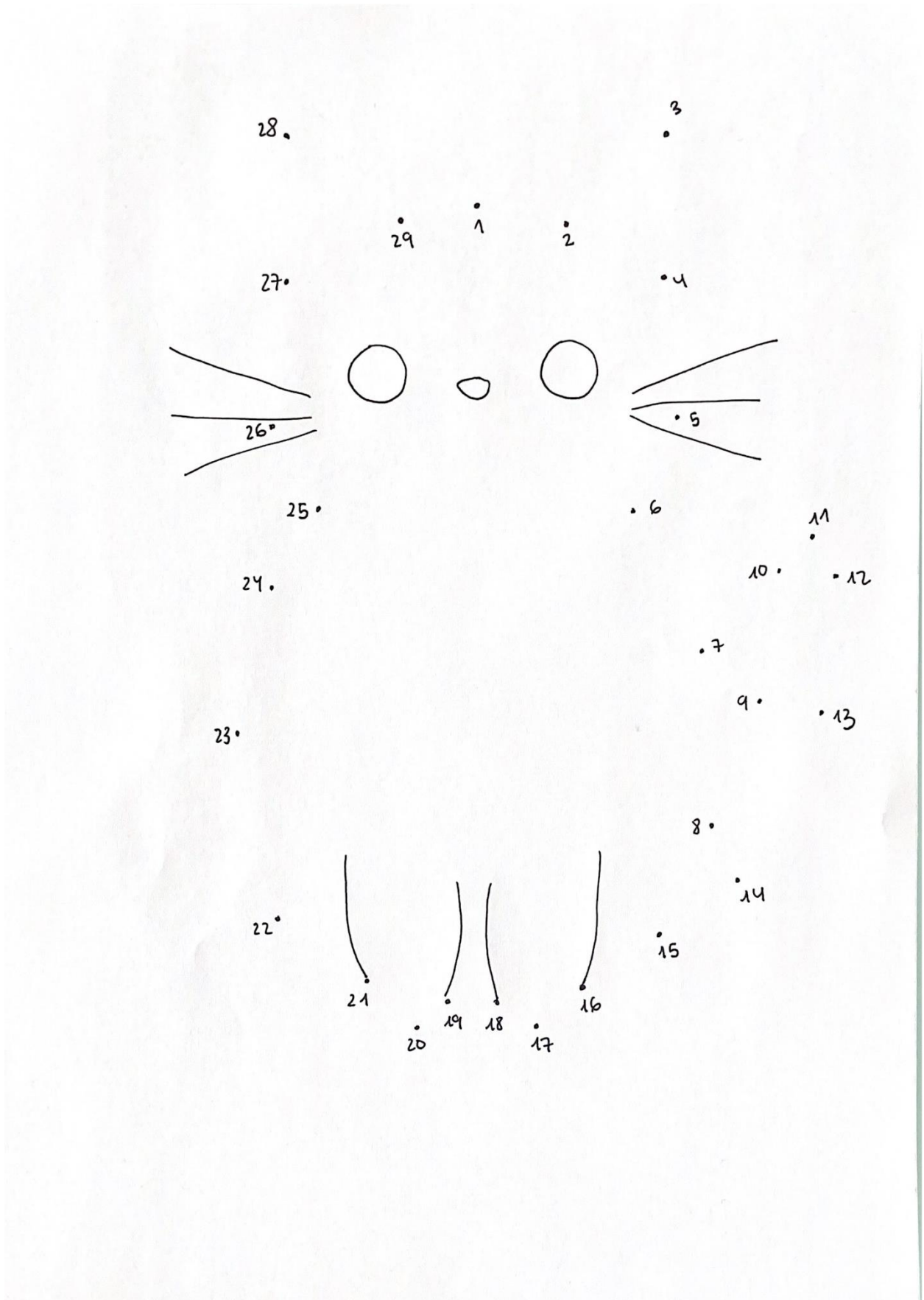


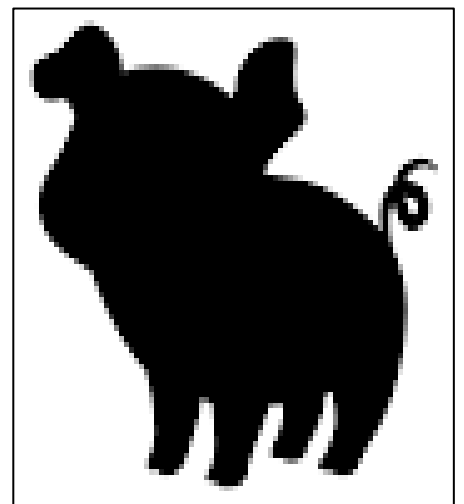
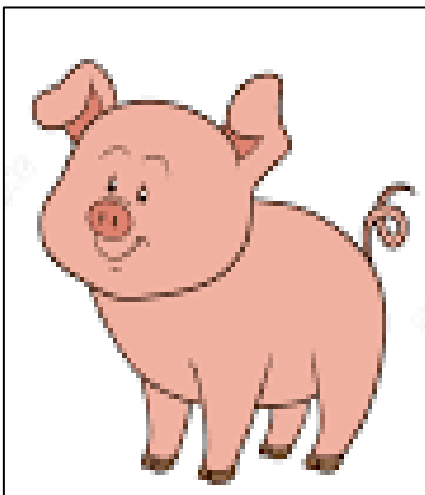
Figure 24. A cat to trace for activity 3

