

**Enhancing 10th-grade students' understanding of complex grammar through teacher-made board games at the Águeda Gallardo de Villamizar High School.**

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## **SUMMARY**

The current project is broken down into three main sections: 1) The pedagogical and research component; 2) The community outreach component; 3) The intra-institutional activities component.

Regarding the first component, this project aims at helping tenth-grade students of the Águeda Gallardo de Villamizar High School to enhance their understanding of complex grammar through teacher-made board games. For the performance of this work, a qualitative action research was used, where instruments such as observation protocols, field-notes, and an open-ended and close-ended questionnaire were implemented for the gather and analysis of data. The sample consisted of 28 students from 10C, 11 women and 17 men from 15 to 17 years old. Likewise, the implementation of this strategy allowed them to learn new vocabulary, enhance their pronunciation, and reinforce the explained subject in the classroom.

On the other hand, the use of arts and crafts to teach Basic English topics to fourth-grade students. This strategy was part of the community outreach component. And finally, it will be presented the activities that were developed within the High School, which allowed me to know in depth its essence and beliefs, and also to acquire knowledge outside the classroom.



## **Chapter I: General presentation of the proposal**

### **1. Introduction**

The current project is part of the last stage of an arduous training process performed by the students of the Foreign Languages program at the University of Pamplona. Through it, pedagogical, administrative, and research aspects are addressed comprehensively.

Consequently, this project is divided into four components: academic institutional observation and diagnosis, the pedagogical and research component, the community outreach component, and finally, the intra-institutional activities component. The aforementioned elements were conducted at the Águeda Gallardo de Villamizar High School, located in Pamplona, Norte de Santander.

Through the academic institutional observation and diagnosis component, I seek to obtain a detailed knowledge and exploration of academic institutional aspects concerning the pedagogical, administrative, technological, and population levels, which allow me the execution of a proposal according to the academic institution's needs.

On the other hand, this project aims at implementing teacher-made board games as a pedagogical strategy within the English class, which allows tenth-grade students to improve their understanding of grammatical topics that are regularly presented in a complex manner. In addition, through this tool, students will practice the grammar topic learned orally, and not only in writing as it is usually done. Likewise, I will design this board games for students to answer questions articulating the grammatical topic learned with real-life situations.

The use of games inside the classroom helps to satisfy students' needs and interests in the subject matter, especially in learning grammar in context. Through them, students will perceive that what they have learned inside the classroom has an actual use, and therefore,

can be implemented in the future meaningfully. This type of tool takes the teaching-learning process to a modern and advanced level, leading students to participate actively in the lessons.

## **1.1 Justification**

To begin with, the current project, besides benefiting the tenth-grade students of the Águeda Gallardo de Villamizar High School, will also allow me as a tenth-semester student of the degree in Foreign Languages to perform a dual role as a student-researcher, performing all the subjects and experiences I have learned during my training stage. That is why, this proposal have two main goals: first, the use of teacher-made board games to help tenth-grade students of the Águeda Gallardo de Villamizar High School to improve their understanding of grammatical structures; and second, it will allow me to be fully involved in pedagogical, methodological, and administrative aspects within the elementary and secondary school.

With regards the first main goal of this proposal, Nur Syafiqah & Melor Md (2019) have stated that “learning grammar through active games is more interesting rather than doing grammar practices with workbooks. ESL learners are more interested to learn particular grammar through authentic language games with a widened repertoire of tasks related to real-life contexts.” Thus, implementing games as a pedagogical tool inside the classroom will be more interesting and motivating for students as memorizing an extensive list of grammatical rules and verbal conjugations makes them passive actors in the learning process, and as a result, provokes in them a loss of interest and motivation.

Besides, this pedagogical tool will allow students to communicate orally, putting into practice both the form and the function of the English language as these activities will encourage them to participate and engage in grammar lessons. This is why tenth-grade

students will produce new language as board games will be designed for them to answer real-life situation questions, and not only focus on traditional activities such as filling in the blank, conjugating verbs according to the pronoun, or extensive worksheets where the learned grammar topic is put into practice through memorization and repetition.

Finally, the design and use of board games will be beneficial to my professional growth and exploration of a different way of teaching-learning English. It will also help me to develop and assess a teaching strategy that is not commonly performed in an English classroom, then I will immerse myself in a different classroom environment.

## **1.2 Objectives**

### **1.2.1 General objective**

- To accomplish the continuous and gradual performance of pedagogical, investigative, administrative, and outreach training in a public high school in Colombia.

### **1.2.2 Specific objectives**

- To support pedagogical, administrative and outreach activities.
- To explain how the pedagogical intervention facilitate the development of skills in the 10th-grade English language.

## Chapter II: Academic Institutional Observation and Diagnostic Report

To know and explore in detail the context and the most outstanding needs of the educational community where I will develop the pedagogical and research intervention, as well as to know and investigate aspects concerning the administrative, technological, and population aspects that would allow an acceptable development of the proposal to be executed, I completed a general diagnosis during one week. To perform this diagnosis, instruments such as a field-notes diary and open record cards were used. Furthermore, certain academic institutional documents were taken into account: the Institutional Educational Project (PEI) and the school coexistence handbook, which allowed the understanding of the philosophy of the academic institution and its functioning.

### 1. Topographic location

*Figure 1. Topographic location*



*Resource: Águeda Gallardo de Villamizar web site*

The Águeda Gallardo de Villamizar High School was founded in 1960, in the city of Pamplona, Norte de Santander, Colombia. This educational center is located at Cra 9 No. 8-103 Salesiano neighborhood, being this the main location. This academic institution has 5 locations: 1) Sede Central, where the services of Secondary Basic and Technical High School

are provided; 2) El Escorial, located at Cra 11 N°8 C-55 Afanador y Cadena neighborhood, where the services of Preschool and Primary Basic Education are provided; 3) Jardín Infantil Nacional, located at Calle 5 #4-19; 4) Santísima Trinidad, located at Calle 9ª N° 9-20, providing services from preschool to fifth grade of elementary school to students of flexible models in evening and Saturday schedules; 5) Alfonso López, located in the El Progreso neighborhood, in this location the Escuela Nueva model, preschool and elementary school education has been worked.

On the other hand, the Águeda Gallardo de Villamizar High School is under the direction of the Principal Sister Sol Cristina Redondo Ávila, who has a Master's Degree in Local Development Management, and who aims at training creative, self-employed, and peace-building young people. This academic institution offers a single full day of school hours.

## **2. Observation at the administrative level**

The Institutional Educational Project (PEI) of Águeda Gallardo de Villamizar School aims at articulating the educational policy with the institutional practice to update its actions as an educational institution in a widely globalized, technological society, and therefore attentive to the exchange of knowledge and the establishment of connections that transcend borders through the implementation of new technologies, learning methodologies, procedures and administrative practices, the formulation, and participation in research projects that allow them to remain at the forefront in the educational processes that as an institution perform in congruence with the pedagogical bases.

This educational institution is based on the humanistic constructivist pedagogical model. This one seeks to form integrated people without ignoring each of its human

dimensions, social condition, and ability to make decisions. Likewise, it is an academic institution committed to educating people with deep faith convictions, based on its slogan or philosophy "Good Christians and Honest Citizens."

Moreover, this document presents the general and specific teaching-learning objectives for all educational levels: preschool, elementary school, junior high school, and high school technical education. Regarding the general objective, the academic institution's purpose is to train students in basic, citizenship, and labor competencies through meaningful processes and flexible learning models. And finally, specific objectives: to provide a solid ethical and moral formation, to stimulate autonomy and responsibility in students, and to create and promote an awareness of international solidarity, among others.

## **2.1 Mission**

The academic institution Águeda Gallardo de Villamizar is an educational establishment that offers an academic education focused on Christian humanism. Moreover, it provides quality training from preschool to high school technical in tourism animation and technical in business consulting for students in the tenth and eleventh grades. In addition, this academic institution trains citizens with moral and ethical bases, reflective and peace builders.

### **2.1.1 Vision**

In 2020 will be consolidated as a certified academic institution in the provision of educational services in the Norte de Santander region, in the training of autonomous, creative, reflective, and peace builder citizens. In addition, it aims to consolidate itself as a training academic institution for citizens with both academic and labor competencies according to their personal and social context needs in which they find themselves.

## 2.1.2 The academic institution symbols

### 2.1.2.1 The school flag

*Figure 2. The school flag*



*Resource: Águeda Gallardo de Villamizar Blogspot*

The School's flag is made up of two horizontal stripes of light blue, which represents the sky, and pink, which represents the colors worn by the patron saint of the Institution, María Auxiliadora.

### 2.1.2.2 The school shield

*Figure 3. The school shield*



The school shield has the initials of the Mother and Teacher of the Salesian Community: María Auxiliadora; at the bottom is the Latin slogan "Ora et Labora" which translates into prayer and work, pillars of the school's philosophy.

### **2.1.2.3 The school coexistence handbook**

The school coexistence handbook of the academic institution seeks an integral development of the individual and his or her interaction with others, promoting a culture of peace through dialogue and conciliation that allows the recognition and acceptance of differences in the community. This normative tool not only contributes to the regulation of relationships among students but also with other members of the educational community to be internalized, assumed, and lived by all its members. The academic institution's handbook is based on three fundamental pillars: reason, religion, and kindness, characteristic of the entire educational community.

This tool includes different types of sanctions that compromise school coexistence:

- Type I sanctions: includes breaches of student duties that do not significantly affect the development of educational processes. For instance, the improper wearing of the school uniform, failure to comply with the class schedule established by the academic institution, improper use of academic institutional materials and spaces, etc.
- Type II Sanctions: includes those behaviors that directly affect the healthy coexistence of the educational community. For instance: forcing classmates to perform improper acts, violating the cultural and ecological heritage of the academic institution, consuming or distributing cigarettes inside the academic institution, impersonating another person, etc.



- **Type III Sanctions:** includes personal attitudes that cause harm to the educational community, as well as those offenses contemplated in Colombian criminal law. For instance: carrying weapons, consuming alcoholic beverages and psychoactive substances, forging signatures, etc.

### 2.1.3 School Schedule

In the following section, you will find important intra-institutional dates that allow the Águeda Gallardo de Villamizar High School community to integrate themselves and participate actively.

**Table 1**

*School schedule*

DATE	ACTIVITY
September 9th	Educational forum: 10th-grade and 11th-grade students.
From September 19th to 22nd	Math week.
September 23rd	Salesian Student's Day and Love and Friendship Day.
September 24th	Mass in commemoration of María Auxiliadora.
September 25th	Salesian Family Celebration and Socializing.
September 30th	Mental Health Fair.
October 3rd and 4th	Business Fair.
October 24th	Mass in commemoration of María Auxiliadora.
November 21st	María Auxiliadora Mass, and school symbols delivery for tenth and eleventh-grade students.

November 23rd	Eleventh-grade graduation ceremony.
November 24th	Transition and 5th-grade graduation ceremony.
November 25th	Ninth-grade graduation ceremony.
November 28th, 29th, and 30 <sup>th</sup>	Sixth Institutional Development Week.

*Resource:* Retrieved from the institutional programming

## 2.2 Pedagogical approach

As an essential part of the academic institutional documents analysis, the pedagogical component aims to know and describe the strategies and tools that the academic institution implements to ensure the correct process of learning English as a foreign language.

The teaching-learning process of English as a foreign language is a fundamental aspect of the development of regional, national and international education of the Águeda Gallardo de Villamizar High School students. That is why the methodological strategies proposed are related to the educational policies that aim to teach, think, speak, write, read and listen to a foreign language. In addition, the design of these strategies allows students to open their minds in terms of their imagination, reflection, criticism, emotional contact with another culture, and even build their life projects through their academic projection.

Thus, the Águeda Gallardo de Villamizar High School has received attention from the Ministry of National Education (MEN) through the Colombia Bilingüe program. Then, it is expected that tenth-grade students, participants in this research project, will have certain linguistic skills such as: writing simple texts on known topics or topics of personal interest, being able to understand main ideas when the discourse is clear, and dealing with every day,

work or academic issues; describing events, desires, and aspirations, justifying opinions briefly, among others.

Consequently, the pedagogical approach of the Águeda Gallardo de Villamizar High School will be reflected in this proposal through the design and use of teacher-made board games that encourages participation and interaction among students, so that they can be taught to speak and follow instructions in English, develop their imagination and insight into how to understand and produce new language through games, and finally, describe facts, share opinions and talk about real-life situations.

### **2.2.1 Pedagogical resources**

The Águeda Gallardo High School for the execution of its proposed methodological strategies, makes use of the educational texts for students from sixth to eleventh grade "Way to go" and the series "English, please!" This last mentioned, will be the text I will use to work with ninth-grade and tenth-grade students.

In addition, although the academic institution has a series of physical resources that allow the development of certain classes: television, video beam projector, CD, and educational software "Open minded for teens," during the English classes I will only use the television to share some slides, images and videos to explain certain topic and the English, please! CD to work on listening activities.

### **2.2.2 Syllabus**

The syllabus of the Ministry's textbook series focuses on macro themes (Topic-Based Syllabus), which allow for interdisciplinary work with cross-cutting areas and projects related

to health, sexuality education, education for the exercise of human rights, sustainability, the environment, democracy, and peace.

Regarding tenth-grade students' syllabus, they are expected to understand instructions to carry out daily actions, make inferences from the information in a text, and express themselves orally with confidence. In addition, the textbook English, please! Articulates language topics with different aspects that allow a better understanding of what has been learned in the classroom. For instance, talking about urban tribes to acquire vocabulary about clothes and daily activities, and practicing superlatives and comparatives.

### 2.2.3 Schedule

As was mentioned previously, the tenth-grade students are the population with whom I will perform this pedagogical-research project. The tenth-grade students are divided into three courses: 10A, 10B, and 10C. However, it will only be conducted with the students of 10B and 10C, so as not to exceed the regulatory hours to perform the integral internship process.

