

**FOSTERING ORAL INTERACTION SKILLS WHILE USING BOARD GAMES IN AN
EFL CLASSROOM**

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Page of acceptance

Note of acceptance

President of the Jury

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Dedication

I want to dedicate this monograph to family, especially my parents, for always encouraging to do my best and for supporting me through every decision I have made. To my brother, who gave motivation and strength by bringing me food any time I needed. To my coworkers and friends that always backed me up when I needed time to finish my monograph. Last but not least, to my adorable puppy Pola for her priceless warm company during long nights of hard work.

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To students of IED Sorrento school who gave me my first school teaching experience, for being patient particularly in this abnormal situation as the pandemic is.

To life and cosmos that gave the opportunity of being part of the educational field, which has given me light and hope especially in this difficult situation that Colombia is going through.

Abstract

The present research is an Exploratory Action Research that aims at developing a contextualized proposal for eleven-grade students from IED Colegio Sorrento in an English as Foreign Language Classroom (EFL). The proposal arises from the analysis of the diagnostic test and the students' difficulties. Based on these results, it is intended to promote their Oral Interaction Skills by using Board Games in the student's learning process through the Game-Based Learning Approach. Additionally, there are some recommendations regarding the application of the activities and the material proposed.

Keywords: Oral Interaction Skills, Board Games, Game-based learning approach, English as a Foreign Language (EFL).

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Chapter 1

Justification and Problem Statement

In this chapter, a characterization of the population on which this proposal is focused is presented. The importance of addressing Oral Interaction Skills in eleven graders is addressed in the justification and the problem statement is reviewed to identify the significance of tackling this matter.

Introduction

The current research is focused on the developing of a contextualized material to work on oral interaction skills by using Board Games in a EFL classroom. After exploring and analyzing their difficulties in the English language through a diagnostic test, the material and the proposal were design in order to improve these aspects in a future intervention. The importance of this study is grounded on addressing student's confidence, interest, and willingness when speaking a foreign language. Additionally, board games are an appealing resource to enhance their oral skills in an EFL classroom since children feel interested in playing at the same time they are learning.

Local and institutional context

Colegio Sorrento is a public school founded in February 1975 with forty-six years of tradition. The institution is located in Puente Aranda, and it has two branches, branch A from preschool to five grade at calle 4 F # 53-55 (San Rafael, Galán) and branch B from sixth grade to eleven grade at calle 5 B # 53 C 74 (San Rafael, Galán). Since 2014, it has an agreement to include initial education and preschool with Jardín Infantil de Trinidad Galán and Jardín Infantil Los Eucaliptos to fulfill with the Distrital Policy of Initial Education framework. Middle school

and high school are distributed in 18 classrooms from sixth grade to eleven grade, there are approximately 700 students each day within the morning shift (6:30 am - 12:00 pm) and the afternoon shift (12:30 pm - 5:30 pm).

Besides, most of the students belong to the nearby neighborhoods (San Rafael, Galán, Primavera, La Francia, La Camelia, La Pradera, among others) but there are some particular cases in which the students live on the outskirts of the city such as Patio Bonito, Kennedy, Tintal, Soacha, Bosa, San Cristóbal, Ciudad Bolívar among others. The socio-economic stratum of the students is among 1, 2 and 3 and the economic activities of their families are mostly trade in the San Andresito (commercial area), and employees of some factories that are distributed throughout the neighborhood.

To talk about the institutional environment it is important to mention the Proyecto Educativo Institucional (PEI) “Estrategias interdisciplinarias para el desarrollo del pensamiento” Manual de Convivencia (2014, p.6) and the actors that are part of the educative community; one refers to the accompaniment by the directors of the school, since these are in charge of the inter-institutional relations that allow the support for students from the central level of the Secretaria de Educación Distrital and the Ministerio de Educación, other actors are: teachers and families, who are co-protagonists in the identification, motivation and enhancement of development in students who are the real protagonists. The school also promotes the achievement of the student’s personality development, providing them principles and values that allow to live in harmony with themselves and interrelate actively and positively in different contexts.

Furthermore, the school proposes a plan in which students have the opportunity to study English apart from their normal classes. Their aim is to promote learning environments in which students get prepare for the *Pruebas Saber* but also to communicate in the second language to

express their experiences, emotions or just to talk about their daily life, building simple sentences to address and transform their reality. Bearing the PEI of the school, and their plan for the English subject in mind, the pedagogical proposal seeks to foster students' oral interaction skills, creativity, and active role in order to meet the school's objectives and the research purposes.

Participants

The participants of this research are eleven graders, who belong to group 1102, in the morning shift of Sorrento School branch B. The course has 26 students, 14 boys and 12 girls between the ages of 15 to 19. Information about the students was collected through to a characterization questionnaire (*Annex 1*) and fieldnotes (*Annex 2*), used to get data about their likes, attitude towards English and perception of the English class.

The results of the characterization questionnaire showed that student's favorite activities (*Annex 3, Figure 1*), were reading (47%), listening to music (23%), doing sports (18%), playing an instrument (8%) and dancing (4%). Concerning to English, students had a positive attitude towards the class but towards English, students stated that they do not like it and they do not feel comfortable when speaking in English. In some cases, students mentioned that the class was boring and that they always did the same every single class. This data reveals that most of the students enjoy the class, but it is necessary to create spaces where they feel comfortable to learn.

Furthermore, students were asked about which of the four skills they feel strong or weak (*Annex 3, Figure 2*). The result showed that students felt confident in skills as reading (44%) and listening (32%), while speaking (37%) and writing (38%) were the weakest skills. This data was contrasted to the following diagnostic test to outline the students' main needs in order to create a proposal based on their necessities in the English language.

Respecting fieldnotes (*Annex 2*), it was found that even when the students understood questions made by the teacher in English, students always answered in Spanish and English was barely used. In some cases, the teacher asked them to speak in English, but they stated not feeling comfortable doing it. Also, all the activities proposed by the teacher to improve the speaking skill were interfered by the students' attitude since they did not want to participate, or they just turned off the microphone while the teacher was expecting them to answer. This information collected through fieldnotes (*Annex 2*) and the characterization questionnaire (*Annex 1*) was complemented and contrasted with the following diagnostic test.

Diagnosis

In order to gain a deeper understanding of the students' English level a diagnostic test (*Annex 4*) was applied. This test was divided in four sections: listening, reading, writing and speaking. The listening and the reading part had 5 items each of them and every item was assigned 0,2 points, for writing 1,5 and the speaking part 1,5, making a total of 5,0 points.

The first section on the test was listening and it consisted of a short conversation in which students listened two people talking about having a celebration and students had to answer a multiple-choice questionnaire. The results (*Annex 5, Figure 3*) showed that 70% of students had a high performance on the listening skills because they had four of five correct answers to the five questions they were asked. Also, 12% of them answer properly three questions and that correspond to an acceptable performance. The other 18% of students only answered one, two or none of the items. These data demonstrate that the course has a high performance on the listening skill.

The next section was reading, and it had five questions about a short paragraph that talks about Saint Valentine's day. It was noticed (*Annex 5, Figure 4*) that 35% of students had a high

performance on the reading skills since they answered correctly four or five answers to the five questions they were asked. Also, 59% of the students got three questions properly answered, considering an acceptable performance. Finally, just 6% of the students had a low level and they just answered one, two or no questions. It was found that students got a high and acceptable performance on this skill.

The third section was writing, and students were asked to write a short email to a friend talking about their experiences and routines during quarantine time. In this part of the diagnostic the results (*Annex 5, Figure 5*) showed that most of the students wrote properly some sentences about their routine, 52% of the students achieve the objective of the activity having a high performance in the writing skill with understandable sentences and just few grammar mistakes. The other 30% of the students had an acceptable performance, since it was found that students combine English and Spanish words and, in some cases, it was notable the use of the translator. The remaining 18% of students wrote sentences that did not answer the main question or just leave the space empty. It can be concluded that students have a good English performance in the writing skill.

