



# **TRABAJO DE FIN DE GRADO**

## **Doble grado de Educación Infantil y Educación Primaria**

Programación Didáctica dirigida a 2º de Educación Infantil

*Exploring the magic in Disney World : A magical journey into  
English*

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## 2. THEORETICAL AND NORMATIVE BASIS OF PROGRAMMING

### GAMIFICATION FOR LEARNING

Gamification in educational ambit consist of using elements and games mechanics in non-play environments to improve on the motivation and students' engagement. This methodology let transform the learning in an interactive and dynamic experience, increasing the interest and the participation. On scholar context, it has been demonstrated that gamification for learning, facilitates the acquisition of knowledge and develops transversal skills such as collaboration, problem solving and autonomy. From pedagogical point of view, the gamification contributes to create an more significate learning environment, that helps the curiosity and the desire of learn. Elements like rewards, progressive challenges and the immediate feedback generate a feeling on the students of that encourages them to keep going. By integrating gamification strategies with curriculum content, students not only learn, but do so in a way they find fun and engaging, which reinforces the retention of concepts.

### CHALLENGE BASED LEARNING (CBL)

Challenge Based Learning is a methodology that involucrate students in real and complicated problem solving. This fosters a deeper learn when ubicare students in the active role as investigators and problem solvers. CBL encourage essential abilities for XXI century, as the critical thought, creativity and the capacity to work in teams. The relevance about CBL provides students with a tangible reason to learn, connecting academic contents with practical applications. This link between theory and practice increases motivation and commitment, that's because students can see the real impact of their effort. CBL also foments social and communicative abilities, which are essential for personal and professional development.

### IMPORTANCE IN MOTIVATION AND THE USE OF FLASHY THEMES

Motivation is a key factor in learning, which highlights its direct influence on academic performance and knowledge acquisition. Several studies demonstrate that intrinsic motivation, comes from genuine interest from an activity, its fundamental to reach a learning. Also, the satisfaction of phycological needs such as autonomy, competence and social relationships encourages more active and effective engagement.

The use of activities designed with flashy themes and related to the interests of students has proved particularly effective. These activities not only catch learner attention, but also improve their willingness to participate in the learning process. Incorporating playful and narrative elements helps to arouse curiosity and creates an environment in which students find enjoyment in what they do, thus promoting knowledge retention.

In addition, recent research confirms that methodologies that integrate attractive designs and relevant narratives, increase motivation, both intrinsic and extrinsic. Transforming educational tasks into meaningful and enjoyable experiences becomes a powerful tool for fostering interest, commitment and perseverance in learning.

## 6. CONTENTS (WITH THE GALICIAN LAW OF EDUCATION (DOG))

### BOQUE 1: COMUNICACIÓN

- Estrategias para la adquisición de la autoconfianza en el uso de la lengua extranjera.
- Funciones comunicativas elementales adecuadas al ámbito y al contexto: saludar, despedirse, presentar y presentarse; identificar algunas características básicas de personas, objetos y lugares; responder con respuestas sencillas y concretas sobre cuestiones cotidianas; expresar el tiempo (partes del día, días de la semana, los meses y estaciones del año), la cantidad y el espacio en conceptos que manejan en la lengua materna.
- Léxico básico elemental relativo a relaciones personales básicas, vivienda, lugares y contornos próximos de interés para el alumnado.
- Iniciación a patrones elementales sonoros, acentuales, rítmicos y de entonación.
- Convenciones y estrategias de conversación elementales para iniciar, mantener y finalizar la comunicación, tomar y ceder la palabra y preguntar y responder.
- Herramientas analógicas y digitales elementales para la comprensión y producción oral y multimodal.
- Estrategias elementales para la comprensión y la producción de textos orales; textos escritos y multimodales, breves, sencillos y contextualizados.
- Modelos contextuales elementales en la comprensión y producción de textos orales y multimodales, breves y sencillos.
- Convenciones ortográficas elementales.
- Unidades lingüísticas elementales y significados asociados a ellas tales como expresión de la entidad y sus propiedades, cantidad y número, afirmación, exclamación, negación, interrogación.
- Recursos, destrezas, actitudes y situaciones elementales que permiten iniciarse en actividades de mediación lingüística en situaciones cotidianas básicas.

### BLOQUE 2. PLURILINGÜISMO

- Estrategias y técnicas elementales de compensación de las carencias comunicativas y de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las lenguas familiares.
- Estrategias elementales para identificar y utilizar unidades lingüísticas (léxico, fonemas similares, patrones sonoros) a partir de la comparación de las demás lenguas del repertorio lingüístico propio.

### BLOQUE 3. INTERCULTURALIDAD

- Aspectos elementales socioculturales y sociolingüísticos más representativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países en los que se habla la lengua extranjera.
- Estrategias muy básicas de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

## 12. BIBLIOGRAPHY AND WEBGRAPHY

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