**Table 2**

*Schedule*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	English 9A		English 9B	English 10C	
2	English 9A	English 10B	English 10C		
3		English 9B		English 10B	English 10 <sup>a</sup>

	B	R	E	A	K
4	English 10C		English 9A		English 10 <sup>a</sup>
5	English 9B		English 10A	English 10B	
6	English 9B	English 9 <sup>a</sup>			

*Resource:* Retrieved from the institutional programming

### 2.2.4 English lesson planning

Regarding the planning of English classes at the Águeda Gallardo de Villamizar High School where the present research will be developed, the English lesson plan is organized as follows:

**Table 3**

*English lesson planning*

THEMES	PRODUCT (SIE):	BASIC LEARNING RIGHTS (DBA)
Present perfect and past perfect.		
Second conditional.		
Tag questions.	Adjectives lottery	Holds spontaneous and simple conversations about topics that are of their knowledge, personal or academic interest.
Gerunds.		
Comparatives and superlatives.		
Active and passive voice.		
Relative clauses.		
Wish clauses.		
Phrasal verbs.		

ACTIVITIES	RESOURCES	CORRELATION SUBJECTS
<ul style="list-style-type: none"> <li>•Development of practical exercises in each language skill.</li> <li>Explanations and practical activities in each class.</li> <li>Notebook</li> <li>Quizzes with SABER test structure</li> <li>Evaluations by topics and 1 bimonthly test</li> <li>Quizzes of the studied themes during the term.</li> <li>Duolingo app as an improvement strategy (70-day streak)</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations and class activities.</li> <li>• Class exercises.</li> <li>• Quizzes with SABER test structure.</li> <li>• Text “English, please!”</li> <li>• Webcolegios educational platform,</li> <li>• Duolingo app suggested to study English.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish: verb tenses</li> <li>Art: elaboration of lottery of adjectives</li> <li>Natural Sciences: Comparison of Animal Characteristics.</li> </ul>

*Resource:* Retrieved from the institutional programming

### 2.3 The technological level of the academic institution

The academic institution has good quality Internet connectivity which is sufficient to meet the demands of the educational community. Through it, the teacher uses it to develop some activities in the classroom, and the students use it to connect through their cell phones to consult online dictionaries and translators when they need to know the meaning of unknown words. Besides, each classroom has a television, projector, and a loudspeaker. Those gadgets facilitate the development of the class as the teacher can share through them videos, attractive slides, and audios that allow it to work on listening. Finally, although the educational institution does not have a platform where students can give continuity to their learning process, the teacher has chosen to recommend the use of Duolingo to students, and thus motivate them to learn new vocabulary outside the classroom.

### **2.3.1 Population**

The Águeda Gallardo High School has 700 students. There are not only students from the city of Pamplona, but also from Venezuela and rural areas. Moreover, in this High School, there are some cases of inclusion: cognitive and psychosocial deficits, autism, and gender identity. Regarding the population with which the pedagogical-research proposal will be implemented, the tenth-grade class is made up of 28 students. There are 11 women and 17 men, their ages range from 15 - 17 years old. Finally, regarding their English level, most of the students have an A2 level.

### **2.3.2 Teaching staff**

The main location of Águeda Gallardo de Villamizar Academic Institution: Sede Central, has three English teachers. Mr. Anderson Fabián Colmenares is in charge of 6th and 7th-grade students, Mrs. Nataly Guarín is in charge of 8th and 11th-grade students, and Mrs. Yolima Parra is in charge of 9th and 10th-grade students.

### **2.3.3 Organizational structure of Águeda Gallardo de Villamizar High School**

This high school is organized as follows: 1. Principal Sol Cristina Redondo. 2. Board of Directors, which is made up of academic services, group counselors, welfare services, etc. 3. Coordinator Jesús David Ordoñez. 4. Academic council.

### **2.3.4 Parents' community**

The parents' community has a varied socio-cultural and schooling levels. The predominant activity is informal commerce, employees in general and domestic services, laborers, bricklayers, etc. In addition, they have a Board and Council of Parents where they

support the management of resources and participate in events and meetings of the academic institution faced with the School Government.



### **Chapter III: Pedagogical and research component**

Enhancing 10th-grade students' understanding of complex grammar through teacher-made board games at the Águeda Gallardo de Villamizar High School

#### **3. Introduction**

Grammar in the learning process of a foreign language is a sub-skill that should not be ignored as it is crucial to create and transmit meaningful messages either orally or in writing. According to The Oxford American Dictionary (1980), grammar can be defined as “the study of words, the rules themselves; speech or writing judged as good or bad according to these rules.” Then, grammar is related to words structures and functions, how they are linked to each other, and also the meanings produced by such mixtures taking into account their rules. Consequently, bearing in mind the previous concept, English learners regularly find it complex to internalize such grammatical rules, and then confidently produce new sentences as it can be challenging to grasp new patterns different from the mother tongue. Another reason is that the same traditional methodologies used at the end of the 19th century to teach and make English grammar comprehensible have been applied nowadays. This means that teachers often use activities inside the classroom related to translation, memorization of grammatical rules, verbs lists and grammatical exceptions. As Ameliani (2019) stated, “(...) the grammar which is taught for the young learners is not always easy, and students usually get confused when they want to make the sentence grammatically correct.”

Furthermore, students of the current century are completely different from the previous generations as they learn differently and require dynamic and interactive strategies that respond to their needs and interests. According to Gómez (2017) “a good teacher should take advantage of learners' interest in the language they are acquiring, and explore new and

interesting ways of teaching.” In doing so, teacher-made board games can be an adequate pedagogical tool to be used inside the English classroom as it will help tenth-grade students to acquire, understand, and produce new language without limiting themselves to memorizing formulas and then working on the same gap-filling English exercises.

Consequently, the purpose of this study is to allow students to understand certain grammatical topics of the English language through a modern strategy adjusted to their needs and interests. In addition, to turn them into active actors in the learning process, and not just passive agents who memorize and then repeat. In doing so, a teacher-made board game was used at the end of the class explanation to put into practice the language form learned. Likewise, through board games, students answered questions related to real-life situations using grammar structures, verb conjugations and vocabulary to respond spontaneously, and thus not focus only on repetition.

### **3.1 Problem**

After a week of observation and diagnosis, it was possible to have first contact with the students, and in this way perceive certain weaknesses within the teaching-learning process performed with tenth-grade students. Although different resources were implemented to work on the use of "comparatives and superlatives" such as slides, work guides, and videos, I noticed they were not enough for the students to be immersed in a meaningful context where they could implement what they had learned. On the other hand, although students actively participated and were willing to answer the questions and activities proposed, the use of the mother tongue predominated. Thus, it reflected that students did not communicate inside the classroom meaningfully.

The aforementioned aspects could be related to the somewhat traditional methodology used by the teacher, which prioritizes the teaching of grammatical structures and rules, rather than the meaningful use of what has been learned in real-life situations. According to Mahmoud & Tanni (2014), “a game can be a solution as it is stated by Prank that game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning while using the target language” (as cited in Dewi, Kultsum & Armadi, 2016, p. 64) Thus, board games in this project, besides being designed with fun questions to produce interest in tenth-grade students to keep playing and learning, also had checker boxes indicating if they lost or gained points, if they must go backward or forward, or if they must fulfill some kind of penalty. In this way, it would generate students' interest, and willingness to participate and interact as they had to compete to win.

Thus, this research guided data collection through two questions:

- How does the use of teacher-made board games facilitate the comprehension of complex English grammar?
- How can teacher-made board games be used inside the English class to acquire, understand and produce new language?

### **3.2 Justification**

This research aimed to enhance grammar correctness of tenth-grade students while playing teacher-made board games. This pedagogical intervention articulated playing and learning grammatical rules meaningfully.

The use of games in the classroom has a number of benefits that enhance the student's learning and experience in the English classroom. Wit (2012) highlighted that games in the

English classroom promote “interaction, cooperation, creativity and spontaneity among the learners apart from maintaining interest among the learners.” Thus, taking into account the benefits previously mentioned, this type of pedagogical tool may help students to become interested even in subjects that are complex to understand and that could be of little interest to them. Besides, “The usage of games adds variety in the teaching and learning of English where it is a combination of behavior, experience, perception and cognition.” Musa, Ariffin & Hasan (2016). In this project, I designed board games with fun questions where students must answer them using the grammatical rule learned, it also had checker boxes with certain actions such as “*go back three spaces! Go back to start! You won two points*” to keep the game interactive, and also instructions that allowed tenth-grade students to learn creatively as they would not only understand the competencies of English grammar but also to understand how the games were played.

During the class observation, I realized that students are not taken into account most of the time as the main actors in the process of understanding grammar in terms of form and function. Likewise, the lack of interaction between teacher and students does not allow a meaningful understanding of some of the grammatical topics.

According to Lee (2012) “a well-developed game has educational and pedagogical value. It is deemed meaningful when the players learn and produce chunks of language from it.” This is why well-designed grammar games will allow the student to be able to produce new language actively and communicatively, discover and understand simply the different grammatical rules. Subsequently, the type of game I designed was the board game pathway style as it allowed to ask questions, establish penalties, and activities that encourages the use of English meaningfully and interaction among peers. I also used this pedagogical tool as part

of the class development to put into practice what had been taught and solve doubts that may emerge during the performance of board games.

### **3.3 Objectives**

#### **3.3.1 General objective**

To enhance tenth-grade students' understanding of complex grammar through board games at the Águeda Gallardo de Villamizar High School.

#### **3.3.2 Specific objectives**

- To play teacher-made board games to understand English grammar.
- To practice English grammar rules communicatively by articulating teacher-made board games with real-life situations.

### **3.4 Theoretical framework**

In this section dedicated to the theoretical framework, certain concepts such as teaching English grammar, Game-Based Learning and board games will be defined for a better understanding of the current project.

#### **3.4.1 Teaching English grammar**

Teaching and understanding grammar is a complex assignment to accomplish as there are many structural rules, clauses, phrases, and words to bear in mind to communicate a clear message. Matkasimova and Makhmudov (2020) pointed out that “grammar rules are really difficult to understand as well as somehow explain, that is why grammar should be taught clearly and attentively to learners.” Besides, grammar is an essential component in teaching and learning English. According to Lin et al. (2020) grammar is an indispensable guide for

learning English effectively, and also for developing one's language knowledge and social skills in context. Furthermore, it is important to use interactive teaching methods that help students to achieve not only cognitive knowledge but also generate interest and willingness to learn. Matkasimova & Makhmudov (2020) stated that "if a teacher combine their lessons with some sources and dynamic methods, it will be more interesting and qualitative for students."

### **3.4.2 Game-Based Learning**

Trybus (2015) defined Game-Based Learning as "the borrowing of certain gaming principles which will be later implemented to real-life settings to engage users". Besides, this kind of learning facilitates the understanding of English grammar as different components that favor the active participation of the students, interaction among them and ownership of their learning are developed. According to Huang & Soman (2013) games are able to "facilitate immediate feedback, cooperative solving problem, and scaffolded learning that increases challenge, social interaction, and entertainment." In addition, Catron & Allen (2007) considered that games designed with an educational purpose "simplify certain brain abilities related to concentration and reasoning" (as cited in Arias, 2021, p. 28). That is why using games as an academic resource will enhance the students' grammatical structure comprehension as they will fully engage in the learning process. This type of learning also may help learners integrate creativity, cooperation and active learning.

### **3.4.3 Board games**

According to Mostowfi et al. (2016) board games are useful to "connect real situations, enhance motivation, and in fact, encourage cooperation, which also helps learners to use the language to elaborate plans, make deals, and negotiate with each other." This

means that using board games will help students to practice language communicatively while interacting with their teacher and classmates. This tool also allows learners to remember studied lessons, as board games most of the time articulate theory with real-life situations. In addition, Maulana (2019) stated that “One of the main goals of language teaching is to equip the students with the ability to communicate in the target language. Almost all board games are the imitations of situations in real life.” Consequently, playing board games inside the English class will favor grammar understanding meaningfully, and the students will be engaged in an interactive and dynamic atmosphere.

### **3.5 Literature review**

In this section, it will present previous studies on a national and international scale that approach board games as a tool for teaching English grammar.

#### **3.5.1 The effectiveness of implementing board games in the English class.**

Cherirou (2015) conducted a quasi-experimental research to investigate the effectiveness of board games to facilitate the teaching of English grammar. Findings revealed that, first, the majority of English teachers considered games a useful pedagogical tool to make grammar instruction comprehensible. Second, students agreed on the helpfulness of games to address many areas of language apart from grammar. Third, students stated that playing games helped them to learn unconsciously while having fun. Similarly, Parisa & Yussof (2013) found that board games provide meaningful context to learn grammar, and allow students to learn unconsciously as the essence of the game favors competition, making students concentrate deeply to win.

On the other hand, other studies revealed that board games not only facilitate teachers' labor but also help students to learn in a cooperative and enjoyable atmosphere

(Jumaida, 2018). Likewise, Escobar et al (2021) realized that games are effective to increase vocabulary and accuracy learning and help students to feel comfortable while interacting with their teacher and peers. Besides, board games enhance students willingness to learn, and favors a positive environment for teaching complex grammar topics and foster their English skills (Wongpunya & Meesri, 2018).

Moreover, Linares (2018) conducted a qualitative research with tenth-grade students of a public school in Colombia to enhance students' speaking skills through the use of teacher-made board games. In doing so, findings revealed that the use of this pedagogical tool helped students to enjoy learning while playing and interacting with their peers. Besides, it increased students' motivation to speak as the topics proposed by the teacher were striking. And finally, teacher-made board games were an extra tool used to support the language acquisition of tenth-grade students.

Otherwise, an action research was carried out by Quevedo (2020) in a Colombian public school to analyze how fifth-graders' motivation enhanced when learning English when using board games. The results showed that board games helped students to feel confident as the class atmosphere turns amusing than traditional classes focused on repetition and memorization. In addition, this tool was helpful to increase motivation which favored the students' participation and integration. Similarly, Escamilla (2022) realized that games favor a collaborative environment when learning English. Likewise, they are helpful to increase students' motivation and confidence as the atmosphere turns relaxed and they are not being graded.