The last section was speaking. It consisted of four questions about the students likes or dislikes, for instance they were asked to introduce themselves, the pros and cons of studying from home or about their plans after graduating from school. The results (*Annex 5, Figure 6*) in this case were not favorable, since just 16% of the students managed a clear conversation, describing properly their ideas with coherence and cohesion. Likewise, 20% of them could answer the questions combining English and Spanish constantly asking about how to say different kind of words in English. Finally, most of the students, 64% of them used Spanish to answer the questions in some cases they refused to speak in English stating that they did not a

single word in English. Students had difficulties to elaborate sentences in English when speaking and they feel afraid of talking and making mistakes. These behaviors place students in a low performance for speaking skills.

In conclusion, the most impacted skill was the speaking one since students are able to build written sentences and to understand listening and readings' main ideas. But when they are asked to elaborate oral sentences, they state that they do not feel comfortable, or they do not have English knowledge to communicate. The previous information helped to outline the problems statement which is described hereunder.

Problem Statement

Considering the information obtained in the field notes (*Annex 2*), the survey (*Annex 1*) and the diagnostic test (*Annex 4*), it is possible to identify two main problems. The first one is that even though students have a good English level, they are not able to build oral sentences in order to communicate or interact with the teacher or peers. The other problem was the lack of attention from students since they do not feel motivated to participate or pay attention during the class.

The first issue leads to considering the speaking English level of the students. According to Programa Nacional de Inglés (2013) students at this level are able to describe people, situations and places through easy sentences, also they use intonation to make easier to understand their point of view. In this case, students do not use English to communicate, and they prefer using Spanish to answer or to ask any question. In some cases, they do not even ask if they have any doubt because they feel uncomfortable when speaking in English.

The second issue in this classroom is the motivation and lack of attention from students. It was because according to some of their answers in the survey, they express that there was not

an advance in the English class and they always do the same in all classes, some of these activities were only answering some questions, filling guides and watching videos. This means that they were working on some skills such as listening, writing and reading, but speaking is not being practiced and this could be seen in the diagnostic test results (*Annex 5*) in which students got low results in speaking.

Moreover, based on the fieldnotes (*Annex 2*), English was barely used in the classroom, and students were exposed to little, or none input at all, since all explanations, instructions and questions were given in Spanish. Also, classes were focused on vocabulary and grammar activities, students in those cases just answered the questions by giving just a short answer. According to Ellis and Shintani (2014) if students are not exposed to rich input, it is difficult to expect output from students and that is why their speaking production is very low as showed in the diagnostic test results (*Annex 5*).

Following this information, it was necessary to think of a strategy to solve this major problem. In this case, the skill with most substantial problem was speaking, in fact students could not even answer basic questions as introducing themselves as they face a foreign language affected by *communication exolingue*. This is the phenomenon that occurs when a group of people who speak their own mother tongue, learn and interact among them using a foreign language but they still live in their own context, in this case, Spanish (Porquier 1994).

Moreover, it was notable that students do not interact among them, the only interaction they have is with the teacher and they do not like to speak because they feel afraid of making mistakes. That is why, the proposal was focused on oral interaction skills. Concerning this, Oral Interaction Skills seem to be disturbed by their initial nature that prevents learners from interacting fluently in English since they are still using their mother tongue.

Rationale

This pedagogical research has been created based on the transcendence of encouraging English Oral skills on students regarding the relevance that this language has nowadays since it facilitates interactional and integrational skills in a globalized world. According to that, the main idea is to promote communication among classmates by expressing their feelings, thoughts, and opinions.

Furthermore, the Proyecto Educativo Institucional of the Sorrento school incorporates cooperative and active learning and the acquisition of basic English Skills to achieve different goals in their own life project. This research goes in conjunction with the previous ideas, since this proposal looks for students' interactions in foreign language learning, fostering participation in the English class, and allowing them to have cooperative experiences while they enjoy games.

As students in this grade need to work on speaking skill, board games are an attempt to increase their motivation to interact among them in the class. Also, board games work as the means to improve their oral interaction skills by providing confidence and spaces free of speaking fear. In addition, these circumstances led to reveal the necessity to create a proposal in which students received better English input, in order to ask them to generate and develop clear output.

Moreover, according to Neiva (2016) the importance of tackling Oral Interaction Skills is grounded on the fact that students construct social relationships and this collaborative environment help students to talk easily and to display more critical awareness through the interaction activities. At the same time, students become aware of their own and peers learning process since feedback becomes in a useful and necessary aspect during the class instead of being judged or mocked.

Finally, it is proved that games stimulate language skills. For instance, Hadfield (1999) states that games with rules, as Board Games, can be used to develop the language in all the stages of the progression, from the controlled to the free practice since helps with the repetition drill and to memory aid. That means that games are very useful, allowing students to interact cooperatively while practicing their knowledge in the English Language and most importantly feeling comfortable talking with their peers.

Objectives

General Objective

To propose a pedagogical intervention focused on Board Games and Oral Interaction Skills through the Game-Based Learning approach for eleven EFL graders from Sorrento IED School.

Specific Objectives

- To apply a diagnostic test to eleventh graders from Sorrento IED school in order to obtain information about their English Skills.
- To design a variety of activities related to Board Games to work on Oral Interaction Skills.
- To review theoretical concepts such as Game-Based Learning approach, Oral Interaction Skills, and Board Games.

Chapter 2

Literature Review and Theoretical Framework

The following chapter includes a presentation of the literature review, necessary to understand the present study taking into account previous researches that have been made on the matters concerning this work. Moreover, the theoretical framework defines constructs, such as *Board Games, Oral Interaction Skills, and Game-Based Learning approach*.

Literature Review

The following section provides a review of some studies associated with Oral Interaction Skills in English through Board Games; these studies were found on a variety of repositories from different universities. The following research is divided into three sections, in the first one, researches are carried out at the Universidad Pedagógica Nacional, the second section at national universities, and the final section, at international institutions. By using these researches, it was possible to identify advances in this matter to present a different and innovative research for the development of Oral Interaction Skills within the EFL environment.

Table 2. *Literature review summary*

No	Title	Institution	Year	Key Words
1	Oral Interaction Through Cooperative Games	Universidad Pedagógica Nacional	2017	Cooperative games, multiple intelligences, learning strategies, oral interaction.
2	Gamification: A Mission to Foster Student's Engagement and Interaction in the EFL Classroom	Universidad Pedagógica Nacional	2019	Gamification, game principles, game mechanics, engagement, interaction, communication.
3	Building up Speaking Skills Through a Grammar of Meaning and Communicative	Universidad Pedagógica Nacional	2019	Grammar, meaning, communication, games, speaking skills

	Games			
4	Enhancing Speaking through Board and Table Games in an EFL Classroom	Universidad Externado de Colombia	2018	Materials development (MD), board and table games, speaking skill
5	Interacting in English Through Games	Universidad Nacional de Colombia	2009	Oral production, games, oral participation
6	Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School	Universidad Nacional de Colombia	2010	Oral communication, games, motivation, adolescents, teenagers
7	Teaching English to Primary School Students Through Games	Selcuk University	2008	Language games, communicative approach, language teaching.
8	The Importance of Using Games in EFL Classrooms	Cypriot Journal of Educational Sciences	2016	Games, Twister, vocabulary, EFL classrooms

Concerning Oral Interaction Skills, the study *Oral Interaction Through Cooperative Games* developed by Rodriguez (2017) in Bogota had the objective to explore the use of Cooperative Games to help shy and slow students improve their oral production. The pedagogical intervention was proposed considering the diagnosis analysis since the researcher found that students acted as passive learners just paying attention and writing down what the teacher said. Three cycles were conducted, pre-production, early production, and speech emergence, all of them focused on Oral Interaction using cooperative games.

The findings demonstrated that even though it was difficult at the beginning, students gradually increased their oral production. At the same time, games promoted active participation and cooperation while they enjoyed playing as well. The application showed significant results that demonstrate the efficacy of games to promote oral production, especially for young learners.

The usefulness of this work lays on the fact that Cooperative Games used with a pedagogical purpose have a great impact on students EFL improvement of Oral Interaction Skills; also, students changed their role in the classroom from being passive learners to active learners which results interesting for this proposal that focuses the interest on promoting interaction in a natural way.