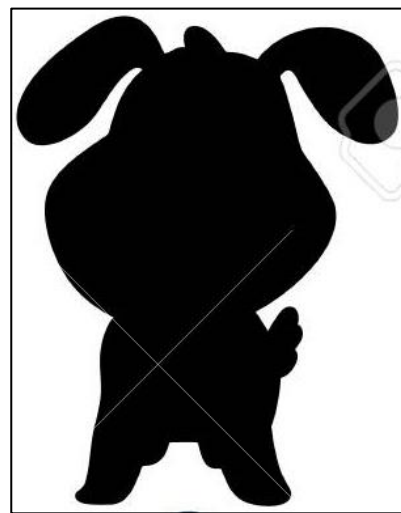
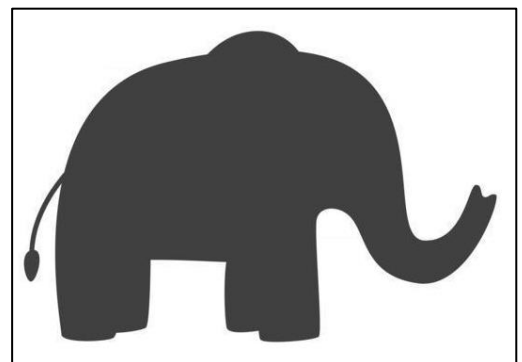
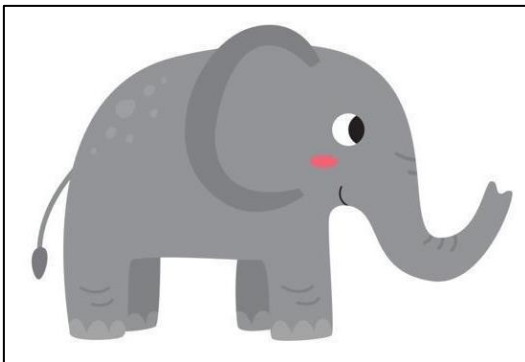
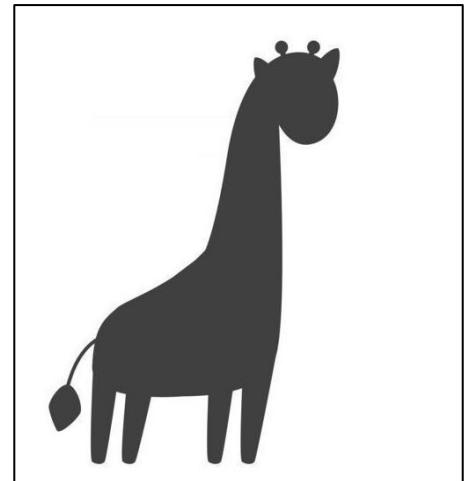
## 8.4 Appendix 4