Finally, Arias (2021) through an exploratory action research aimed at promoting eleventh-graders' oral interaction by using board games in the EFL classroom. Thus, findings showed that board games engaged students into tasks and motivated them to learn. Besides,



they were helpful to increase motivation while learning in a cooperative environment as games favor social interaction.

### **3.6 Methodology**

This section aims to guide the development of this pedagogical research component. Then, it is broken down as follows: first, the pedagogical methodology; second, the type of research; third, design and population; fourth, data collection instruments; fifth, the schedule to perform the proposal and data collection.

#### **3.6.1 Pedagogical methodology**

Considering that this proposal aims to enhance grammar correctness while playing teacher-made board games, it is important to acknowledge certain theories that allow the correct implementation of it. Byrne (1984, p. 100) mentioned some procedures to contemplate while designing and playing games: “First, choose games on the basis of their suitability in terms of the language the students practice. Second, prepare the games carefully beforehand. Third, explain to the students the purpose of and rules for the games. Fourth, give students one or more opportunities to practice before the games are played. Fifth, involve as many students as possible, dividing the class into teams. Sixth, if games are played in points, teams should be awarded for each correct answer and the scores written up on the board” (as cited in Urrutia & Vega, 2010, p. 17).

Subsequently, I performed this project on October, 19<sup>th</sup>. Following Byrne’s (1984) methodology, the first step, I was able to determine that tenth-grade students barely interacted with their peers and teacher in English. This may revealed that students have a low English level proficiency, showing that they relied on translators, or dictionaries. Sometimes, they asked the teacher for translation of some words to complete the activities teacher suggested.

Consequently, I designed the board games adjusted to their low English level to provide them with several opportunities to creatively use the language.

In addition, this playful activity may encourage interaction and trigger their interest to learn English while having fun. Taking into account the pedagogical purpose and instructions of each board game, the students understood how the game was played and the benefits of it. For example, the game involved asking questions related to real-life situations, describing actions. While playing, learners performed simple actions such as “go back two steps” or “lose three points”. I designed a game called pathway style which would have several checker boxes. The students had to roll a dice and depending on the number that rolls, they would have to move forward in the checker box and answer questions or perform actions described on the board game.

Playing board games and learning was reflected as the students answer questions related to real-life situations using the present perfect simple and their personal experiences, events or memories. Grammatically speaking, the students had the opportunity to, conjugate this tense and use new vocabulary.

I used the board game to put into practice what had been taught and learned. Thus, the students were requested to work on activities related to verb conjugation, answer questions and describe pictures using the present perfect simple structure in its different three forms. Depending on the nature of the game, the students were placed at a round table and the board game in the middle. The students were divided into groups of 4 to 6 people. This gave them an opportunity to actively engage. Although it was not essential, there was some competitiveness to increase their motivation to learn, play and win.

Finally, the performance of tenth-grade students was assessed as they played the game. Learners played different roles as the game unfolded. For example, within each team

there was a note taker student in charge of registering what the other members of their group were doing, a reporter to share the group's experience when performing the board game. And in my dual role as a teacher and researcher, as I guided the students through the activities, I analyzed students' interaction and answers. Thus, it allowed me to be part of the game as an observer participant, and compare the students' attitude towards the game with their perceptions at the end of it.

### **3.7 Research methodology**

#### **3.7.1 Research approach**

The research approach implemented is the qualitative one. According to Hatch (2002, p. 7) “qualitative research seeks to understand the world from the perspectives of those living in it.” Therefore, the qualitative approach allowed me to capture the perspectives, thoughts, and actions that people perform in specific social settings. Furthermore, Creswell (2014) mentions that researchers will be allowed to further develop participation to gain experiences; through this development, it will be possible to explore and understand individuals or groups attributed to a social problem, procedures and data collected in the participant's environment for analysis.

#### **3.7.2 Design**

This research was conducted under the action research design. According to Creswell (2002) the action research design addresses a specific issue that seeks to obtain solutions to a problem. In the educational field, it aims to strengthen strategies, methodologies, and process addressed to enhance students' learning process. Besides, it places educators in a learner role to narrow the gap between practice and their thoughts regarding education.

Bearing in mind that this project allowed me to play a dual role as a teacher and researcher, this design enabled a continuous feedback as it was a reciprocal procedure between the pedagogical practice and the research processes that were performed to improve my intervention in the classroom. In my teaching role, I prepared lesson plans to design different activities based on students' English level, manage English classes and guide students in the learning process of English. Thus, within this performance, the use of teacher-made board games inside the English classroom allowed me to be immersed in the teaching-learning process of the students, and also in a certain way to understand the impact and effectiveness of this pedagogical tool in facilitating the understanding of grammatical topics in both form and function.

### **3.7.3 Population**

For the development of this research, the beneficiary population were the tenth-grade students from Águeda Gallardo de Villamizar High School. There were 30 students from 15 to 17 years old.

### **3.7.4 Data collection process**

In this research, certain instruments were taken into account such as participant observation, field-notes, and a questionnaire.

### **3.7.5 Participant observation**

Observation is a research instrument that allow the researcher to analyze participants' behavior and phenomena in their natural setting. According to Creswell (2002, p. 214) a participant observer "is an observational role adopted by researchers when they take part in the activities in the setting they observe. The researcher assumes a role of an inside observer

who engages in activities at the study site.” That is why this research instrument helped me to perceive salient aspects of the phenomenon and to understand in depth the context in which this investigative pedagogical proposal was conducted. (Annex 1)

### **3.7.6 Field-notes**

Hatch (2002) defines field-notes as a research instrument where the researcher captures detailed descriptions of actions and contexts of the moments observed. Moreover, Phillippi & Lauderdale (2017) highlight that “field notes are widely recommended in qualitative research as a means of documenting needed contextual information, they ensure rich context persists beyond the original research team.” In this way, this instrument allowed to store detail information to clarify and explore aspects that arose during the data collection process. (Annex 2)

### **3.7.7 Open-ended and close-ended questionnaire**

Creswell (2002, p. 220) “closed-ended responses can net useful information to support theories and concepts in the literature. The open-ended responses, however, permit you to explore reasons for the closed-ended responses and identify any comments people might have that are beyond the responses to the closed-ended questions.” Then, this type of research instrument was helpful to collect participants’ thoughts, attitudes and perceptions regarding the use of the teacher-made board game to understand a complex grammar topic. (Annex 3)

### **Table 4**

*Schedule of activities*

ACTIVITY	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1. Academic Institutional observation.	X															
2. Project formulation.		X														
3. Project editing.				X												
4. First implementation.							X									
5. Questionnaire.									X							

*Resource:* self-designed

### 3.7.8 Project's execution

In this space the descriptions of the activities conducted during the research process and practicum period will be presented.

**Table 5**

*Activities schedule*

DATE	ACTIVITY	OBJECTIVE	ACTIVITY'S DESCRIPTION
September 29th	“Guess who” game.	This activity aimed at considering certain aspects	In this activity, the students were divided

(Annex 4)	<p>such as students' interaction, into groups of six concentration and people, they received a participation that allowed photocopy with 30 me to design the first board- different characters for game to play at the end of the them to ask questions fourth week class. to guess the character chosen by the opposites groups. Through this activity, I sought to reinforce the use of the present perfect simple structure in the interrogative form, orally. Besides, to choose the best strategy to play the first board game through the analysis of students' performance during the "guess who" game.</p>
<b>October, 19<sup>th</sup></b>	<p>Present perfect simple board game. To communicatively In this activity the reinforce and put into students were divided practice what had learned into groups of 4 and 6</p>

	(Annex 5)	about the present perfect people. They were simple tense.	playing while learning the grammatical rules of the present perfect simple. They performed several activities such as: describing pictures, unscrambling sentences, answering life experiences questions, acting out verbs, and conjugating verbs into the past participle form.
<b>November, 2<sup>nd</sup></b>	Questionnaire.  (Annex 6)	To get to know tenth-grade students' thoughts regarding the use of the board game to enhance their understanding of the present perfect simple tense.	This was a five length questionnaire to get to know the students' perception about the performance of the present perfect simple board game. Besides, to know how helpful they were to help the



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students to understand  
complex grammar.

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### **3.7.8.1 Pedagogical sheet**

The pedagogical sheet contained the objective of the activity regarding its design and further research analysis. Likewise, the pedagogical objective of the game, instructions, and a detailed description of the activities carried out during the implementation of the game.

(Annex 7)

### **3.7.8.2 September, 29<sup>th</sup> - “Guess who” game**

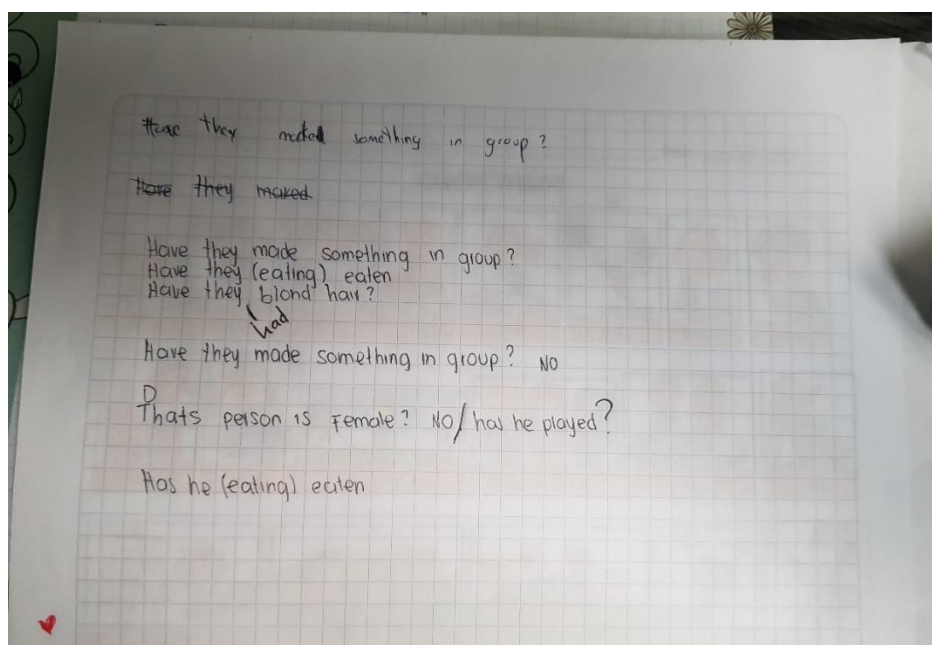
As I adopted Byrne's (1984) methodology to perform the current project, during the first and second implementation activities I took into account his six-step procedure to design, execute and assess the teacher-made board game.

Before playing the first board game, I designed an activity to analyze tenth-grade students' interaction and participation. This performance allowed me to work on the structure of the first board game implementation. This activity took place on September, 29<sup>th</sup> at 8:20 a.m. and was conducted with 24 students. During this class hour, I asked the students to work in groups of four to six people as they were going to play the “Guess Who” game to practice orally the use of the present perfect simple structure. Then, I provided them with a photocopy with 30 different characters to ask and answer questions using the aforementioned grammar structure.

Based on Byrne's (1984) methodology, the first step suggested identifying the students' language level to design the game, therefore, I designed the activity based on their low English proficiency. Next, regarding the second step related to careful game preparation, I selected all the characters performing daily life activities for tenth-grade

students to use an elementary vocabulary: eat, paint, play, and write. Subsequently, third step related to a general explanation of the game, I explained to the students the pedagogical purpose of playing the “Guess Who” game: to orally reinforce the use of the present perfect simple structure in the affirmative, negative and interrogative form. Following the fourth step to verify the students understanding, before starting playing, I requested some of them to ask questions and then answer them to verify if they had understood the game instructions. In addition, as fifth step suggested to organizing the class into teams, I divided the class into groups and asked them to choose a note taker to write the questions made by the members of their group, and the answers of the opposite groups. Besides, the game was played in points, and the students were awarded. Finally, based on the sixth step, I assessed their performance as they played, and then, when asking for their written notes.

*Figure 4. Written notes from “Guess who” game*



*Resource: Student's own authorship*

This activity allowed me to think about the future organization and structure of the board game. Tenth-grade students are characterized by being somewhat numerous, and also relying quite on their cell phones to send messages, watch videos, play games or perform activities different from those developed in class. As a consequence, the development of this activity helped me to specify the design of a single board game and not one for each group as in this way they could be integrated and actively involved in the activity. Moreover, it allowed me to think of possible questions and actions to design the checker boxes game and thus catch the students' attention and willingness to participate.

### **3.7.8.3 October, 19<sup>th</sup> – Present perfect simple board game**

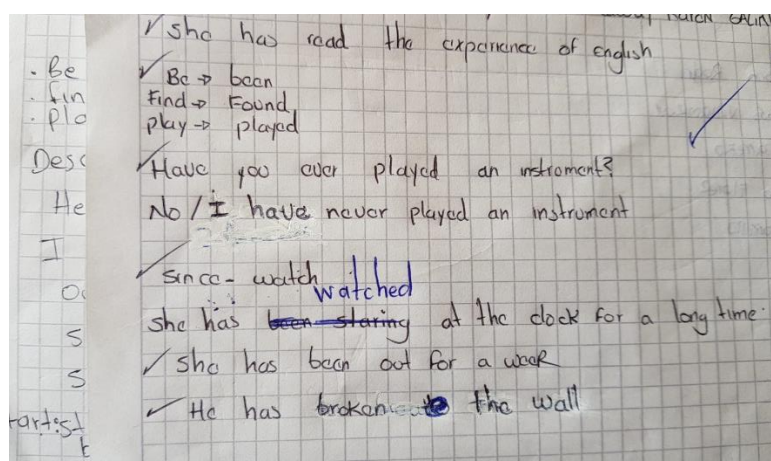
This activity took place on October, 19<sup>th</sup> at 07:55 a.m. with 26 students. The six-step process suggested by Byrne's (1984) was completed as follows: First and second step, I adjusted the board game checker boxes for students to creatively produce new language based on their low English level. Many of the verbs taken into account to be performed, to draft the questions, sentences, and to correct mistakes, were constantly used during the explanations and activities related to the present perfect simple tense. This, to help the students to produce new language despite having limited vocabulary. Then, the third step, I took 10 minutes of the class to carefully explain to them the game structure, instructions and actions to be performed. I showed them the board, and explained the checker boxes in which they would work on: 1) Affirmative sentences, they had to read them and find the grammatical mistake in them; 2) Pictures, they had to describe them; 3) Images, they had to make affirmative, negative or interrogative sentences; 4) Questions, they had to answer them based on personal experiences; 5) Verbs, they had to conjugate them in past participle; 6) They had to act out certain verbs, and their team members had to guess and conjugate them in past participle. In addition, I gave each group a token game to distinguish them and play

orderly. I also explained to them that they would use an online dice to move forward in the board game. And finally, I told them the first group in reaching the finish line would be the winner and would be awarded.