Regarding the use of games in EFL classrooms, the second proposal is *Gamification: A Mission to Foster Student's Engagement and Interaction in the EFL Classroom* conducted by Esquivel (2019). This qualitative action research aimed to determine how the use of gamification as a pedagogical strategy impacts the strengthening of an engaging environment in order to improve interaction in EFL learning. The students who participated in this project belonged to grade 402-502, which was composed of 30 students between the ages of 8 and 11 years old. Findings showed that students got engaged since they were involved in their own process by playing different kinds of games. Children also changed their behavior during the class since their emotions such as curiosity, liveliness, and enthusiasm were impacted during the development of the proposal.

This study is valuable to the present research since the use of games built up a positive environment for learning in which students felt comfortable and involved during the class and they were capable of exchanging their perceptions about different aspects but to improve their own skills by being engaged, which allowed them to progress. Moreover, it proved that identifying emotional, behavioral, and agentic engagement was vital to promote oral interaction improvement in the classroom.

Likewise, *Building up Speaking Skills Through a Grammar of Meaning and Communicative Games* by Amaya (2019) is a proposal that was developed at the Language

Center at Universidad Pedagógica Nacional. The purpose of this research was to prove the students succeed in improving their speaking skills by adopting a role in games, generating interaction within a determined real-life situation. The results of this proposal showed that there was a gradual improvement in students' performance in the way they interact with their peers in the classroom. Also, the study proved that the use of communicative games empowered students to develop social skills, leaving behind shyness or fear to express themselves. This research is significant because it demonstrates how the implementation of games in a creative way can be effective to improve Speaking Skills in an EFL learner, and it supports one of the major intents in the development of the current research, which is to improve oral interaction skills in students. Also, as stated by the researcher, the fact of making games based on personal and real situations motivates and engages students more in their language learning process.

Conjointly, with regards to Board Games, the study *Enhancing Speaking through Board and Table Games in an EFL Classroom* presented by Linares (2018) aims to design materials that help students to interact among them, enhancing motivation, and increasing participation in the classroom when speaking in English. In order to achieve this, the population selected was thirty-eight EFL tenth graders from a public school in Bogotá. Linares stated as a conclusion that the implementation of board games brought positive results since the English class became an environment full of joy and participation. In the end, students talked without having any fear, feeling relaxed and motivated to build new ideas related to interesting topics. Thus, Linares' study gives a clear notion for the development of this research, since the use of board games becomes a useful tool to implement in class to construct different kinds of thoughts using the foreign language. Moreover, the board and table games became meaningful tools to use in the

classroom since they helped students to interact with their peers feeling motivated and relaxed when speaking.

Another proposal consulted in regard to Oral Interaction Skills and the use of games is *Interacting in English Through Games* by Ariza (2009). This action research study was conducted in order to encourage oral participation in English using games in the classroom with second-grade students at Liceo de la Salle School in Zipaquirá. During this research, she observed that students did not participate in the classes since they did not feel confident. After the advancement of the games' research, students always wanted to participate, they showed more interest and willingness to speak more often. Most importantly, they helped each other during the evolution of the games' process, improving cooperation and a good environment among them. Ariza's proposal strengthens the role of games in the classroom, proving that they should not be considered just an entertainment option in the class, but as a dynamic tool that allows cooperation and motivates students to speak in English. Also, this study proved that having a dynamic class by using games help students to get confidence and willingness to speak in English during the class.

The following proposal is called *Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School* and it was elaborated by Urrutia & Vega (2010). This innovative action research study tackled difficulties with speaking skills in students of Federico Lorca School in Bogotá. According to Urrutia & Vega students felt inhibited to interact in English with their classmates because they were afraid of being criticized or mocked by their friends. Also, the researchers found that students had bad results in English because they did not find any kind of motivation, classes were boring, and they just learned grammar and vocabulary. With the implementation of games, students developed speaking skills in a fun a comfortable

way, also games helped them to believe in themselves since the teacher created a good atmosphere inside the classroom by the implementation of games. The findings of this study are relevant to the current research since it demonstrates that games help students to believe in themselves, encourage students to communicate orally, and to gain confidence in speaking. In addition, this study proved that games help students to overcome their fear of making mistakes and to perceive speaking as a natural process when they were playing.

Concerning international researchers related to the current proposal, Lisans (2008) created a proposal called *Teaching English to Primary School Students Through Games*. This study intended to find whether English can be taught more effectively through games using the Communicative approach. In this study, it was found that students were involved in the class and they were always trying to participate. The researcher mentioned that games gave students opportunities to practice the language in a real context since they were not forced to speak, instead, students had a purpose to talk, and they were able to find a way to communicate with their classmates. Games also helped students to take an active role since the teacher guided them, but they were the ones who developed the environment of the class. This study is convenient as it gives an idea of how by involving games, students learn consciously and unconsciously because of the exposure to the language since they use English in the context to communicate.

Concluding, the Cypriot Journal of Educational Sciences published a research called *The Importance of Using Games in EFL Classrooms* made by Gozcu & Caganaga (2016) that aimed to explore the importance of using games in the EFL classroom. Also, the author wanted to prove that games should be placed at the center of the foreign language teaching program rather than being accepted as a peripheral part of the program. Conclusions showed that by using games students created an environment in which they had fun and were motivated to learn the target

language. Besides, students reduced anxiety because they spoke in English incidentally. Gozcu & Caganaga explained that if teachers use games with an educational purpose, this tool will be worthy for student's learning process, that is why this study is very significant for this research.

As stated above, one can conclude that approaching the development of Board Games through a Game-Based learning approach can help students from various contexts, levels, and ages to encourage Oral Interaction Skills, therefore build confidence to express themselves about particular themes following their own ideas, feelings, and experiences using EFL knowledge, which is useful for the research.

Theoretical Framework

In order to establish a solid theoretical support, four aspects will be developed in this section of the research. First, EFL Classroom environments, then, Oral Interaction later, Game-Based Learning Approach, and finally, Board Games.

Oral Interaction Skills

In order to define this concept, it is necessary to start from the specific to the general. Gordillo (2011) defines Oral Skills as the capacity to express verbally in order to communicate according to the rules of the language. Also, it is divided into two complementary skills: listening that corresponds to reception and speaking which is the production. Both skills are produced within the communication act since the speaker and the listener interact among themselves instead of individually. Also, based on Halliday (1978) "Communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (p. 139) and through this social reality is "created, maintained and modified" (p. 169). Also, Rahman (2010) states that communication is "a dynamic interactive process that involves the effective

transmission of facts, ideas, thoughts, feelings and values” (p. 2), this situation is generated by using the spoken word that is the oral communication.

Furthermore, it is imperative to define what an interaction is. Brown (1998) defines it as a collaborative exchange of thoughts, feeling and ideas made by two or more people that results in a reciprocal effect in each other. Being more specific Becnec (2019) describes Oral Interaction as “The use of the target language in its spoken form in meaningful exchanges with conversational partners. It involves language production, but also active listening”. In a general overview, it is described as an exchange of information through messages in a specific social situation in a satisfactory way. Being more precise, in a classroom environment, as Tuan & Nhu (2010) points out, oral interaction implies that students interact with their peers by speaking and exchanging information, for instance making questions, comments or just taking part in discussions.

These situations need to be fostered by the teacher because students are not going to create this communicative environment using the foreign language by themselves. Considering Oliver and Philip’s (2014) ideas, the nature of oral interaction is to join the speaker’s perspective to the listener one to create concepts from this interaction. And this is exactly what this research aims, since board games generate opportunities to communicate ideas, thoughts, and opinions in a real classroom context.

Besides, skill is defined as the ability to carry out a task and this implies having competence which is the aptitude of doing something, Moyano (2019). In terms of language, skill refers to communicative competence and according to Chomsky (1965), this term accounts for the implicit knowledge of grammar that a speaker and listener has in a homogenous speech, which means that the communicative competence relates to language. For Tarvin (2014), it can be defined as “the ability to use language, or to communicate, in a culturally-appropriate manner

in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions” (p. 2). This means that learners, in this case, need to have the ability to use the language in different interactions in order to communicate and give meaning to their speech.