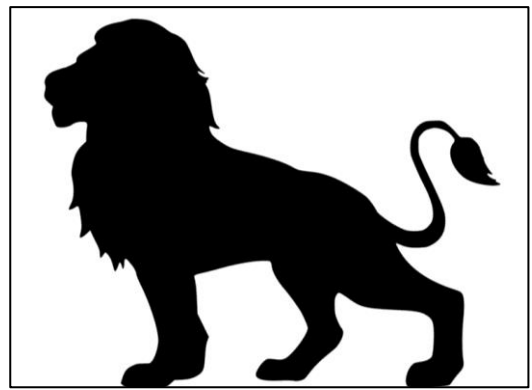
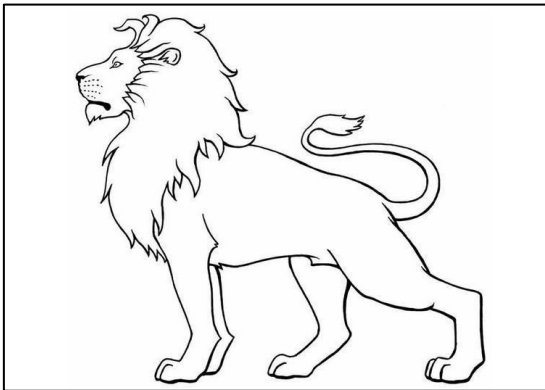
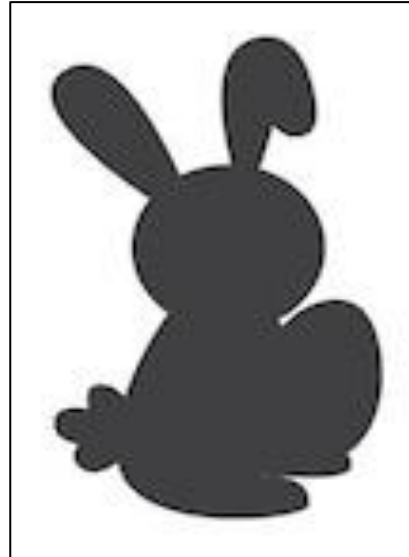


*Figure 25. A QR code for activity 4*

## 8.5 Appendix 5







Figures 26. Memory cards to play in activity 5

## 8.6 Appendix 6

SONG TO LISTEN TO:

I've got a pig, pig, pig.

I've got a pig, pig, pig.

Have you got a pig, pig, pig?

No, I don't have a pig, pig, pig.

I've got a dog, dog, dog.



I've got a dog, dog, dog.

Have you got a dog, dog, dog?

No, I don't have a dog, dog, dog.

I've got a fish, fish, fish.

I've got a fish, fish, fish.

Have you got a fish, fish, fish?

No, I don't have a fish, fish, fish.

I've got a cat, cat, cat.

I've got a cat, cat, cat.

Have you got a cat, cat, cat?