Furthermore, the fourth step, before playing, I allowed the students to roll the dice, move forward and perform an activity requested by the checker box game to verify if they had truly understood the game instructions and structure. Then, the fifth step related to organizing the class and fully engage them, I divided the class into groups of four and six people, and I asked for a note taker in each group that wrote what they were doing, for instance, the asked questions, the conjugated verbs, the sentences in different structures, etc. Besides, the sixth step, the students were awarded with a packages of cookies and a 5.0 as grade in the English class. This last step was important to motivate them to participate and play the game actively.

Finally, tenth-grade students were assessed as they were playing. I solved certain doubts related to the present perfect simple structure, unknown and some mispronounced words. They were also assessed through their written notes.

*Figure 5. Written notes from the first teacher-made board game implementation*



*Resource: Student's own authorship*

### **3.7.9 Findings**

In this section, it will present two main categories that arose after analyzing the implementation of the teacher-made board game about the use of the present perfect simple tense: 1) Teacher-made board game to facilitate the comprehension of present perfect simple tense; 2) Playing teacher-made board game to acquire, understand and produce new language.

#### **Teacher-made board game to facilitate the comprehension of present perfect simple tense**

##### **Board game design to reinforce the Present Perfect Simple use**

This teacher-made board game enabled me to develop my own design with several activities for students to put into practice what they had learned actively and in a contextualized way. Thus, this activity took place at the end of the explanation of the present perfect simple tense. I structured the board game into six activities such as: 1) Affirmative sentences (Annex 8), 10<sup>th</sup>-graders had to read them and find the grammatical mistake in them; 2) Pictures (Annex 9), they had to describe them; 3) Images (Annex 10), they had to make affirmative, negative or interrogative sentences; 4) Questions (Annex 11), they had to answer them based on personal experiences; 5) Verbs (Annex 12), they had to conjugate them in past participle; 6) They had to act out certain verbs (Annex 13) and their team members had to guess and conjugate them in past participle.

During the development of this activity, I observed that the design of the checker boxes game allowed 10th-grade students to identify patterns. This is why they used the language without thinking carefully about how to structure a sentence or conjugate a verb according to the grammatical present perfect simple rules. For example, certain checker boxes were related to making affirmative and negative sentences to describe pictures. As this was a repetitive checker box, and the students listening to their classmates' answers and the

corrections made to them, led them to internalize the difference between the uses of "Have/Has" according to the subject pronoun. Consequently, they did not confuse their use and were aware of the importance of verbs conjugated in past participle no matter the verb form of the aforementioned tense. As participant 1 stated: "the repetition of the questions or what we had to do (actions and checker boxes game) made it easier to understand how to use the structure of the present perfect and how to conjugate the verbs." (Questionnaire)

Moreover, the students considered that learning through games may was more dynamic and fun as they did not limit themselves on using their own written notes to repeat and memorize traditional exercises such as filling in the spaces or conjugating the verb into brackets. As participant 9 pointed out: "This board game facilitated my own understanding of the English topic as we were not only focused on memorization but we developed a variety of activities that helped us to work on the present perfect simple form, past participle verbs, and to keep in mind the difference between regular and irregular verbs." (Questionnaire)

On the other hand, the design of this tool allowed them to reinforce what they had already learned in previous class explanations. As participant 7 mentioned it: "This game helped me a lot because the activities were related to what we have done in previous classes. In addition, it was a great activity to share the answers and opinions orally and been corrected immediately" (Questionnaire). Similarly, participant 12 considered this activity as a tool to reinforce his knowledge as the verbs and vocabulary were related to those used when the topic was explained. This is why this activity, alongside with the immediate feedback, facilitated their own way of learning and allowed students to clarify doubts regarding the use of the auxiliary verbs and the present perfect simple to narrate their own experiences. For instance, when unscrambling certain sentences, they internalized the placement and meaning of the auxiliary "Have/has" within the sentence. Many of them, during the explanation time,

failed to understand why they were using this auxiliary if it meant "to have." However, during the game and the constant mistakes, I would tell them the importance of keeping in mind the structure of the present perfect to make clear and understandable sentences. Then, I reminded them of the structure and emphasized that it never changed, as well as translating the sentence into Spanish to help them relate the target language and the mother tongue.

### **Board game as a facilitator to learn in a comfortable environment**

Another outstanding aspect that facilitated 10th-grade students' understanding of the present perfect simple tense was the relaxed atmosphere generated by this board game.

The students felt more comfortable and confident to participate as the structure of the game did not make them think that they were putting into practice what they have learned in a strict environment or that they were being judged through instant feedback. Besides, through the dynamics of the game, the students put aside the fear of participating orally and being pointed out by their classmates when making mistakes. For example, when the groups had to answer questions related to personal experiences such as falling in love, breaking a bone or winning a contest, most of them did not know how to pronounce their own answers. However, they read them aloud with certain mispronunciation mistakes and this was not a constraint to respond and continue playing. As participant 2 stated: "I think I learned in a more relaxed environment where I participated fearlessly and where I did not feel bad or uncomfortable when the teacher corrected me. Also, I did not feel frustrated and I was able to learn from this dynamic activity" (Questionnaire). Thus, the game design allowed them to focus more on playing while learning than on the awkwardness of talking and making mistakes, as they worked harder to make it right to move forward in the checker boxes and win. The students relied on Google Translator and online dictionaries to look for unknown words and listen to the correct pronunciation of the words they wanted to use to perform the activities from the checker boxes.

On the other hand, tenth-grade students considered this activity helpful to learn interactively and not isolated from their classmates and the teacher. Thus, this interactive teaching-learning facilitated the comprehension of the present perfect simple tense. Participant 7 pointed out: “(...) besides not working on boring activities, I think we were active and not just sitting at the desk solving them.” Similarly, participant 10 claimed: “this game facilitated my own way of learning because I was not working alone on my notebook, but I was speaking and learning from my classmates and teacher” (Questionnaire).

### **Playing teacher-made board game to learn, understand and produce new language**

Through this game tenth-grade students were able to 1) Learn new vocabulary, 2) Learn and enhance their pronunciation, 3) Use the present perfect simple meaningfully through interaction. However, one of the main problems that could arise while playing the board game was the low English level of 10<sup>th</sup>-grade students to perform the activities.

In my role as a teacher, during the game I was a guide and facilitator for students to stay active while learning and playing. As a consequence, while playing the board game, they not only reinforced the use of present perfect simple, but also learned new vocabulary as there were certain unknown words they must use to answer the questions. For example, when answering if they had ever eaten something weird (Annex 14), a member of a group used Google translator to look for “Ancas de rana.” After knowing the meaning of the previous words, he answered: “Yes, I have eaten something weird. I have eaten frog legs.” Similarly to group 2 who used an online dictionary to look for the meaning of “preocupado” to describe a picture (Annex 15). Then, this constant action showed that tenth-grade students relied on different tools such as online translators and dictionaries to look for some vocabulary to make long sentences and not only answering orally and in writing with the following structure: subject + have/has + verb in past participle.



In addition, the students used translators to look for the pronunciation of the sentences and questions captured on the board game, and the correct pronunciation of the verbs conjugated into past participle. Consequently, in my role as a researcher, I realized that playing this game enabled them to perform the requested activities orally and not only in writing. Besides, to correct the mispronunciation mistakes of the auxiliary verbs “Have/Has” as they used to pronounce them as it was in Spanish during the explanation time and while playing the game. As participant 3 stated: “(...) we used translator that helped us to learn more words. Also, we learned not only how to write but also how to pronounce what we wrote.” (Questionnaire) Bearing in mind this was an activity to reinforce the learning of present perfect simple communicatively, students were forced to perform the activities orally, and thus, look for extra aids to pronounce correctly unknown words.

Despite tenth-grade students’ low English proficiency, producing new language was reflected when answering the questions requested by the game. The students used the target language to share their ideas and thoughts orally. Participant 8 pointed out: “With this game we were playing and practicing the speaking skill which is something that we do not regularly do and that makes us feel ashamed because we do not have a good pronunciation.” (Questionnaire) Then, my own board game design was a proper strategy for students to freely participate while playing and learning. In addition, it was helpful for them to stay focused on playing to win rather than their mispronunciation mistakes. Through this activity, the students were constantly using the target language orally to communicate their answers and opinions with regard the checker boxes. Moreover, providing them instant feedback about the mispronounced words allowed them to repeat several times the corrected sentences until having a proper pronunciation, learn it, and then, use them while moving forward on the following checker boxes.

Besides, the students learned the subject meaningfully and not isolated while filling in the spaces in the three different forms. All the questions they had to answer were related to life experiences. As participant 3 stated: “playing this game was like using what we learned in a real way because the questions were about personal experiences.” (Questionnaire) Thus, playing this board game was helpful for students to be aware not only about the present perfect simple form but its grammatical use.

Furthermore, the understanding of the grammar topic was positively reflected through the dynamics of the board game. The students shared the answers aloud with their group's members and the classmates in general. This allowed them to learn from each other's answers, to become fully involved in the activity, and to learn together and not in isolation by solving exercises in the notebook. According to Malgren (2011) games facilitate the acquisition of a language where creativity and imagination are focused on learning situations, and allow students to interact through the use of the target language (as cited in Castrillón, 2017, p. 90). Therefore, this current research amplifies Malgren's as board games may be essential to learn grammar communicatively while responding orally to the requested actions. Besides, learning interactively as students have to share their answers, discuss the correct structure of the sentence, and pay attention to their classmates' performance.

### **3.8. Conclusions**

This type of strategy allowed me to develop my own board game design with multiple opportunities for students to put into practice what they had learned in class, in a contextualized way. That is why, this activity enabled them to learn interactively and use the language to give opinions, listen to and make decisions while moving forward on the checker boxes.

On the other hand, despite the short and limited time to implement the board games, I perceived this tool as a positive strategy to help tenth-grade students to understand complex grammar topics. Consequently, it may have been helpful to motivate students and make them actively participate and take control of their own learning. This, as a result of the game structure that favored motivation and willingness to learn. In addition, the inherent characteristics of the game sparked students' competitiveness and interest, leading them to concentrate in such a way that they would try to make their best, participate and produce new language correctly to win.

Finally, one outstanding behavior I perceived as tenth-grade students played was the freedom and comfort they communicated their answers despite pronunciation errors. Likewise, it challenged them to look for certain aids to communicate their thoughts orally and in writing, and not limiting themselves to saying they did not know how to pronounce or to write a word, and therefore, would not participate, but they were active characters in charge of their own learning. Thus, this fun activity changed their learning behavior as they became more relaxed, confident, and uninhibited to learn.

### **3.9. Further research and limitations**

During the performance of the current project, I faced one main limitation related to lack of time to play the board game and gather the data. For instance, due to the complexity of the subject and tenth-grade students' low English proficiency, the present perfect simple explanation was extended to four weeks of classes. In addition, an extensive number of academic events arose that disrupted with the tenth-grade students' English classes such as: The science fair, The Human Rights Day, and the Christmas contest. Consequently, I was only able to play one board game and I could not observe the students' performance when playing at different times.

Finally, for further research, it is recommended that for complex grammar, the subject may be divided into several parts, and thus, board games are played. Therefore, instead of designing a single board game that covers the whole subject, several boards may be designed to reinforce the subject step by step: 1) Verbs conjugation; 2) Lexical structures; 3) Uses. This is to take advantage of time and gather more data.

## **Chapter IV: Community outreach component**

Teaching English through crafts and arts activities to fourth-grade students at the Águeda  
Gallardo de Villamizar School

### **4. Introduction**

In order to meet the English training needs of children in public schools in Colombia, it is essential to follow a process that establishes the themes, methodologies, competencies, and achievements to be worked on in the classroom. However, most of these schools do not have a teacher prepared for the formation and execution of classes in which skills for learning English as a foreign language are developed.

Consequently, this project has a significant objective in terms of the participation of a trainee teacher specialized in teaching English to contribute to the training of students through the use of crafts and arts activities to teach vocabulary. Thus, in my dual role as a researcher and teacher, I used certain materials such as colored paper, cardboard, colors, scissors, glue, glitter, paints, and any other type of materials that allowed students to develop their creativity while learning new concepts. In addition, depending on the theme to be worked on, guides that included instructions and steps were designed and implemented where fourth-grade students drew, colored, or created under my guidance.

The place where I implemented this proposal was the Águeda Gallardo de Villamizar School. The fourth-grade students would be benefited as these activities had an impact on their growth process in learning English. Likewise, through crafts and arts activities, students would be fully involved in the learning process, they would actively participate and associate concepts with the material made by themselves.

#### **4.1 Justification**

The teaching and learning of a foreign language through the use of traditional methods focused on the use of texts, repetition of words, and the exclusive learning of grammatical rules, can be an uninteresting methodology for children who are in a stage of discovery and are more inclined towards learning through dynamic and interactive strategies.