Moreover, it is important to define what speaking is because oral interaction is developed based on this initial concept; according to Brown & Yule (1983), it is an interactive process of constructing meaning that involves receiving (input) and producing (output) information. Following this general idea of speaking, Richards (2008) explained three types of speaking in a foreign language, as an interaction, as a transaction, and as a performance. This study is focused on speaking as an interaction. Based on The Common European Framework of Reference for Languages (Council of Europe, 2004) it is described as:

In interaction at least two individuals participate in an oral or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker’s message and preparing a response. Learning to interact thus involves more than listening to receive and to produce utterances. (p.4)

Following this idea, Brown & Yule (1983) provides a description of the main features of Speaking as Interaction. They describe as a social function that reflects the speaker identity and reflects the role of the relationship of the participants. Also, they are able to share information or their beliefs with others but taking into account feedback from the input, which helps them to create a collaborative environment among students. This idea goes in conjunction with the development of social relationships as Ibarra (2002) stated:

We use language with the immediate purpose of communicating the way we perceive, give meaning and understand the world. We also use it to build social relationships that allow us to interact with each other. Furthermore, students develop their communicative competence by interacting with others and creating a real atmosphere in the classroom.

(p.44)

Taking into account Ibarra's ideas, it is expected that in this research Oral Interaction has a social purpose. This means that it is necessary that the classroom has a collaborative environment, in which Board Games become a worthy tool implementing work by pairs or groups since as Harmer (2001) suggests, pair work increases the time people talk during a class. This opportunity to play and create interaction will generate an environment in which students support each other at the same time they are learning.

EFL Classrooms

Teaching English as a foreign language is considered as the transmission of new knowledge based on linguistics codes different from the contained in the mother tongue (Nation & Newton, 2008). Although, students always use their mother tongue in their own context, that is why it becomes imperative to involve students within an immersion context; consequently, they have close contact with the English language. That is why in this research, the teacher foments spaces where students experiment with communicative situations for students to acquire and practice the English language (Tedick, Christian & Fortune, 2011).

Moreover, in an EFL environment, teaching materials and resources are fundamental to enhance language skills. Garton and Graves (2014, p.11) asserted that "Materials are fundamental to language learning and teaching (...) but materials cannot be viewed independently of their users." That is why, teachers need to create or adapt activities and

materials according to the students' environment and pedagogical situations. Cunningsworth, (as cited in Tomlinson, 2014) stated, "adaptation depends on factors such as: The dynamics of the classroom, the personalities involved, the constraints imposed by syllabuses, the availability of resources, the expectations and motivations of the learners" (p. 88). That means that first, it is important to know the context of the population to create proper activities for them.

Also, motivation and attitude play an important role on the students' learning process. As Hulleman (2018) states "Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests". Which means that the role that the motivation plays in the students' learning process is important and provides meaningful knowledge.

In the same way, valuable interventions need to be generated and created by the teacher-researcher. It is imperative to create interventions in which students find value in what they are learning by talking about topics they feel interested or to create connections between their lives and what they are learning. According to Hulleman (2018) "Students are prompted to briefly reflect on how the topics they're learning in class relate to some important aspect of their lives, such as future goals, personal interests, or significant others". These spaces increase motivation and engagement in the classroom leading in higher English achievement.

That is why in an EFL environment, it is necessary to provide situations where students do not feel afraid of speaking. According to Gonzalez (2006), the material development becomes a great motivation for students since the routine of the class changes and provide opportunities to interact with other by using creative materials, which is the main purpose of this proposal.

Finally, students in an EFL classroom need to practice English, especially oral. Teachers need to provide spaces for students to feel free to talk to develop their communicative competence (Bell, 2011). These characteristics of teaching in EFL classrooms are important for this research because it is necessary to take into account students' needs for the development of the materials, in this case, games.

Game-Based Learning

First, it is important to review the definition of Game-Based Learning that refers to “the borrowing of certain gaming principles and applying them to real-life settings to engage users” (Trybus, 2015). This kind of learning involves the use of game elements, such as incentive systems in order to motivate students to get engaged in a task (Salen & Zimmerman, 2004). The motivational psychology involved in game-based learning “allow students to engage with educational materials in a playful and dynamic way” (Trybus, 2015). Based on Catron & Allen (2007), games with an educational purpose play important role in the classroom since they not only help to completely fulfill the curriculum but also to develop brain abilities such as concentration and reasoning.

Furthermore, Huang and Soman (2013) explain the effectiveness of using games in the classroom. They consider that games have specific elements that facilitate learning, such as progress mechanics as point, leaderboard, immediate feedback, cooperative solving problem, and scaffolded learning that increases challenging, social interaction, and entertainment. Feedback, in this case, is essential since it is always provided by the teacher but in this case, it is provided by any person in the classroom. Gutierrez (2005) asserted that feedback contribute toward giving confidence to learners at the same time students improve the language use. These kinds of opportunities turn students into active learners being aware of their own learning process.

Moreover, another important aspect of the development of this approach is the material design since it needs to be well thought and prepared, so students feel engaged with the class, and they do not get frustrated or bored. The material design needs to fulfill with the following elements to be well created or adapted activities according to Núñez et al. (2013) "Reflection, awareness of and Material Design (MD) rationale, affect, motivation, teachers' beliefs, creativity, and commitment are the components that interplay in MD" (p. 57). That is why the games prepared in this research have different features to promote participation and dynamism for all students. This teaching approach is significant for this research because it implied the use of a tool that generates motivation, reflection, feedback, and eventually, interaction increases by using it.

Board Games

Games have always been used as a leisure time activity or for enjoyment if there is extra time at the end of the class, but they have not been used as the main tool or resource during the production time. As Warschauer and Healey (1998) stated "In language teaching games have often been conceptualized as the "the fun factor" of language learning" (p.60). But it is confirmed that board games are a worthy tool in the EFL classroom because they give students an environment in which they can explore without having the pressure of failing. Also, games provide the opportunity to think and plan strategies, simultaneously students develop flexibility, and unconsciously they are learning while interacting among them (Martinson and Chu, 2008).

According to El-Nars (2010), board games are fundamentally appropriate since they promote teamwork, active participation, and involve all students. As stated by Mostowfi et. al (2016) board games provide rich learning opportunities and improve their learning ways, also connect real situations, enhance motivation, and in fact, encourage cooperation, which also helps

children to use the language to elaborate plans, make deals, and negotiate with each other. This means that students will be always communicating back and forth improving their Oral interaction skills.

In addition, as stated by Luu et. al (2010) board games help a lot with the communication purpose, because when students play them, they create a context with the language and if participants give meaning to the knowledge, they remember the lessons or what they learned for longer. Also, children do not focus on grammatical or structural aspects, in contrast, they learn naturally, experiencing the pleasure of learning while playing. Moreover, students gain confidence through interaction with their peers that also help them to make stronger relationships among themselves and to build up a good environment in the classroom. But it is important to create games that go in accordance with the students' necessities, besides they need be well thought to have a proper outcome.

Consequently, the process of creation and designing game according to De Lope et al. (2017) is very complex and has five important and meaningful steps. The first one is the startup in which the designer creates and conceptualizes concepts related to the game as type, educational skills to acquire and creates a game story. The second step is the design, in this phase the game is structured, and all details previously named are gathered. The next phase is the production, in which all the artifacts generated in the design phase are created physically. The fourth step is related to test the games in which prototypes are generated for further evaluation. The final step is the post-production in which all the updated or changes are made in order to improve the game after its publication.