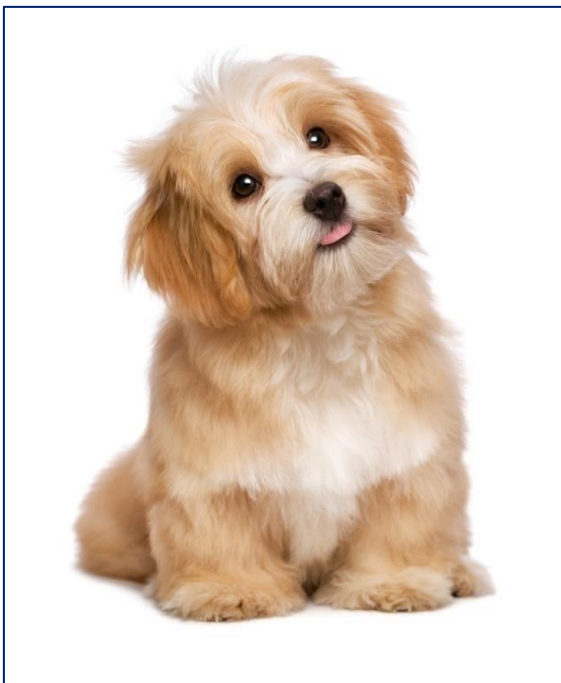
Yes, I have a cat, cat, cat!



Figure 27. A QR code to scan in activity 6



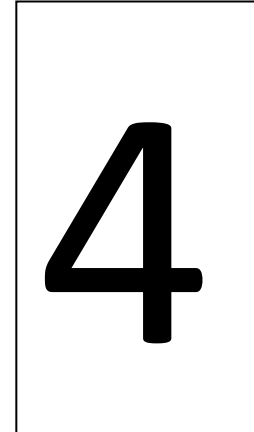
1



2



3



Figures 28. Animal and number cards for activity 6

## 8.7 Appendix 7

### *Observation Grid*

<u>Area of Observation</u>	<u>Description</u>
<u>Behaviour</u>	The behaviour of the group was generally great. Few times the teachers and me had to catch the attention of a child because they were all focused on the activities of the Educative Escape Room. Two children arrived late, which made it difficult for them to understand what was happening at the beginning, but they finally got it. Thanks to their motivation and implication on all the activities, they behave very good.
<u>Communication</u>	During the Educative Escape Room, it was crucial to communicate between the groups to complete the activities. I could see all of them concentrated on what they were doing but at the same time,

	<p>communicating with others to solve the different activities. All children paid attention to their mates to see if they were saying correctly the different vocabulary, especially when playing the memory game. I could also observe that most of the time they spoke in Catalan in spontaneous situations like “open the envelope quickly!”, “no, you have to take the envelope number 2, because we are group 2” or “let me put the pieces in the big paper, because you did it in the last activity”. It is important to take into account that, for most of them, Catalan or Spanish is their first language (their mother tongue), and for that reason it is easier for them to communicate in that language in spontaneous situations like the ones in their daily life. Despite this, I could observe they said the vocabulary I wanted to work on, in English, which I appreciated a lot. For example, when they saw a cat, they said “Oh, un CAT!” or “Això és una GIRAFFE”. The most important thing was that they communicated all the time.</p>
<p><u>Cooperation</u></p>	<p>Children were all the time cooperating in the different activities of the Escape Room. They had to cooperate to solve the activities because if not, they couldn’t find the final treasure and they couldn’t help Doggy to find the puzzle pieces. It is important to say that there were few problems because one pupil was mad at another one because she wanted to scan the QR code or turn on the tablet, and the</p>



	<p>other did not let her to do it. Although this happened, I think cooperation is the area of observation I could see the most. They cooperated with mates to ask for help, with the group itself, with all the mates in the class and even with the teachers. The thing is that the Educative Escape Room is created with the purpose to cooperate but they could do some activities separately and they decided to do it together. When a pupil finished the activity (for example, the one that they had to use the tablet), he or she went to help other mates, whether they belonged to their group or not.</p>
<p><u>Motivation</u></p>	<p>During the Educative Escape Room, pupils were very motivated to complete all the activities. Moreover, they listened carefully to the instructions given by <i>Doggy</i> to complete the experience because whenever they completed any activity, they went to the big paper to stick a puzzle piece on the whiteboard. I could see on their faces they were very happy, excited and implicated doing it. It is also important to say that the fact that they had a reward, it motivated them a lot to keep doing the Educative Escape Room. They did not know which prize they were going to get, but they had an incentive to solve the activities. All in all, children were very motivated and it was also reflected on the traffic light created after the experience where they could express how did they feel.</p>