Thus, the main objective of this project is that the fourth-grade students of the Águeda Gallardo de Villamizar School can learn vocabulary through the use of crafts and arts activities that allow them to become familiar with Basic English topics, taking into account that they are students with a low English level.

The use of crafts and arts activities will greatly motivate students to acquire, understand and produce in a new language. In addition, it is a tool that will relax them and help them to express themselves through art. Furthermore, using crafts and arts activities will be beneficial during my teaching training process to explore a different way of teaching English and provide students with a varied learning style.

## **4.2 Objectives**

### **4.2.1 General objective**

- To teach basic topics and vocabulary of the English language through the use of crafts and arts activities.

### **4.2.2 Specific objectives**

- To develop students' imagination and creativity while learning a second language.
- To acquire new concepts through the use of crafts and arts activities.

## **4.3 Methodology**

The design of crafts and art activities was based on the themes contemplated in the area plan of the academic institution. The activities were developed in the class schedules used by the English teacher. According to Dhamija (1981) crafts are “activities in which available materials, tools and skills, plus the producer's imagination and creative ability, are used to create objects.” Then, crafts are tools that may allow students to develop their creativity while acquiring new English vocabulary and learning through interactive and dynamic environment. For instance, I performed the English classes with fourth-grade students to help them to make draws or create objects such as watches, daily routine charts, physical appearance drawings, and cut and paste occupations crafts, through the use of cardboard, colors, scissors, paints, etc. In this way, they would not only acquire Basic English vocabulary but also learn to follow short instructions in English, ask for help, and get familiarized with the vocabulary of the materials they will work with.

## **Table 6**

### *Schedule of activities*

ACTIVITY	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	I	II	III	IV	I	II	III	IV	I	II	III	IV	I	II	III	IV
1. Project selection.	X															
2. Numbers.			X													
3. The time.				X												
4. Daily routine.						X	X									

### **4.4 Project's execution**

**Table 7**

**Activities schedule**

DATE	ACTIVITY	OBJECTIVE	ACTIVITY'S DESCRIPTION
September 16 <sup>th</sup>	Numbers from 1 to 30 (Annex 16)	To know and learn the written form and pronunciation of the numbers from 1 to 30	To develop this activity, the students worked on a puzzle to relate and assimilate the numbers in their written form.
September 30 <sup>th</sup>	The time. (Annex 17)	To know and learn how to read the time in the simple and formal way. Besides, to learn the	For this activity, students worked on a short cut, paste, and color clock activity.

		vocabulary related to this topic.	
October 7 <sup>th</sup>	Daily routine. (Annex 18)	To know and learn basic vocabulary related to common actions performed by the students in their daily routine.	During this activity, I used flashcards to introduce the vocabulary. Next, the students made a daily routine chart craft to illustrate their daily routine activities.

#### 4.4.1 September 16<sup>th</sup> – Numbers from 1 to 30

During the first class, I conducted an activity in which the students had to put together a puzzle and then color it. To explain the topic, I showed them the written form of the numbers from 1 to 10, then I explained that from 13 to 19 the numbers ended in -teen. And from 20 to 30 were composed of a base "twenty" and "thirty" a hyphen, and the numbers from 1 to 9 to form such numbers. Next, to practice what I explained, I showed them pictures with different objects and quantities for them to count and say the quantity out loud. Finally, I shared two boards, the first one with the numbers from 1 to 20 in the written form, and the second one with the numbered puzzle. The students were asked to cut out the puzzle and glue each square on the first board to form a picture. After forming the puzzle, they should color it and glue it in their English notebook.

*Figure 6. Numbers from 1 to 30 puzzle*





*Resource: Student's own authorship*

#### **4.4.2 September 30<sup>th</sup> – The time**

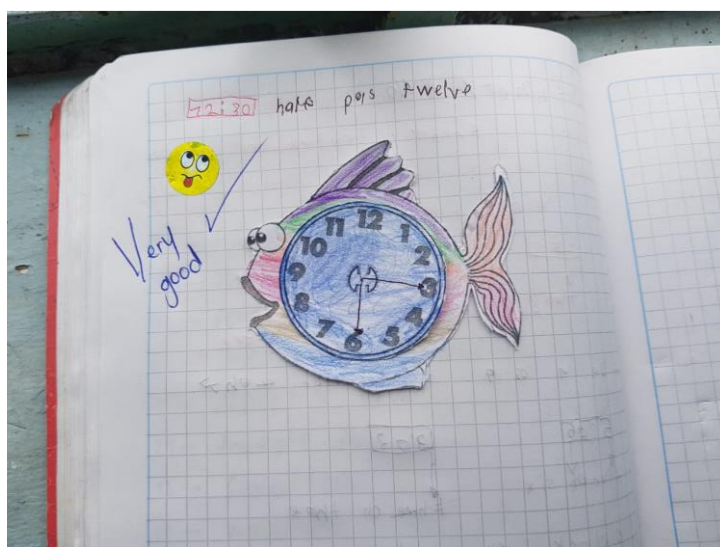
In the activity about time, I shared with the students the vocabulary necessary to learn how to read time in the simple and formal way. Next, I shared with them a paper craft where they had to create a fish-clock with movable hands. To perform this activity, they needed the fish clock template with hands, scissors, glue and color pencils.

*Figure 7. Fish clock activity*



*Resource: Student's own authorship*

*Figure 8. Fish clock activity*



*Resource: Student's own authorship*

#### **4.4.3 October 7<sup>th</sup> – Daily routine**

For this class, I introduced the topic using some flashcards related to common vocabulary about the daily routine: get up, have a shower, brush teeth, have breakfast, go to school, have lunch, do the homework, play with friends, get dressed, read a book, watch television, go to bed and sleep. I showed the students the flashcards, then, I asked them to guess what the characters were performing, and finally, I gave them the meaning of each action. After getting familiarized with the vocabulary, I gave fourth-grade students a sheet of cupboard for them to make a chart craft to illustrate six moments of their daily routine. For this activity, they needed some sheets of cupboard, scissors, and color pencils.

*Figure 9. Daily routine chart craft*



*Resource: Student's own authorship*

*Figure 10. Daily routine chart craft*



*Resource: Student's own authorship*

#### **4.5. Conclusions**

Through the performed activities, the students not only enjoyed the crafting spaces but also found it easy to learn and remember the taught vocabulary. Besides, they not only learned about the English topic but learned new vocabulary related to the activities

instructions, and materials to work with. For example, during the daily routine activity, I gave them short instructions in English such as "grab your scissors" or "cut on this line." While I guided them and used non-verbal language for them to well understand, most of the students repeated the pronunciation of the words, and also asked for the translation of the vocabulary related to the activities.

## **Chapter V: intra-institutional activities component**

### **5. Introduction**

The teaching role involves performing functions both inside and outside the classroom, allowing the teacher's work to develop in a comprehensive manner. Likewise, it is important that the teacher assumes and performs functions that go beyond those implemented to develop a teaching and learning process of strictly cognitive aspects in students, but also to participate in various intra-institutional activities that allow him/her to integrate with the educational community, reinforce values, and share knowledge, skills, and knowledge that benefit the community in general.

Participation in the development of educational events outside the area of English seeks that teachers in training show a wide diversity of practices and knowledge that can contribute to their personal training and that of the entire educational community. In addition, it is a space that allows the teacher in training to be integrally involved in the different social, cultural, and formative practices in ethical and moral development.

#### **5.1 Justification**

With the development of the intra-institutional component within the pedagogical research project to be developed, it is sought that I can obtain knowledge not only of

pedagogical and methodological aspects but also to get to know the academic context where I developed my role as a teacher. Subsequently, this type of activities will allow me to obtain detailed knowledge of the essence of the institution, getting to know the reason for the development of the activities performed in the social, cultural, sports, and artistic fields. Consequently, it is essential for me to get involved in processes that allow knowing the educational facility, and the development of cultural and religious events conducted during the school year that favor the sense of belonging to be part of an academic institution that provides a space where I benefit in my training process and professional projection.

## **5.2 Objectives**

### **5.2.1 General objective**

- To take part in the development of inter-institutional activities proposed by the Águeda Gallardo de Villamizar School.

### **5.2.2 Specific objectives**

- To be fully aware of the essence, reality and academic context of the academic institution.
- Support the development of cultural, social and artistic events performed in the educational institution.
- Acquire experience and knowledge that allow integral development as a teacher.

## **5.3 Methodology**

I assumed an active, participatory and cooperative position structuring and taking part of academic institutional activities such as celebrations, contests, competitions, among others. This allowed me to know in depth the characteristics and principles of the academic

institution, in addition to strengthening my role as a teacher of foreign languages. Therefore, certain activities were performed such as:

**Table 8**

*Activities schedule*

DATE	INTRA-INSTITUTIONAL ACTIVITY
September 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Coexistence Week.
September 9 <sup>th</sup>	Educational forum.
September 23 <sup>rd</sup>	Salesian Student's Day and Love and Friendship Day.
October 27 <sup>th</sup>	English Olympiad.
November 3 <sup>rd</sup>	Christmas contest.

## 5.4 Project's execution

**Table 9**

**Development of activities**

DATE	ACTIVITY	OBJECTIVE	ACTIVITY'S DESCRIPTION
September 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>	Coexistence Week.	Stand guard with 10 <sup>th</sup> -grade students.	During this week, before starting the school day, students were called to the school auditorium to

			<p>discuss issues related to gender equity, respect and solidarity among the community.</p>
September 9 <sup>th</sup>	Educational forum.	Stand guard with 10 <sup>th</sup> -grade students.	<p>During this forum, topics such as Salesian experiences, the impact of the educational model and significant experiences of the School's graduates were discussed.</p>
September 23 <sup>rd</sup>	Salesian Student's Day and Love and Friendship Day.	Stand guard with 10 <sup>th</sup> -grade students.	<p>In this activity, it was held a Eucharist, it was discussed the importance of loving and caring for those around us, and teachers and students shared gifts among them.</p>
October 27 <sup>th</sup>	English Olympiad.	To take part in the design of activities.	<p>For this event, it will be held an institutional</p>

			bilingualism Olympiad.
November 3 <sup>rd</sup>	Christmas event.	<p>To teach 9<sup>th</sup> and 10<sup>th</sup> graders the correct pronunciation of a Christmas carol song.</p> <p>To decorate and organize the auditorium.</p> <p>To present the contest chronogram.</p>	For this event, I rehearsed with 9 <sup>th</sup> and 10 <sup>th</sup> graders a Christmas carol song. And also took part on the design and performance of the contest.

#### 5.4.1. September 5<sup>th</sup> – 8<sup>th</sup> – Coexistence Week

During this week, teachers and students met in the High School's auditorium to address issues related to gender equity, the importance of respecting and showing solidarity with those who surround us. These talks lasted approximately 40 minutes, and took place in the first hours of class. On the other hand, during this activity I had to stand guard with tenth-grade students, organize them and supervise that they did not talk, used their phones and that they sat properly during the activity.

*Figure 11. Coexistence Week*





*Resource: Student's own authorship*

#### **5.4.2. September 9<sup>th</sup> – Educational forum**

This activity was carried out in the Jauregui Theater with the students from la Sede Central, fourth and fifth grade students from el Escorial and la Sede Jardín Nacional. During this forum, issues related to the work of Don Juan Bosco for the formation of what is now the Águeda Gallardo de Villamizar High School were addressed. In addition, some graduates of the School shared their experience of what it was like to study in the aforementioned academic institution and how the values learned have contributed to what they are today in the different tasks they perform.

During this activity I had to stand guard with tenth-grade students, organize them and supervise that they did not talk, used their phones and that they sat properly during the activity. Finally, I supervised the return of tenth-grade students from the Theater to School.

*Figure 12. Educational forum*



*Resource: Student's own authorship*

#### **5.4.3. September 23<sup>rd</sup> - Salesian Student's Day and Love and Friendship Day**

This event was divided into four parts. First, a Eucharist was held; second, it was discussed the importance of loving and caring for friends, they shared some videos and songs related to the theme, and some teachers and students were commemorated for being good companions. Third, students went to the classrooms with their group director to share candies, food, words of appreciation and gifts. Fourth, the students went to the movies.

As in the previous activities, I had to stand guard with the tenth-grade students and supervise their behavior. In addition to this, this activity allowed me to get to know the students a little more closely and interact with them in a different role from a teacher.

*Figure 13. Salesian Student's Day and Love and Friendship Day*



*Resource: Student's own authorship*

#### 5.4.4. October 27<sup>th</sup> – English Olympiads

For the development of this activity, I was requested by my cooperative teacher to design a Google Forms questionnaire. This questionnaire must had 25 questions to grade 10<sup>th</sup> and 11<sup>th</sup> graders English skills: reading, listening, writing, and vocabulary. This activity was part of the final exam that students regularly take to close the school year. On the other hand, the results of this activity would be taken into account to reward certain students for their good performance at the Christmas event that was organized in November, 3<sup>rd</sup>.

*Figure 14. English Olympiads*

#### **5.4.5. November, 3<sup>rd</sup> – Christmas contest**

During the performance of this event, the students from 6<sup>th</sup> to 11<sup>th</sup> grade had to sing a Christmas Carol song. Besides, a solo singer contest took place with 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grade students. And finally, the students who performed outstandingly in English throughout the year were recognized with a certificate and a present from the English department.

Although this event took place on November, 3<sup>rd</sup>, I had to work gradually with the English teachers and the pre-service English teachers for the final performance of this activity. As I was leading the English classes of 9<sup>th</sup> and 10<sup>th</sup> graders, I had to rehearse each class the Christmas carol that they had to present on the day of the event. Consequently, for two weeks I took 10 to 15 minutes in each English class to practice the pronunciation and melody of the Christmas carol. And finally, I helped with the decoration and organization of the place where the event took place, and also, presented the event with the pre-service English teachers.