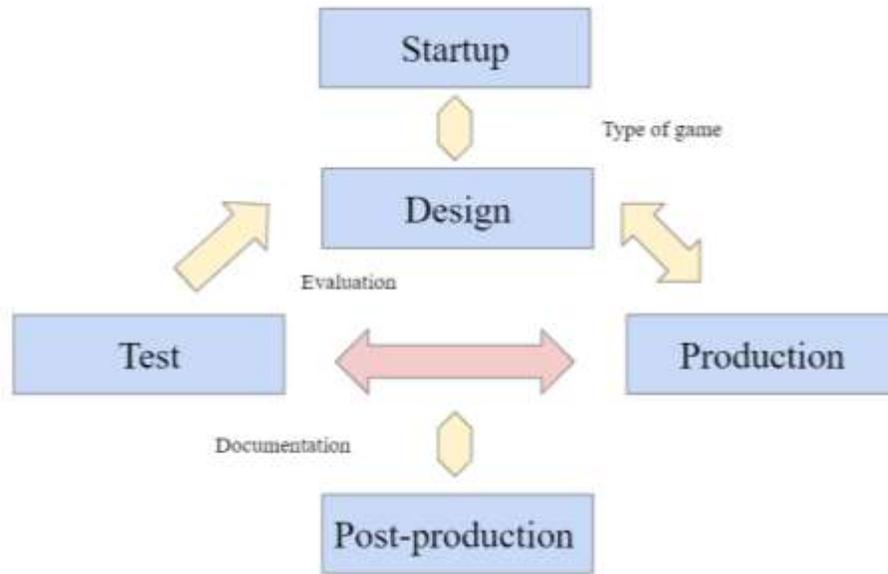


Figure 7. Games process description based on De Lope et al. (2017)

Chapter 3

Research Design

The present chapter deals with the methodological design through which the study is carried out. In this way, it includes the research paradigm that underpinned the study and the type of research in which this study is framed. Following these perspectives, the data collection instruments and procedures are presented along, in order to clarify the research design.

Research paradigm

This study is framed within the *qualitative paradigm* which allows the researcher in the understanding of the different dimensions of the social world. As Merriam (2009) stated “the researcher is interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (p. 13). Besides, this research requires a constant engagement from the participants which allows the researcher to connect with participants and their context (Creswell, 2014).

According to Mason (2002), there are three common elements in a qualitative research. The first one is an interpretive position, which helps the researcher to understand how the social world is constituted. The second one is related to the methodology of data generation and it says that for this kind of research it is flexible and sensitive because it is provided from social contexts. Finally, qualitative research aims to produce rounded and contextual understandings when doing the analysis of the detailed data.

As Cropley (2019) states, qualitative research gets insights from the construction of reality of the research’s participants, these data are obtained from narratives that involve interviews, diaries, videos, among others. This data helps to gather information about the participants or just to understand their social background but to evaluate their English level. To

analyze and interpret the data Creswell (2014) proposes six important steps. The first one is to organize de data, this means transcribing the interviews, getting digital the material, etc. The second one is to read the data to continue with the third step which is to code de data, this is finding repeated patterns to gather and label them in categories. The third one is to code the data; this means to gather repeated data and label them with a term that helps to classify them into categories. The fourth step is to create a description of the categories previously made, the participants, their context, and the themes of analysis. The fifth one relates to the development of a qualitative narrative description of the findings and details of the analysis. Finally, the sixth step is to interpret the findings.

In this case, using this process of the qualitative paradigm helps to understand how a pedagogical intervention in eleven graders promotes oral interaction, bearing in mind their reactions and determining the role of the board games in the students' oral production.

Research Method

The present research follows the Exploratory Action Research that according to Smith & Rebolledo (2018) “is a way to explore, understand and improve our practice as teachers. We will first discuss the value of ‘exploring’ and later we will move on to show how this can contribute to appropriate forms of ‘acting’ for change” (p. 20). This kind of research is divided into three stages; the first one is called *plan to explore* in which the teacher selects a situation and start making questions to develop the research, later the researcher-teacher plan how to gather the information to answer the previous questions that were made. The second one is exploring; in this process the researcher collects data to clarify the situation so later they can *analyze and reflect* the information to see if an action plan is needed.

After the previous cycle, if it is necessary the Action Research methodology takes place, this one has four phases. According to Burns (2010), the first one is *planning* that consists of organizing a plan to improve the situation; later it comes *action* in which the researcher makes changes to improve the practice. The third one is the *observation*, in this phase, the effects of the intervention are observed to collect data; finally, the last phase is the *reflection* that aims to evaluate and describe de action.

In this particular case, only the exploratory action research and the first action step, which is *planning*, are carried out, this means that the researcher has a participant-observer role. Exploratory research was made during the development of the Action research by doing questionnaires, observations, and a diagnostics test. This information was gathered and classified correspondingly to be analyzed and to define the plan of the pedagogical intervention. The next three phases, *act*, *observe* and *reflect* were left to be implemented in the future.



Figure 8. *Exploratory Action Research based on Smith & Rebolledo (2018) and Burns (2010)*

Data Collection Instruments

According to Carr & Kalmbach (2010), when doing Exploratory Action Research there are three methods to collect data: *observation* or *field notes*, *surveys* and *a diagnostic test*. These are used to obtain the necessary information to formulate a pedagogical proposal and to construct

the problem statement. Thus, this kind of data collection is useful since it reproduces real scenarios where students participate making oral or written contributions.

Field notes

Field notes are a “way of reporting observations, reflections, and reactions to classroom problems” (Hopkins, 2008, p. 104). This instrument gives the opportunity to document in a written way events that take place in the classroom, also the researcher is able to add some interpretations after describing the events. Thus, this instrument allows recording information about people, situations, reactions, and reflections that help to relate the gathered data with the researcher’s objectives (Given, 2008). During the pedagogical intervention, this helps to determine the students’ response to board games, their attitude when speaking and in general their behavior during the online sessions.

Surveys

Surveys are defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 159). Furthermore, Burns (1999) identifies three types of information that the researcher can obtain from this instrument. The first one is factual or demographic which helps to determine the background and context of the participants. Second, behavioral that deals with what the population do or did in the past. Finally, attitudes, opinions, or perceptions. In this case, surveys were used to identify students’ impressions of the English class.

Diagnostic test

This instrument is used to gather data and to measure students’ achievement in English, which is understood as “the result of learning that can be measured through achievement indicators generally refers to student performance in the academic field” (Lestari & Setiawan,

2017, p.171). The diagnostic test was created by the researcher following the teacher's instructions and recommendations. Also, it was implemented at the beginning of the study to know their deficiencies and faculties in the English language. The test to examine the English level of students was composed by four parts: listening, reading, writing and speaking. The main purpose of using this instrument was to create the problem statement to create and generate worthy board games according to their necessities.

Ethical Issues

Since the school where this study is carried out is a public school with students under 18 years old, it is important to take into account ethical appropriate practices. As Bryman (2012) states, the purpose of ethical considerations is to guarantee the protection of the participants from any emotional, physical, mental, and financial damage. For this reason, all the information gathered in this study is only used for academic purposes. Thus, it is necessary to have the participant's permission and to inform them about this research. Consequently, a consent form was sent to the students' parents in order to have their permission and to inform them that they are part of a pedagogical innovative practice besides letting them know that their identities and personal information will not be revealed.

Chapter 4

Pedagogical Intervention

In this chapter, the vision of language, the vision of learning, and the teaching methodology are developed. Furthermore, the pedagogical intervention is reviewed, the division of the stages and games are explained based on a teaching approach. Finally, a chronogram chart explains the lesson and a brief analysis of the main activities.

Visions

Vision of Language

Firstly, taking into account that this research focuses on Oral Interaction Skills, the language will be tackled as *Self- Expression* as Tudor (2001) stated. The purpose of language for this vision is not only to achieve communicative goals, but to build relationships, to interact in a community, to express emotions, ideas, aspirations, and desires. That is why this vision works perfectly with this proposal since learners are able to express themselves by playing without being worried about making mistakes or having any kind of judgment.

Additionally, another vision that will be taken into account is the *functional* one, mentioned by Vera, Chapetón & Buitrago (2016) in which there is more emphasis on the semantics and the communicative dimension instead of thinking about strict grammatical adherence. Besides, language is understood as the means to achieve social objectives to create interaction inside a community. In this case, students are going to be asked to use the language to communicate among them when playing Board Games, in order to relate aspects from the game to their real social life, so they can express their own thoughts and feelings with peers.