<p><u>General mood</u></p>	<p>Different emotions have been detected in children during the Educative Escape room experience. Some of them were very happy while doing it because they were achieving their own goals and solving the different activities. In consequence, they were also very excited when they received the puzzle pieces because they could add them to the big paper. Others, seemed angry because they wanted to scan the QR code or put the pieces to complete the puzzle but other mates did it. It is important to take into account also these emotions on children because there may appear some conflicts when doing activities in Early Childhood Education. I could also see few faces of concern because they saw that other classmates were getting the puzzle pieces and solving the activities and they weren't. At the same time, the groups that finished the activities first, tried to help the other groups who weren't finish, which means that they showed an empathetic mood.</p> <p>In general, the mood was quite good and we had a motivating, exciting and hard-working environment. Although few children were mad at others because they couldn't do a little part of an activity, we solved the conflicts quickly and they continued playing.</p>
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## 8.8 Appendix 8

### *Interview to the teacher*

Raquel is the English teacher of the school where I have done the Educative Escape Room activity in the ages of 3, 4 and 5 years old, in Early Childhood Education. She let me do an interview to her.

**1. Was there a particular person or experience that motivated you to become an English teacher?**

Yes. When I was younger, I moved to London for a long period as an Au pair, taking care of three children (the older one was 10, the other 7 and the youngest one was 3 years old). Before going there, my idea was to study Journalism but when I started to be with these children, I felt in love with them and with the British community, and I started to feel that I wanted to be a teacher. Then, I returned to my home but some months later, I returned to London, and I worked in an early years' school as a volunteer. I felt in love again with the school and with the way children learnt English as their vehicular language (mostly through games and movement). I thought I could provide different points of view and activities done from London to Catalonia because London schools have a different way of understanding Education. All of this caught my attention, so from that point, I decided to study Education. This was my motivation although it wasn't a specific person.

**2. As you may know, English is not compulsory in Early Childhood Education. Could you give me your point of view about that?**

The earlier you begin, the better. I do not think it is bad to start later (because I started later) but I think that it can bring you a lot of benefits if you start earlier. It is not compulsory but anything that is done earlier is better. So, if it doesn't happen earlier, you do not have to worry too much about it but all the things that add up, contribute to learn more things. If a child can do it, it is better. When people ask me if it is important to start early learning English, I tell them that if they can do it and they have the economic means and enough time to sign up their child for a Language Academy or for an English School, I recommend them to do it. For example, there is evidence that children's English pronunciation is better if they start learning the language earlier.

**3. Do you think PLAY is important for children? Why? Could you tell me some authors you base your lessons on?**

The game is very important to me and the children. I really like working through games, workshops, experiments... specially with all the experience-based and significant activities. I think that games help a lot, for example with the slogan "Learning by doing" and "Learning by playing". I think that it was Albert Einstein who said that, and I really like this quote: "The game is the highest way to investigate". For me is very important that children learn by playing because when a child learns is when she/he has fun, and when a child has fun is when she/he is playing. An author that I like to work on my English lessons is David Ausubel, who bases the learning on being significative.

**4. How does PLAY help children learn? Could you relate it to the English language learning?**

Yes, I really think games can help a lot to learn and specially with the English language. I believe English must be taught in a very visual way because children learn by seeing things, by gestures and moving their bodies. It is very important to use the game in English lessons because it is a language difficult to understand if you usually do not speak it.

**5. What role do games have in the classroom?**

I think games should play a very important role in English lessons. I really believe that an 80% of the lessons should be based on games. Is not done the same way in all the schools but I think the tendency should be that way.

**- And related to motivation?**

It is the same as I said before. Children at that age have fun through the games. The most memorable experiences for children appear from playing. When children are motivated, learn a lot more. It is a proven thing. Game motivates children and motivation means learning.