*Figure 15. Christmas contest*





*Figure 16. Christmas contest*



## **5.5 Conclusions**

In general, these type of activities were useful to grow in an integral way at a professional level. Being in contact with students in a setting apart from the classroom allowed me to understand and analyze their behavior and attitude towards the activities that were developed for their personal and educational formation. In addition, it allowed me to appreciate aspects that may were not generally taken into account when performing a teaching role. As a result, attending to the students' needs, contributing to their personal development, developing a flexible and patient attitude, among others.

On the other hand, when taking part of the Christmas contest I was able to put into practice what I learned during the degree and in this way contribute to the good design and development of the activity, in such a way that it would be pleasant for the students to present a Christmas carol to the student community. In addition, it was

rewarding for both the principal and the community in general to integrate the foreign language along with an event that is characteristic of the religious beliefs of the Águeda Gallardo de Villamizar High School.

## **Chapter VI: Reflective process of the practicum**

The reflection process is a fundamental aspect of this final stage. Being able to capture through writing the different experiences within the dual role as a researcher and teacher is an advantage to overcome the difficulties that may arise in the midst of this process, or on the contrary, enhance strengths. This weekly activity allowed me to be critical of the strategies, activities, and methodologies implemented in the different classes with the ninth and tenth-grade students of the Águeda Gallardo de Villamizar High School.

As has been mentioned throughout this document, the practicum process had three important components in which I worked and put into practice what I learned during the degree.

Regarding the pedagogical and research component, despite not carrying out three or more games, the result was positive and beneficial both for the students and for me as a training teacher. Next, regarding the community outreach component, it was a rewarding experience that allowed me to learn about strategies and activities to make English classes more entertaining and comfortable through art. Finally, the intra-institutional component highlighted the importance of interacting with students outside the classroom, and thus being able to learn aspects related to their beliefs, culture, and behavior.

Finally, thanks to the reflective process during the different weeks of the practicum, I was able to observe and write down the students' English level, their different ways of learning, and their interests. In this way keep in mind the aforementioned aspects to design the English

classes slightly more dynamic and also improve in the near future if any of the activities were difficult to perform in the classroom or did not develop as I had planned in advance.

“Esta semana, con los chicos de 10C desarrollé una actividad donde debían describir lo que sucedía en escenas de caricaturas. Esta actividad me permitió conocer el nivel de inglés de los estudiantes y las posibles actividades a trabajar con ellos cada semana. Además, fue agradable realizar la actividad con un grupo dispuesto a trabajar, participar, y que si no entendían, estaban prestos a ser corregidos y aprender del material que había llevado.” (Journal)

This tool is an advantage within the integral practice. Besides being useful for self-assessment, it is a tool that allows being aware of the process that is being carried out and the growth in this period of professional practicum. In the same way, these written notes highlight aspects that in a professional future may be taken into account to be strengthened, or evaluated to create methods or change strategies that contribute to this teaching process.

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## **Annexes**

### **Annex 1**

### **Field note from the first observation.**

**Teacher-observer:** Sandra Milena Mate Ortega.

**Place:** Águeda Gallardo de Villamizar High School – Sede central.

**Course:** 10

**Date:** September 29th, 2022

**Hour:** 08:20 – 09:10

**Topic:** “Guess who” game.

**Objective:** To consider certain aspects such as students’ interaction, concentration and participation that allow me to design the first board-game to play at the end of the fourth week class.

- To assess students when using the present perfect simple interrogative structure orally.

Although the English class was supposed to start at 08:20 A.M, it started five minutes later because the students were organizing and discussing some aspects with their science teacher. As soon as the teacher left the classroom, I greeted the students and asked them to be quiet and organized themselves. Next, the students took out their English notebook and stayed quiet while I erased the board and organized the material to work on during the first class hour. After having all the material and students organized, I greeted them again and told them that during the first class hour we were going to focus only on an interactive activity to put into practice what they had learned about the present perfect simple tense during the last two weeks.

Before starting with the activity I asked them if they had ever heard about a famous game named “guess who” or if they had played it before. Most of them told me that they knew

the “guess who” game and knew the rules but they had never played it before. Then, I told them that I thought it was excellent that they knew the game as it would be easier for them to understand the dynamics of the activity. Then, I showed them a photocopy (**Annex 1**) with 30 characters with different physical characteristics who were performing certain activities such as painting, writing, eating, and playing. I told them that the photocopy I was showing them would be the board that each group would work with. Next, I asked them to divide themselves into groups of six people, and I gave a photocopy to each group.

After forming the groups, I explained to them how to play the game, its learning purpose, and instructions. First, I stated “each group have a board with 30 different characters, and

each one of them have a name. So, what each group have to do is to choose a character. Then, you have to ask questions related to the actions performed by the characters or their physical appearance, using the present perfect simple structure to guess the character chosen by the opposite group. Besides, the group who is being asked must answer “yes, *he/she has* or *no, he/she hasn't*” and depending on the answers, you can also ask for instance “is it Claire? Or is it Peter?” To help students to better understand the explanation, I wrote on the board some examples such as “*Has she eaten? Has she worn black shorts?*” Second, the learning purpose was to reinforce the use of present perfect simple structure in the interrogative form, to ask questions orally and not in writing as it was done the previous class, and finally, to answer questions in the short form. Third, in terms of instructions, I told them that each group must have a note taker to write the questions and answers done by the members of their group, they must use the present perfect structure to ask questions and guess the character, and finally, the first group to reach three points would be the winner. Afterward, although I suggested certain verbs such as: wear, eat, paint, play, and write, to use when asking and answering questions, I also told them they were free to use whatever verb they wanted and were related to the characteristics of the characters.

After the explanation, I numbered the groups from 1 to 5 and gave them five minutes to look at the photocopy, choose the character and think of some questions to ask to the opposite groups. As the five minutes expired, I went through the groups to get to know if they had any doubts or needed help framing the questions. Some groups had difficulties to understand the instructions of the activity, therefore, they asked if they could choose any verb different from the ones I wrote on the board, or if they had to write the questions asked by all the groups or just the questions from their group. I told them to remember that when I was explaining the activity I had told them that the verbs written on the board were just a suggestion and they were free to use any verb they wanted to. Regarding the second question, I clarified them that they only had to write their own questions, and the answers from the opposite group to what they were asking.

Then, after clarifying all the students' doubts, I stood up in front of the class and said “Ready? So, let's get started!” I asked from group 2 to 5 to ask questions to group 1 to try to guess the character chosen by them. Group 4 asked “Has he played?” and group 1 replied

“No, he hasn’t.” Besides, group 5 asked “Has he eaten fruit?” and they replied “No, he hasn’t.” Group 3 asked “Have they written something?” and they replied “No, they haven’t.” Furthermore, during the second round, group 4 asked “has he or she played in groups?” and group 1 answered “yes, they have.” As group 4 received an affirmative answer, the game was reduced to asking and answering questions between group 1 and 4, while the others dispersed and stopped working on the activity. When group 4 managed to guess the character chosen by group 1, I announced to everyone that one group had already earned a point, so now it was group 2's turn to ask questions to guess group 3's character.

Group 3 asked one question and nothing else, they did not want to work, and made multiple excuses for not participating in the activity. In response to this issue, I asked them to work and if they had any doubts about the questions or if they needed vocabulary, I could guide them and help them with the activity, so I gave them a couple of minutes to review the photocopy again and then tell me about their doubts. As the minutes expired, I continued working with the rest of the class while paying attention to group 3's performance.

Unfortunately, they did not review the photocopy but took their cell phones out to send messages and play video games. Besides, a teacher requested some members from group 2 and the activity got interrupted, and the members of the group that remained in the class, refused to work because they were not complete, thus, some of them took out their cell

phones as well, and others began to do tasks from other subjects.

Subsequently, group 1, 4 and 5 actively participated during the activity. Even if I was moving from one place to another verifying what the other two groups were doing and asking them to put their phones away, these three groups took ownership of the activity and asked and answered the questions, looked up unfamiliar words in translators, and were highly engaged in the activity. The note takers in groups 1 and 4 recorded their questions and answers on sheets of paper (**Annex 2 and 3**). In terms of group 1, they had some difficulties making distinctions between regular and irregular verbs, for instance, they wrote /maked/ instead of /made/. They also got confused when conjugating certain verbs in past participle as they did it using the -ing ending, for instance, “Have they jumping the rope?” instead of “Have they jumped the rope?” Besides, group 4 got some issues when

answering in the short form as the structure of the sentence was backwards, for example “Yes, have they” instead of “Yes, they have.”

Finally, group 1 was the first group in getting all the necessary points to be the winners and receive a prize. To finish with the activity, I announced to everyone that group 1 had been the winner and that they had worked properly and actively. I congratulated them and gave them a package of cookies. In addition, I asked group 1 and 4 to give me their boards and the sheets of paper where they wrote the questions and answers. Besides, I said goodbye and finished the class at 09:10 A.M.

## Annex 2

### Field note from the second observation.

**Teacher-observer:** Sandra Milena Mate Ortega.

**Place:** Águeda Gallardo de Villamizar High School – Sede central.

**Course:** 10

**Date:** October 19th, 2022

**Hour:** 07:55 – 08:50

**Topic:** Present perfect simple board game.

**Objective:**

The English class started at 07:55 AM. It took place in a wide-open and well-lit classroom with 26 students, the cooperative teacher, and me, the tenth-semester student. Although I was supposed to start the English class, the cooperative teacher decided to do it herself and make certain announcements related to the activities to be performed during the closing of the school year. After 15 minutes of her intervention, I started the English class.

First, I greeted the students and told them that the class would be focused on a teacher-made board game activity (**Annex 1**) to put into practice and reinforce the learning of present perfect simple. I also explained to them in general terms my research proposal for them to actively participate and understand the dual purpose of the game. Before starting, I asked them if they had any doubts, however, the classroom stayed quiet. Therefore, I assumed they had understood the explanation and I continued with the class.

Next, I told the students to make groups of four or six people as they had to compete to |

reach the finish line. Besides, I asked them to sit at a round table to surround the board game and better visualize the activity. After the whole class was organized, I continued to give each group a token game (**Annex 2**) to distinguish them. I also explained to them how to play the game and the instructions. First, I stated “Here I have a board game with approximately 49 checker boxes, each one of them shows what you have to do. For example, there are some images that you have to describe, organize some sentences, answer some questions, or conjugate some verbs. Besides, there are some checker boxes to make the game more interesting and competitive: miss a turn, go ahead three spaces, or go back to start. Then, what you have to do is to roll the online dice and according to the shown number, you will move forward on the game.” Subsequently, in terms of instructions, I told

them that each group must have a note-taker to write the activities requested on the board game, for instance, if there was a question, they had to write the question and the answer. I remembered them they had to use the present perfect simple structure and the verbs conjugated in the past participle. And finally, the first group to reach the finish line would win some cookies and a 5.0 as a grade.

After explaining the game structure, how it would be played, and its instructions, the students were quite motivated. The members of some groups smiled and asked their classmates to come closer and roll the dice as they were eager to know who would be the first group to reach the finish line and win the packages of cookies. While the first group rolled the online dice, the other groups were not paying attention to the activity. Some of them were using their cellphones and developing activities from a different subject, therefore, I asked them to turn them off but they did not obey.

Furthermore, when the students managed to move forward several checker boxes during the first round, they got immediately engaged and started to actively participate as they observed how interactive the game was. Consequently, I did not have to ask them who were the next group in line to roll the dice because they took authority over the game. Each group organized themselves, took turns, and responded to the activities proposed on the board game. I was just there to solve certain doubts about the checker boxes and correct some mispronunciation mistakes. For example, group 1 rolled the dice and moved forward to the sixth checker box (**Annex 3**) and this lead them to the ninth one (**Annex 4**) which

was a question: “Have you ever fallen in love on public transport?” After reading the question, the students laughed and one of them answered: “No, never (...) Sí he visto a alguien lindo, pero no hasta el punto de enamorarme (...) Profesora, ¿Y, ahora qué debo hacer?” I told them they had to write down the previous question and answer it in English using the present perfect simple structure. While group 1 were answering the question, group 2, 3, 4, 5, and 6 were playing by themselves. They asked me for the online dice and depending on the number they got, they showed it me and said “teacher, we have moved forward to this checker box.” I verified and wait for them to answer orally, and then asked them to take notes.

On the other hand, when the students performed the activities where they had to conjugate certain verbs into past participle, they did not used the verb list. Besides, they used Google translator to look for some vocabulary to make complete sentences and not only answering orally and in writing with the following structure “subject + have/has + verb in past participle.” For example, group 2 had to describe a picture (**Annex 5**), then, they used Google translator to look for the meaning and pronunciation of “violin” to write “She has played the violin.” Moreover, group 4 used Google translator to translate the name of a literature book they had read previously.

Afterward, while moving forward and actively participate, group 1 and 2 placed themselves in a checker box that forced them to return to the start of the game (**Annex 6**). These two groups got surprised, laughed and said “It does not matter. Let’s try our best to move forward quickly and win the packages of cookies and the 5.0” Therefore, they rolled the dice again and kept playing. In addition, group 3, 4, 5, and 6 got excited even more as the other groups had lost, and could take advantage of the situation, tried their best and reach the finish line. Even though the groups kept playing, they were not able to reach the finish line as the class must finish 10 minutes before the fixed schedule. That is why, they just reached the thirty-second checker box (**Annex 7**). Then, to finish up the game, I told them that as we were missing a mandatory activity, we had to stop playing, and the winner group would be the one who was near to the finish line. Thus, the winner was group 3. Finally, I said aloud: “Guys, listen! The winner is group 3, so here they have the packages of cookies, and I will give them the promised grade as soon as they give me the sheet of paper where they

### Annex 3





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**Licenciatura en Lenguas Extranjeras: Inglés – Francés.**

**Nombre docente-investigador:** Sandra M. Mate Ortega.

### **Cuestionario N°1**

El siguiente cuestionario ha sido diseñado para conocer su percepción y experiencia frente al uso de juegos de tableros como herramienta pedagógica para facilitar su comprensión de los temas gramaticales trabajados durante la clase de inglés.