Vision of Learning

The vision of learning in this research is considered as *experiential* because it works based on learning by doing and requires direct exposure to the language by providing an input in the target language, in this case, English. According to Vera, Chapetón & Buitrago (2016), this vision of learning emphasizes on processing and communicating messages which reflects the multidimensional nature of communication and focuses on the proper use of the activities since they need to be authentic and also promote collaboration among students. This means that while they are learning, they are also creating environments suitable for building relationships in their classroom, and that is the main purpose of the use of games in the classroom, to encourage students to develop their oral interaction skills.

Vision of the classroom

In this research and for a future intervention the classroom, it is considered as the social space where children are exposed to a cooperative environment, that means that it is expected to be a communicative space in which the teacher enhances students to talk giving them options and opportunities to participate and to have interaction with other peers during the class. Therefore, students are active learners, since they learn by themselves, by listening to each other, by the engagement with the board games but most importantly by interacting with their classmates. This opportunity of learning by cooperation generates that students learn naturally and speak in the same way.

To achieve proper interaction among students, first, it is necessary to generate a positive environment. As Barry (1989) mentioned, assertive communication among students promotes their individual learning process. That is why board games help firstly to establish a comfortable atmosphere for them to feel pleasure when talking in front of their classmates about thoughts or

feelings. Also, board games teach students about rules, to follow them and to work as a team consequently learning about tolerance and respect.

Vision of Didactic Materials

This study follows Tomilson's (2011) ideas, who stated that didactic material "can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language" (p. 2). These didactic materials can be designed, adapted or used by teachers and the main function is to create appropriate environments for students to learn in an innovative way. In this case, the researcher created a group of board games which intend to support the pedagogical proposal to improve oral interaction skills. Board games are designed to boost the interactive work among students who are encouraged to speak not only to carry out the game but to express their opinions and thoughts about different situations with their team members.

Teaching Methodology

Taking into consideration that the main tool of this research is Board Games, the most appropriate methodology is *Cooperative Language Learning (CLL)* since it stimulates working in groups or pairs and helps students to have interaction and communication among them. Its definition given by Zhang (2010), explains that CLL is defined as a set of instructional strategies that promote participation and cooperation with academic purposes. Also, Johnson & Johnson (1999) states that CLL is the use of small groups in an instructional way in which students work together to maximize their learning from others.

Moreover, according to Crandall (1999) *Cooperative Language Learning* has different positive factors to use in this proposal; for instance, it increases motivation, reduces anxiety, and promotes self-esteem. Moreover, this research also cares about increasing active learning in the classroom and CLL goes in accordance with that notion, since students do not feel obligated to

talk, instead, CLL provides opportunities to participate, experiment, interact, and cooperate using English as a foreign language.

In conclusion, this methodology is useful since the mentioned elements are accurate in the construction of active learners that interact among them to express themselves. In addition, it is evident that *Cooperative Language Learning* goes in conjunction with the Game-Based Learning Approach that also motivates students to assess their performance and inherently feel engaged with the English class and peers.

Stages of Intervention

This pedagogical research is divided into three stages, which aim to improve oral interaction among students, using board games as a strategy in the EFL classroom. This proposal estimates 12 weeks of implementation, and each week has one hour of class. The resources needed are just the board games already prepared by the teacher. To understand the stages, it is important to consider that interaction gradually increases through the development of the proposal, and during the early stages, students are guided by the teacher, so they do not feel frustrated during their learning process.

The Recognition Stage is first part of the proposal in which students get the opportunity to recognize themselves in the world. In this stage, the teacher needs to foster students to explore and discover how to talk about themselves, about their own experiences or feelings, or about who they think they are. The idea is that students recognize themselves before understanding the world. The National Scientific Council on the Developing Child (2004) states that children need to know who they are and to identify their characteristics to finally understand other people's ideas. This situation will generate a good environment among them to create proper interactions.

The second one, *The Awareness Stage* is when students start to talk about their surroundings, as their family, neighborhood, classmates or friends. The main purpose of this stage is that students can describe what surrounds them and how much others contribute in order to love as a community. Finally, *The Result Stage*, this one is the compilation of the previous ones since after recognizing themselves and their community, students are able to provide or contribute with some solutions to improve their community by giving opinions and perceptions to make better their own context.

Chronogram

Table 3. *Pedagogical proposal summary*

Lessons	Activity	Objectives	Vocabulary
1. <i>Initial Session</i>	Play the popular board game Parqués.	To introduce students to board games in order to know about rules, constraints and strategy.	---
1 hour			
The Recognition Stage: Representation of myself			
Goal: I am able to describe myself, taking into account likes and dislikes			
2. <i>This is who I am</i>	Play the race board game <i>This is who I am</i> and introduce students through the Padlet website.	To represent me and the characteristics that make me special.	- Adjectives to describe themselves (physically, emotionally) - <i>I am...</i> - <i>I have...</i>
1 hour			
3. <i>I have a craving!</i>	Play the card game <i>I have a craving!</i> and show favorite kind of food through Genially	To describe my own likes and dislikes	- Food vocabulary - <i>I like, I don't like</i> - <i>I love...</i>
1 hour			

	presentations.		
4. <i>My comfy place</i>	Play the board game <i>My comfy place</i> , and enter to the Website to play word search.	To talk to others about my house and my favorite place	- Parts of the house vocabulary - <i>This is the...</i> - <i>There is, there are</i>
1 hour			
The Awareness Stage: My Community			
Goal: I know about the people that surround me.			
5. <i>Find someone who...</i>	Play <i>Someone Who</i> in the classroom.	To ask my classmates about them, their characteristics and family	- Interrogative questions <i>Do you have? Do you like/love...? Are you?</i>
1 hour			
6. <i>Guess who?</i>	Play <i>Guess who?</i> and make a family tree as a homework activity	To describe my family and their most important characteristics	- Adjectives to describe other people (physically, emotionally) - <i>She is, He is, They are</i> - <i>She has, He has, They have</i>
1 hour			
7. <i>My neighborhood</i>	Play the maze game <i>My neighborhood</i> and make a comic describing the most important places in my community.	To describe my neighborhood and the places I like the most on it	- Neighborhood vocabulary - <i>This is the...</i> - <i>There is, there are</i>
1 hour			
8. <i>You are the perfect one...</i>	Play <i>You are the perfect one</i> in the classroom.	To be aware of my classmates' qualities	- <i>You are good with..., you know how to...</i>
1 hour			

The results Stage How can I help?			
Goal: I can give ideas to change my community			
9. What's going on in this picture?	Play <i>What's going on in this picture?</i> with classmates.	To identify inappropriate activities do it frequently in our community to give ideas or suggestions about how to change them	- <i>I think...</i> - <i>I consider</i> - <i>In my opinion...</i>
1 hour			
10. Animals around the world	Play the trivia game <i>Animals around the world</i> and record an audio talking about favorite animals.	To foster practices to take care of animals and recognize the importance of the environment	- <i>I want to help...</i> - Environment vocabulary <i>Habitat, creatures, ecosystem, animals</i> <i>The ozone layer, gas emissions, pollution, smog</i>
1 hour			
11. Easy Recycle	Play <i>Easy Recycle</i> to know how to recycle and make a recyclable spot at home.	To identify important aspects of recycling and why it is important to do it	- Recycling vocabulary as <i>Reduce, Recycle, Reuse.</i> - Adjectives like <i>worried, scared, disappointed, optimistic</i>
1 hour			
12. Final lesson	Talk about students' English improvements and aspects they would like to change about games and the English Class	To recognize my own learning process as an active learner student	- <i>I want to change</i> - <i>I like</i> - <i>I don't like</i>
1 hour			