**6. What does gamification mean to you?**

I think technology is playing a very important role and you must make the most of the new things that appear in Education. I am not using it too much because in Early Childhood Education is more difficult. We do not have the necessary

sinews and we should have more personal to help children, but I think it is a booming tendency that has to keep growing.

**7. Is there space enough for playing in Early Childhood Education?**

**A. Talking about the physical space (place)**

**B. The time they have to play.**

From my point of view, I think there's not enough. It is depending on the way you plan the lessons. In a classroom you have a specific subject to teach (not only English, but Maths, Science, etc.) and if you plan it to teach it through games, maybe there could be enough time. But I know it is difficult to fit all the schedule and we usually think playing is only the playtime in the playground. Playing at the classroom is good but I think there should be some specific spaces to play. Moreover, I think there should be more time for children to play in the playground because play is very important for them and to become more autonomous. It is the better way to learn, to have curiosity, to experiment, to discover...

**8. What type of games do you use during English lessons?**

It depends. From one hand, I use games with flashcards and cards by making them guess what's behind the flashcard; I simulate that the cards have fallen on the floor, and they have to tell you the name of it; I stick the flashcards on the whiteboard and hide one so that they tell you the one that is missing... And from the other hand, I use some big dices where you can stick some images and children tell you what it is. I also like games of movement, where they run to touch an image, for example. Now, in the school, we have started to use tablets in English and Arts lessons so that they can use some apps.

**9. Do you know what an educative escape room is? How can this resource help improving English language learning?**

Yes, I know what an educative escape room is, and we have used it in our school but in Catalan. I think it can be very beneficial because an escape room is an activity that motivates children of this age for sure, and if they are motivated, they are going to have fun and learn. Moreover, I obviously think that it helps of the English language learning.

## 8.9 Appendix 9

VOCABULARY	CAT	DOG	PIG	RABBIT	FISH	GIRAFFE	LION	MONKEY	ELEPHANT	APPLE	BANANA	ORANGE	PEAR	ONE	TWO	THREE	FOUR
<b>STUDENTS</b>																	
U.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
S.	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes
N.	X	X	X	Yes	X	X	X	Yes	Yes	X	X	Yes	Yes	Yes	Yes	Yes	Yes
L.	Yes	Yes	X	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
T.	Yes	Yes	X	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
J. J.	X	X	X	X	X	Yes	Yes	X	Yes	X	Yes	X	Yes	Yes	Yes	Yes	Yes
M.	X	X	X	X	X	X	Yes	X	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes
P.	Yes	X	X	Yes	X	X	Yes	X	Yes	X	Yes	X	X	Yes	Yes	Yes	Yes
O.	X	X	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
G.	Yes	X	X	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	X	X	Yes	Yes	Yes	Yes
L.	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
D.	Yes	X	Yes	X	X	Yes	Yes	Yes	Yes	X	Yes	X	X	Yes	Yes	Yes	Yes
A.	Yes	Yes	X	X	X	X	Yes	Yes	Yes	Yes	Yes	X	X	Yes	Yes	Yes	Yes
I.	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes
S.	Yes	X	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
I.	Yes	Yes	X	X	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	X	Yes	Yes	Yes	Yes
J.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Figure 29. Vocabulary known by each pupil after the Educative Escape Room

## 8.10 Appendix 10

VOCABULARY	CAT	DOG	PIG	RABBIT	FISH	GIRAFFE	LION	MONKEY	ELEPHANT	APPLE	BANANA	ORANGE	PEAR	ONE	TWO	THREE	FOUR
<b>STUDENTS</b>																	
U.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
S.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
N.	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
T.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
J. J.	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
M.	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes
P.	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes
O.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
G.	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
D.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes	Yes
A.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
I.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
S.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
I.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	X	Yes	Yes	Yes	Yes
J.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Figure 30. Vocabulary known by each pupil after the Educative Escape Room