Los datos proporcionados serán utilizados de forma confidencial y únicamente para efectos de esta investigación.

**Fecha:** \_\_\_\_\_ **Grado:** \_\_\_\_\_

1. ¿Considera que el uso de juegos de tableros le permitió utilizar las reglas gramaticales aprendidas, de forma comunicativa e interactiva?

Sí \_\_\_\_ No \_\_\_\_ Justifique su respuesta.

2. ¿Considera que el uso de juegos de tableros facilitó su aprendizaje y comprensión del presente perfecto simple durante la clase de inglés?

Sí \_\_\_\_ No \_\_\_\_ Justifique su respuesta.

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3. ¿Cree que el uso continuo de esta herramienta pedagógica podría apoyar de manera significativa la adquisición del lenguaje?

Sí \_\_\_\_ No \_\_\_\_ Justifique su respuesta.

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4. ¿Podría describir brevemente de qué manera el uso del juego de tablero le facilitó y/o dificultó la comprensión y puesta en práctica del presente perfecto simple?

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5. ¿Qué sugiere para mejorar el uso de esta herramienta? (ejemplo: mejor diseño, diferentes reglas, que sea implementado en otro momento de la clase, etc.)

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## Annex 4



## Annex 5



*y esto nos permitió reforzar lo aprendido también porque la profesora nos daba repeticiones buenas y no era jugar por jugar.*

3. ¿Cree que el uso continuo de esta herramienta pedagógica podría apoyar de manera significativa la adquisición del lenguaje?

Si ☒ No ☐ Justifique su respuesta.



*Porque a mí me ayudó a recordar y a fines de jugar y tipo de repeticiones o memorización de la estructura del presente perfecto simple para después hacer actividades en el cuaderno que son difíciles de entender.*

4. ¿Podría describir brevemente de qué manera el uso del juego de tablero le facilitó y/o dificultó la comprensión y puesta en práctica del presente perfecto simple?

*Este juego me ayudó a entender el uso del presente perfecto, porque era como utilizar la estructura del presente perfecto de manera fácil y no solo aprender del cuaderno o la lista de verbos para responder las preguntas.*



5. ¿Qué sugiere para mejorar el uso de esta herramienta? (ejemplo: mejor diseño, diferentes reglas, que sea implementado en otro momento de la clase, etc.)

*Me parece que todo está bien implementado.*

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 Licenciatura en Lenguas Extranjeras: Inglés - Francés.  
 Nombre docente-investigador: Sandra M. Mate Ortega.

**Cuestionario N°1**

El siguiente cuestionario ha sido diseñado para conocer su percepción y experiencia frente al uso de juegos de tableros como herramienta pedagógica para facilitar su comprensión de los temas gramaticales trabajados durante la clase de inglés.

Los datos proporcionados serán utilizados de forma confidencial y únicamente para efectos de esta investigación.

Fecha: 02-11-22 Grado: 10

1. ¿Considera que el uso de juegos de tableros le permitió utilizar las reglas gramaticales aprendidas, de forma comunicativa e interactiva?



Si ☒ No ☐ Justifique su respuesta.

*Porque no trabajamos solo en el cuaderno, tuvimos que compartir las respuestas con los compañeros, tuvimos que jugar, también escuchamos y estábamos atentos a las respuestas de los demás y así aprender también de lo que decían y aprender de lo que la profesora corregía.*

2. ¿Considera que el uso de juegos de tableros facilitó su aprendizaje y comprensión del presente perfecto simple durante la clase de inglés?

Si ☒ No ☐ Justifique su respuesta.



*Ya que no solo llenamos espacios o conjugamos verbos sino que también hicimos más actividades.*

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por ejemplo donde debíamos corregir los errores en la frase fue utilizar aprendimos de forma diferente a identificar los verbos regulares e irregulares.

3. ¿Cree que el uso continuo de esta herramienta pedagógica podría apoyar de manera significativa la adquisición del lenguaje?

Si ☒ No ☐ Justifique su respuesta.



Creo que sí porque para hablar e interactuar con la clase y no apoyarse en los apuntes todo el tiempo.

4. ¿Podría describir brevemente de qué manera el uso del juego de tablero le facilitó y/o dificultó la comprensión y puesta en práctica del presente perfecto simple?

Como escribí anteriormente el juego me ayudó a identificar los verbos regulares e irregulares, el uso de have has, a pronunciar algunos verbos y palabras. Este juego me ayudó a practicar y hablar sin sentir miedo a equivocarme.



5. ¿Qué sugiere para mejorar el uso de esta herramienta? (ejemplo: mejor diseño, diferentes reglas, que sea implementado en otro momento de la clase, etc.)

Nada, pienso que todo estuvo bien y se entendió bien.

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Nombre docente-investigador: Sandra M. Mate Ortega.

Cuestionario N°1

El siguiente cuestionario ha sido diseñado para conocer su percepción y experiencia frente al uso de juegos de tableros como herramienta pedagógica para facilitar su comprensión de los temas gramaticales trabajados durante la clase de inglés.

Los datos proporcionados serán utilizados de forma confidencial y únicamente para efectos de esta investigación.

Fecha: 2/4/22 Grado: 10

1. ¿Considera que el uso de juegos de tableros le permitió utilizar las reglas gramaticales aprendidas, de forma comunicativa e interactiva?

Si ☒ No ☐ Justifique su respuesta.



RESPUESTA DE LA 1 y 2

Porque es como utilizar lo aprendido de forma real porque las preguntas iban como sobre experiencias personales, también porque a pesar de no conocer algunas palabras pues usamos el contexto para poder usar algunas palabras y pues eso ayudó a aprender más palabras, más cosas, y no aprendimos solo a escribir si no también a pronunciar lo que escribíamos.

2. ¿Considera que el uso de juegos de tableros facilitó su aprendizaje y comprensión del presente perfecto simple durante la clase de inglés?

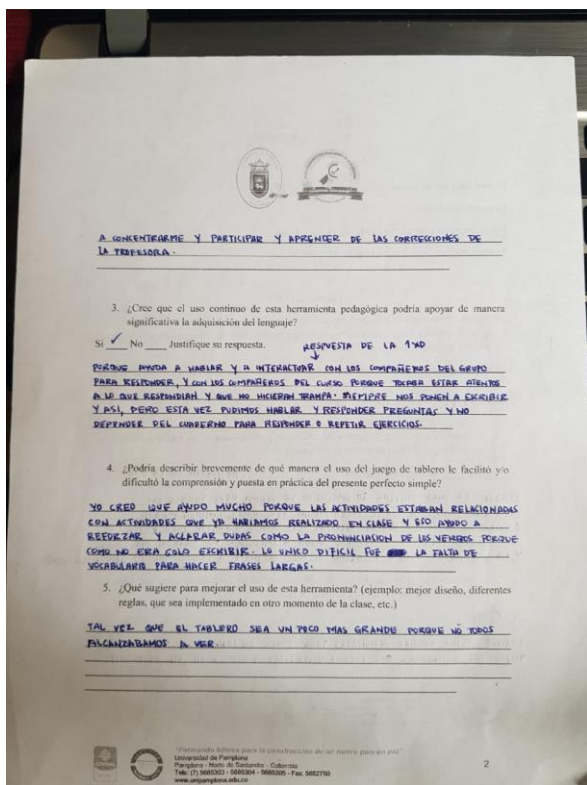
Si ☒ No ☐ Justifique su respuesta.

Porque tenía muchas actividades para poner en práctica el tema con diferentes actividades que fueron divertidas y pues a mí me ayudaron.

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## Annex 7

GROUP: 10th-grade.	LEVEL: A1	First activity: Guess Who game.
TEACHER: Sandra Mate Ortega.	TOPIC: Present Perfect Simple.	DATE: Sept 29th

**Objective:** to consider certain aspects such as students' interaction, concentration, and participation that allow me to design the first board game to play at the end of the fourth-week class.

**Pedagogical purpose:** to orally reinforce the use of present perfect structure in the affirmative, negative, and interrogative forms.

### Instructions:

1. The class must be divided into groups of 4 or 6 people.
2. The students have to ask and answer questions using the present perfect simple structure.
3. Each group must have a note taker to register all the asked and answered questions/answers.
4. The first group that reaches 3 points will be the winner.

STAGE	ACTIVITY DESCRIPTION	SKILL	MATERIALS
Introduction to the topic. (5 minutes)	I will start the class by introducing the "Guess Who" game. She will make questions to get to know if the class knows the game or if they have ever played it. Then, I will explain the pedagogical purpose of the activity and what they have to do.	None.	Board. Markers.
"Guess Who" game. (40 minutes)	The students will work in groups on an oral activity to put into practice the use of the present perfect simple in the interrogative form. Here, they will receive a photocopy with 30 characters performing different activities. The students have to ask questions using the present perfect simple structure to guess the character	Speaking. Writing.	Photocopies. Verb list.

	chosen by the opposite group.		
<b>Closure.</b> (5 minutes)	I will give feedback about what was done by the students and I will give a prize to the winning group.	None.	None.

<b>GROUP:</b> 10th-grade.	<b>LEVEL:</b> A1	<b>First implementation:</b> Present Perfect Simple board game.
<b>TEACHER:</b> Sandra Mate Ortega.	<b>TOPIC:</b> Present Perfect Simple.	<b>DATE:</b> October, 19th

**Objective:** To analyze how board games may help tenth-grade students to produce new language communicatively.

**Pedagogical purpose:** To communicatively reinforce and put into practice what has been learned about the present perfect simple tense.

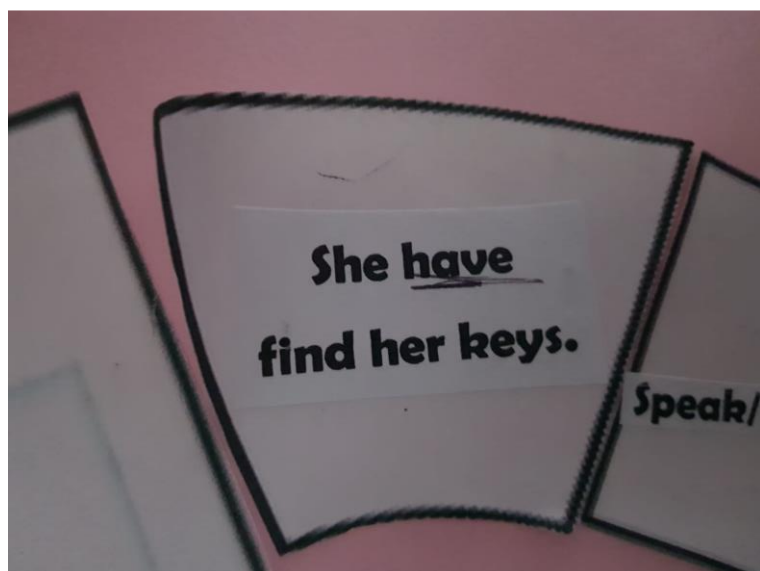
### Instructions:

1. The class must sit at a round table and be divided into groups of 4 or 6 people.
2. The students have to ask and answer questions using the present perfect simple structure.
3. Each group must have a note taker to register all the actions requested in the checker boxes game: answer questions, organize words, make sentences, and conjugate verbs.
4. The first group that reaches the finish line will be the winner.

STAGE	ACTIVITY DESCRIPTION	SKILL	MATERIALS
<b>Introduction to the topic.</b> (5 minutes)	I will start the class by introducing the present perfect simple board game. I will also explain in general terms the checker boxes game and the dual role of the activity which is to reinforce what has been learned and to work on my pedagogical research.	None.	Teacher-made board game.
<b>Class organization.</b> (2 minutes)	I will ask the class to sit at a round table and organize themselves into groups of 4 or 6 people	None.	None.
	The students will work on a teacher-made board game to put into practice the present perfect simple tense. This board will have 47 checker boxes game related to answering real-life situation	Speaking. Writing.	Teacher-made board game. Token game.