Lesson Plan

Table 4. Lesson plan *The Recognition Stage*

Lesson Plan - The Recognition Stage			
Group: 1102	Date: 2nd Class	No. of students: 26	Time: 60 minutes
Practitioner: Angie Jaramillo A.		Room teacher: Sandra Borbón	
Objective: To represent themselves and the characteristics that make them special.		Assessment: Students play the game and learn to describe themselves and their most important characteristics.	
		Materials: Board Game <i>This is who I am</i>	
Timing	Procedures		Grouping
5 minutes	Warm up: The teacher asks the students if they know how to describe themselves or they know vocabulary about it. Students and teacher create a mind map with some adjectives.		Whole group
10 minutes	The teacher gives a short explanation about present simple in the first person and possessive adjectives. Also, some examples are given so they understand better the topic.		Whole group
5 minutes	The teacher provides the instructions of the games and questions are resolved before starting the game. Also, students team up in groups of ten people and the material is given to each group. The material is a board, four decks of cards, dice and some tokens.		Whole group
20 minutes	Students play the game. they start by rolling the dice and move their tokens according to the number they get until they reach the final line. Meanwhile, children's tokens step in different colors, and each color has its own deck of cards with illustrations of a variety of physical and emotional characteristics. Once students step on a color, they grab the deck of cards to choose an adjective		Groups of ten students

	<p>that describes them the most. The board also has some symbols that are going to give them rewards or punishments; for instance, if they step on a heart, students can grab another adjective card but if they step on a no-symbol they lose one turn, also if they step on a lightning, they can roll the dice again. The winner is the student who arrives first at the winner line.</p>	
10 minutes	Students talk about the cards they have and why they chose them.	Whole group
Homework	<p>Students access to the following link https://angiearias31.wixsite.com/website-1/this-is-what-i-am, in here they find text that is a description and introduction of the teacher. Based on the vocabulary and the information they learned during the board game activity, students write a short introduction of themselves in the following Padlet link, https://padlet.com/angiearias31/owpdyw00gp263b6u.</p>	Individual

Chapter 5

Analysis of the Proposal

Explanation of the Activities

The pedagogical proposal summary chart provided a brief description of each class' activities which are completely related to the main objective of the proposal that is to promote student's oral interaction skills in order to create a good environment for them to speak without having the pressure of failing. Thus, this objective is reflected on the twelve activities and board games designed in this proposal.

Class 1 *Initial Session.* During the first class of the proposal the purpose is to introduce board games to students, so they have cleared some important concepts as rules, constraints and strategy before they start playing the designed games. That is why as an example it is used the popular board game *Parqués* to illustrate how games work, how imperative it is to follow rules, why having a strategy is important, which are the constraints when playing *Parqués* and how they can recognize these important aspects in all the games they will play in the future classes.

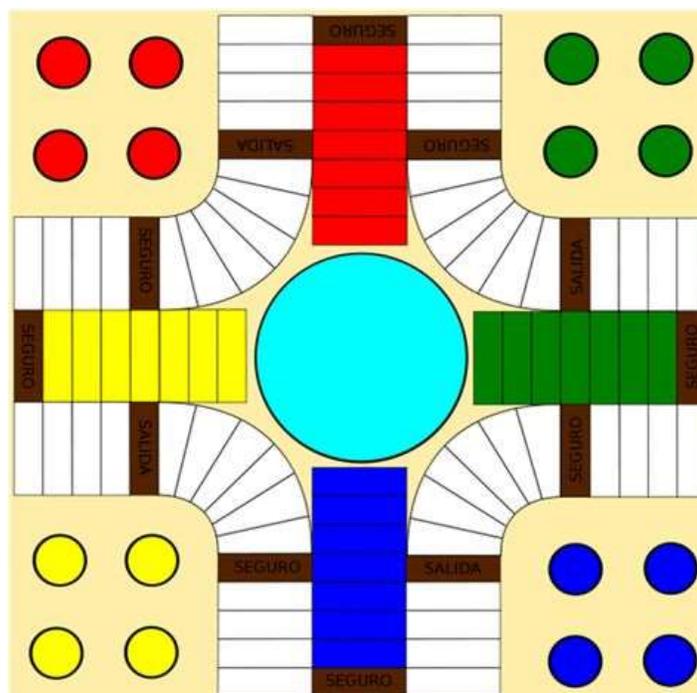


Figure 9. *Parqués board – Class 1*

For this first activity, students need to team up in groups of four people and the teacher will provide the boards, tokens, and dice. Additionally, the teacher will set up the rules and all questions will be answered at the beginning, so students have cleared all the information before starting to play. The most important rule for this game and all games that come in the future is that they need to speak in English, this means that all questions, suggestions or comments will be in English. The main idea is that students become familiar with speaking in English.

This activity promotes cooperative learning. In this line of thought, Ministerio Nacional de Educación defined learning environment as a learning community, where the teacher plays an important role, making students interact with the materials and people of the school (Orozco, 2012, p. 6). In this case, it is a material that they commonly know and that help them to interact at the same time they get familiar with the dynamic of the class.

The Recognition Stage

The first stage of the proposal is the opportunity for students to recognize themselves and

their most important characteristics. These games help students to create their own concepts about how they think they are, and to give an opinion based on the aspects they like the most.

Class 2 *This is who I am.* This second class is the beginning of all the games created by the teacher-researcher. With the game used in this class, students develop self-awareness by describing themselves and talking about their most important characteristics. According to Morin (2011), the development of self-awareness is really important because students understand themselves better and they learn to recognize their strengths and challenges. Also, it helps them to notice their mistakes in order to make edits or changes and the most important foster positive self-esteem, which is really important in this research since if students develop self-esteem, they will not feel afraid of talking in front of their teachers or peers, developing at the same time proper oral interaction among them.

The language topic that can be used by the students during this session is present simple tense, for instance *I am... or I have...*, also possessive adjectives and possessive pronouns can be used. This means that the teacher will give a short explanation with some simple examples of how it can be used along the class. Then, the explanation of the game is given, and questions are resolved before starting to play.

Instructions.

- They will be organized in groups of ten people.
- This game is a race in which they will have to roll the dice and move their tokens according to the number they get until they reach the final line.

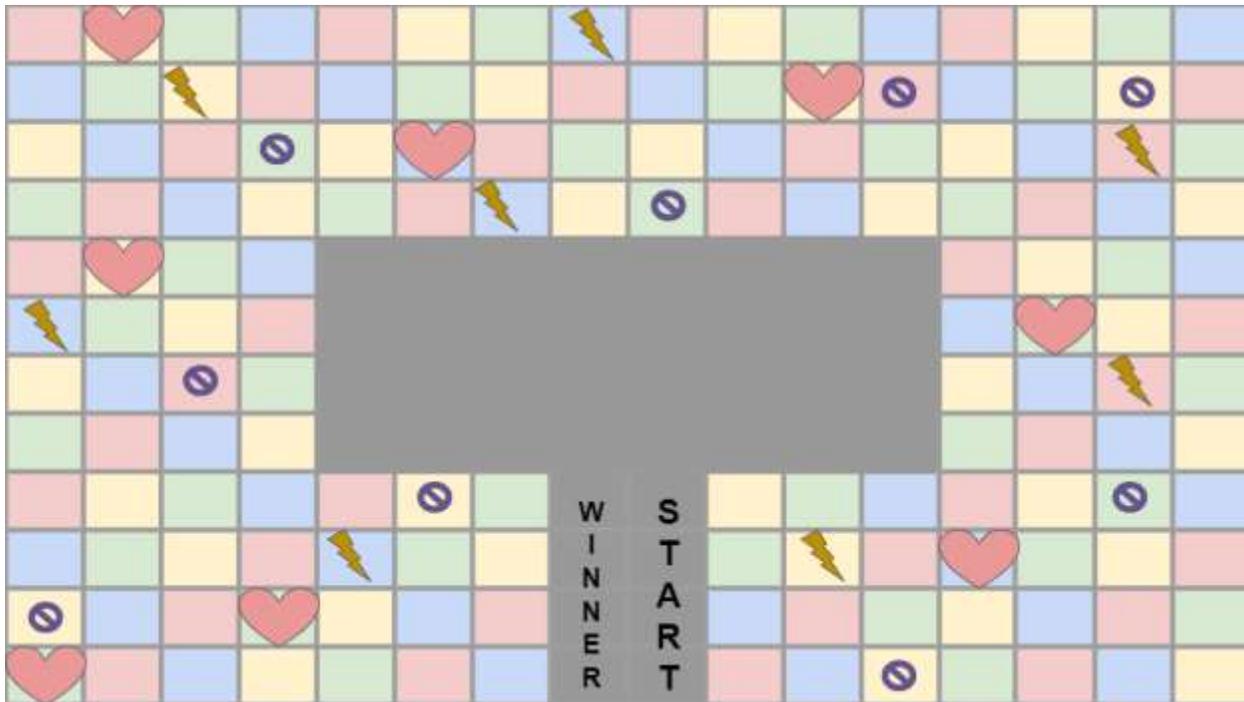


Figure 10. *This is who I am Board Stage 1 – Class 2*

- Meanwhile, children’s tokens are going to step in different colors, and each color has its own deck of cards with illustrations of a variety of physical and emotional characteristics.