<p><b>Activity.</b> (43 minutes)</p>	<p>questions; conjugating certain verbs into past participle; organizing some words to create sentences in affirmative, negative, or interrogative form; performing some verbs; and, correcting grammatical mistakes. Besides, certain checker boxes will be related to actions inherent to the competitiveness of the game: go back three spaces, miss a turn, go ahead three spaces, etc.</p> <p>On the other hand, I will give the students a token game to distinguish each group and for everyone to participate orderly. They will also play with online dice to know how many checker boxes they have to move forward.</p>		<p>Online dice.</p>
<p><b>Closure.</b> (5 minutes)</p>	<p>I will give feedback about what was done by the students, and I will give a prize to the winning group.</p>	<p>None.</p>	<p>None.</p>

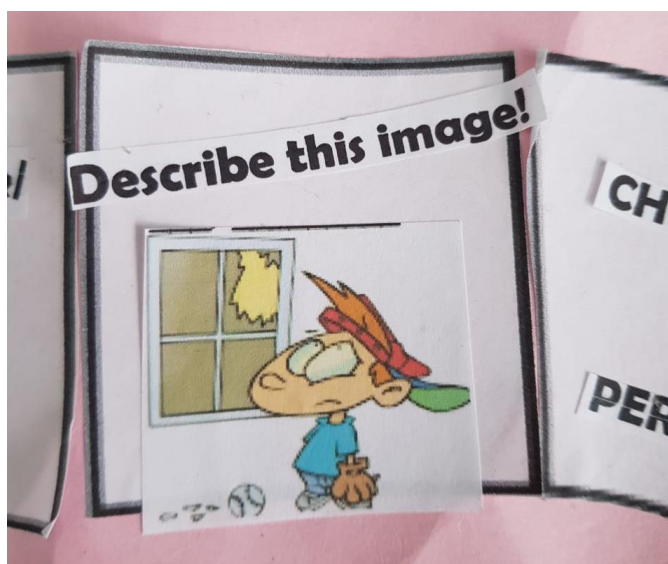
## Annex 8



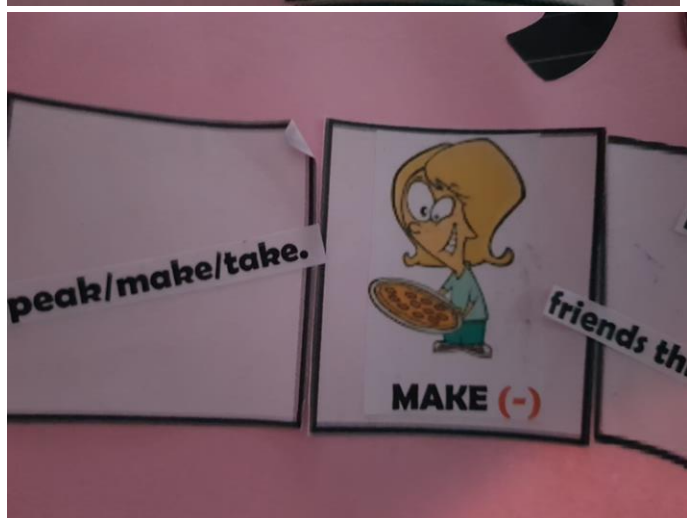
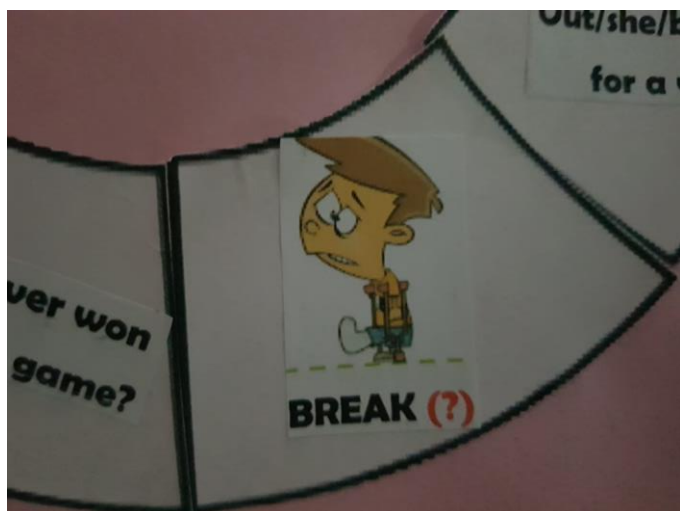




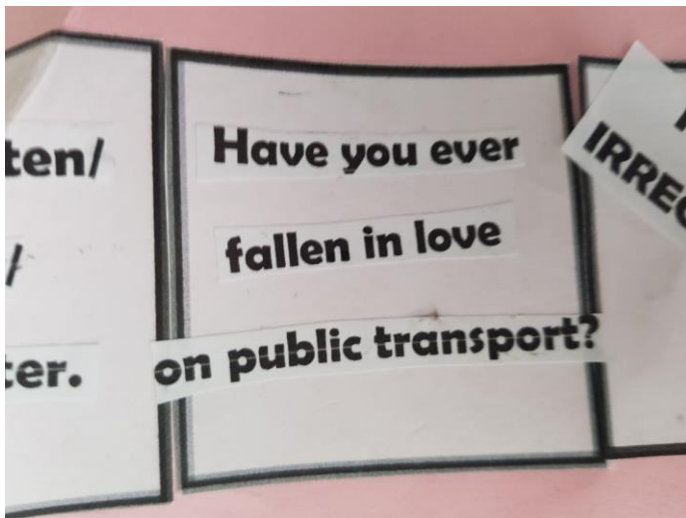
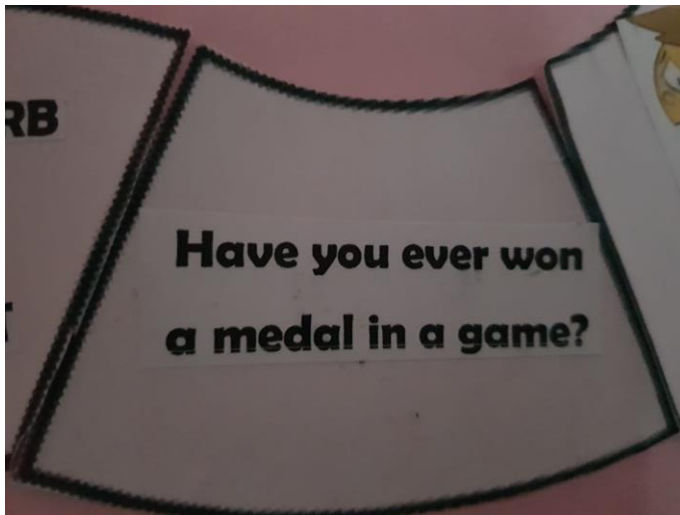
Annex 9



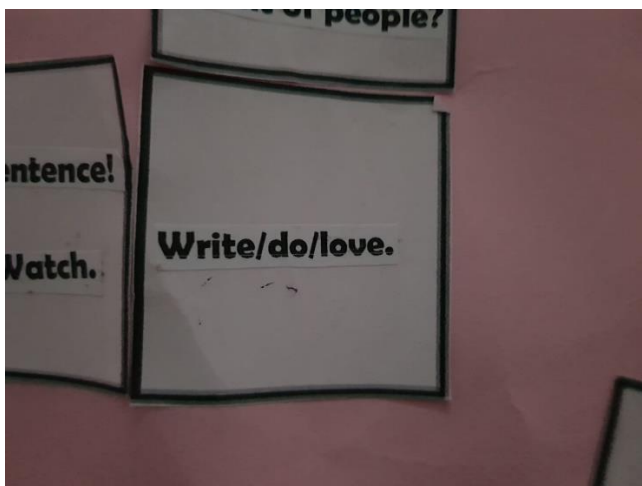
## Annex 10



## Annex 11

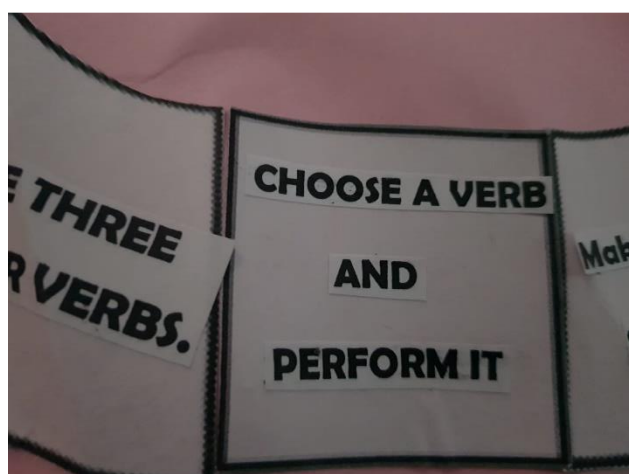


## Annex 12





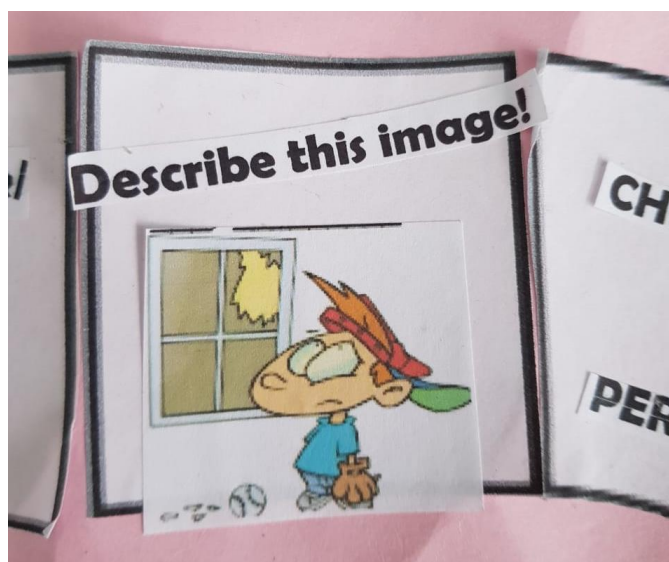
Annex 13



Annex 14



## Annex 15



## Annex 16

<b>GROUP:</b> 4th-grade.	<b>LEVEL:</b> A1	<b>Activity:</b> Numbers from 1 to 30 puzzle
<b>TEACHER:</b> Sandra Mate Ortega.	<b>TOPIC:</b> Cardinal numbers: from 1 to 30	<b>DATE:</b> Sept 16th

**Objective:** to learn the numbers through an interactive puzzle

STAGE	ACTIVITY DESCRIPTION	SKILL	MATERIALS
<b>Introduction to the topic.</b>	I will start the class by asking the students if they know how to add. Then, I will write some additions on the board for them to solve them.	None.	Board. Markers.
<b>Explanation.</b>	I will explain how to write and pronounce the numbers from 1 to 12. After that, I will explain the	None.	Board. Markers.

	19, and finally, how to make numbers knowing the base "twenty" and "thirty" plus the numbers from 1 to 9		
<b>Activity.</b>	To put into practice the previous explanation, I will show the students images of considerable amounts of objects that they must count and say out loud the exact amount.	Speaking.	Images (Annex 1)

<b>Activity.</b>	I will give the students two boards. One of them has the numbers from 1 to 20 in the written form. And the second one has the image of a cartoon. This image is numbered from 1 to 20, and it is also disorganized. The students have to cut out the cartoon and paste it on the first	None.	<b>Puzzle:</b> <a href="https://co.pinterest.com/pin/30680841201756340/">https://co.pinterest.com/pin/30680841201756340/</a>  <b>Color pencils.</b>  <b>Glue.</b>  <b>Scissors.</b>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Numbers from 1 to 20

eight	eighteen	eleven	fifteen
five	four	fourteen	nine
nineteen	one	seven	seventeen
six	sixteen	ten	thirteen
three	twelve	twenty	two

Carlos Fariñas Martín en [www.fariñas.com](http://www.fariñas.com)

**Annex 17**



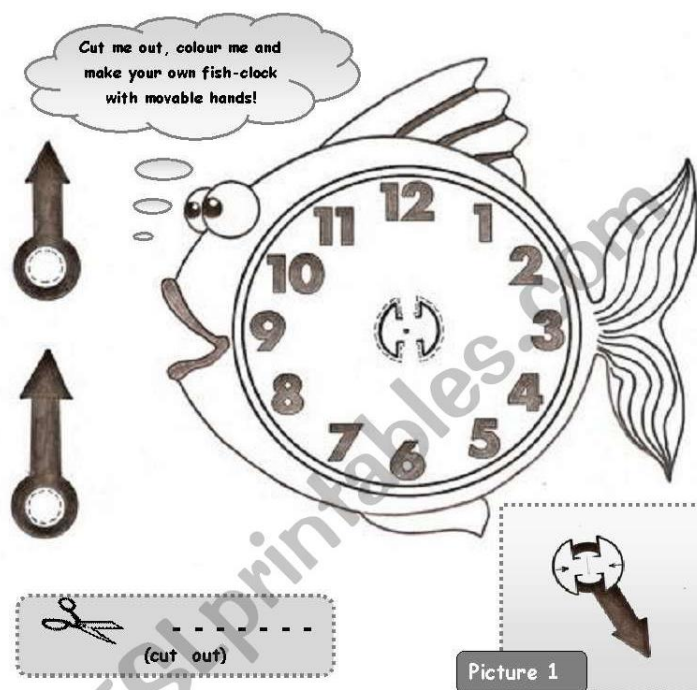
<b>GROUP:</b> 4-grade.	<b>LEVEL:</b> A1	<b>Activity:</b> Fish clock activity
<b>TEACHER:</b> Sandra Mate Ortega.	<b>TOPIC:</b> The time	<b>DATE:</b> September, 30th

**Objective:** To learn how to write and read the time in English.

- To work on a fish clock craft activity to mark the time

STAGE	ACTIVITY DESCRIPTION	SKILL	MATERIALS
<b>Introduction to the topic.</b>	I will ask the student if they know how to read the hour in Spanish. I will draw a clock on the board for them to tell me the hour in Spanish	None.	Board. Markers.
<b>Explanation.</b>	I will explain to the students how to read the time in a short and formal way. I will share with them the vocabulary related to the topic.	None.	Board. Markers. Printed clock.

<b>Activity.</b>	The students will work on a fish clock craft activity. They will have to cut out the fish template and the clock, then they will have to place the clock in the center of the template. Next, they will have to cut out and glue the hands in such a way that they can move them. Finally, they will have to choose a time, represent it on the clock, write it and color the fish template.	Writing	Fish clock template. Scissors. Glue. Color pencils.
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## Annex 18

<b>GROUP:</b> 4th-grade.	<b>LEVEL:</b> A1	<b>Activity:</b> Daily routine chart craft.
<b>TEACHER:</b> Sandra Mate Ortega.	<b>TOPIC:</b> Present Perfect Simple.	<b>DATE:</b> October 7th and 28th.

**Objective:** to talk about their own daily routine.

STAGE	ACTIVITY DESCRIPTION	SKILL	MATERIALS
<b>Introduction to the topic.</b>	I will ask the student to tell me their daily routine in Spanish.	None.	Board. Markers. Flashcards.
<b>Explanation.</b>	I will explain the topic through flashcards. I will show the students each flashcard and they will have to guess what the characters are doing. Then, I will tell them the performed actions in English and Spanish. I will place the flashcards on the board for them to get	Speaking.	Board. Markers. Flashcards.

	familiarized with the written form of each action. Finally, I will ask the students to organize the flashcards according to their own daily routines.		
<b>Activity.</b>	I will give the students a word search with the explained vocabulary.	None.	Word search.
<b>Activity.</b>	The students will design a daily routine chart craft. They will have to divide the piece of cardboard into six spaces. Then, they will have to write what they daily do in the morning, and also draw the performed actions.	Writing.	Cupboard. Scissors. Color pencils.