Figure 11. *This is who I am Card examples Stage 1 – Class 2*

- Once students step on a color, they grab the deck of cards to choose an adjective that describes them the most.
- The board also has some symbols that are going to give them rewards or punishments; for instance, if they step on a heart, students can grab another adjective card but if they step on a no-symbol they will lose one turn, also if they step on a lightning, they can roll the dice again.
- The winner will be the student who arrives first at the winner line. At the end of the activity, all students will be asked to talk about the cards they have and why they chose them.



Figure 12. *This is who I am Website page Stage 1 – Class 2*

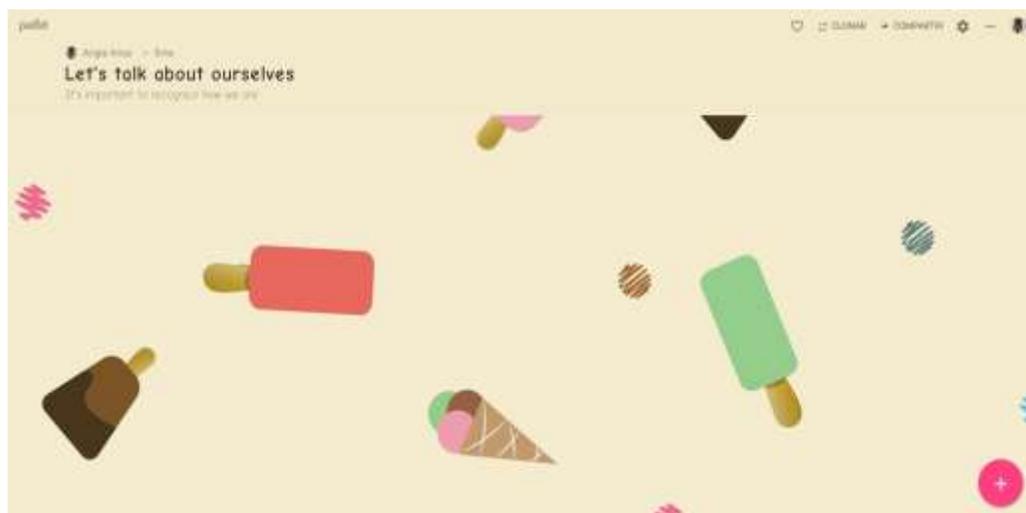


Figure 13. *Let's talk about ourselves Padlet Stage 1 – Class 2*

After playing the game, students will be asked to go to the following link <https://angiearias31.wixsite.com/website-1/this-is-what-i-am>, in here they will find text that is a description and introduction of the teacher. Based on the vocabulary and the information they learned during the board game activity, students will write a short introduction of themselves in

the following Padlet link, <https://padlet.com/angiearias31/owpdyw00gp263b6u>.

Class 3 *I have a craving.* The third class is dedicated to food. By playing this game students will learn about the food they like the most and the ingredients that their favorite plate has. This game as the other ones from *The Recognition Stage* uses familiar topics and situations for students; in this specific game the main topic is food they like and enjoy eating since based on the idea of Gutierrez (2005) when students talk about their favorite aspects it is easier for them to express and communicate their opinions or thoughts.

During this activity food vocabulary will be used and present simple will be the tense that could be used the most, for instance *I like...*, *I don't like...*, *I love...* or *I enjoy...* Again, the teacher will introduce the previous vocabulary and grammar tenses and give the instructions in order to start playing the game.

Instructions.

- This card game has two decks, the first one includes different kinds of dishes, the other contains the ingredients to prepare them.

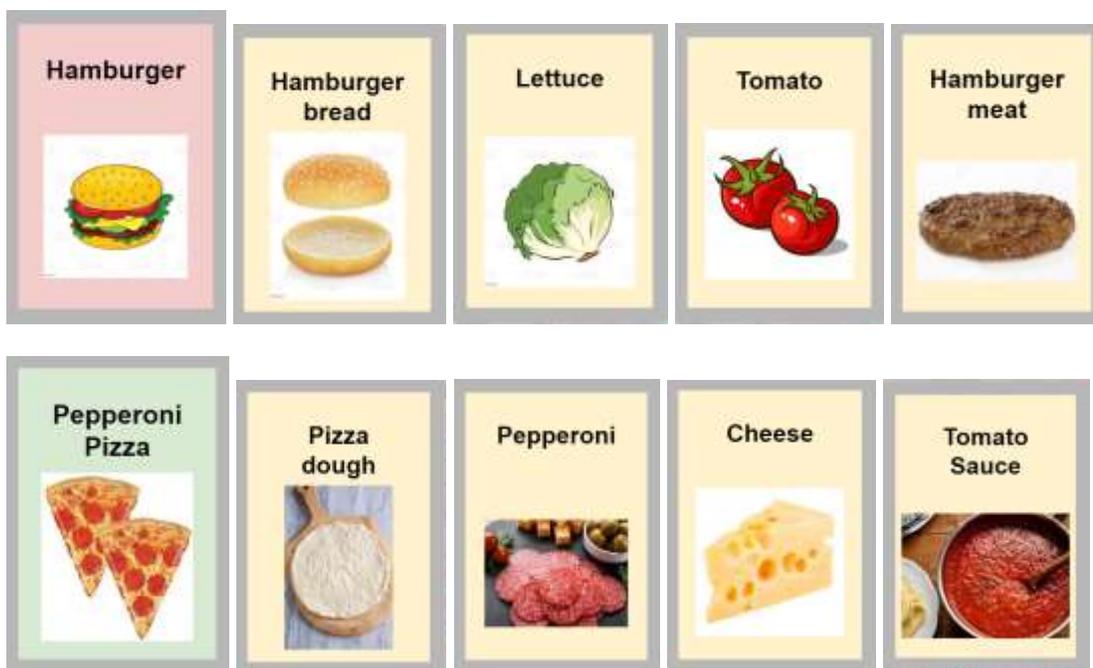




Figure 14. *I have a craving! Card examples - Stage 1 – Class 3*

- First, students will organize a circle, then they will choose a card from the meals' deck with the dish they like to eat the most.
- Later, one of the students will grab a card from the ingredients deck, if the card does not belong to the meal each of them chose before, they will hand the card to the classmate located to the right, and after that, they will continue taking another card.
- Students will be rotating the card around the circle until it gets to a person who needs it for her/his meal.
- The student who first completes all the ingredients to prepare the meal they chose in the beginning, will be the winner. In the end, all students will talk about the dish they like and what ingredients are in it.



Figure 15. *I have a craving! Website page Stage 1 – Class 3*

Later, students will be asked to go the following link <https://angiearias31.wixsite.com/website-1/i-have-a-craving> in which they will find a Genially presentation about the teacher's favorite kind of food and the ingredients that this meal has. With all the vocabulary and knowledge, they got from the game, they will have to do their own presentation and send it through Google Forms presenting the plates they like the most and the ingredients they have.

Class 4 *My comfy place.* This class is focused on the places that students like the most in their house. The idea is to describe objects, spaces, or spots they enjoy being in their home. Students will use vocabulary related to the parts of the house and present simple tense can be used during these games, for instance *there is*, *there are*, or *this is...* and demonstrative pronouns. In the beginning, the teacher will provide a short explanation about these topics and the explanation, instructions and rules of the game will be given.

By playing this game, children will develop different kind of abilities since they will

draw, mold, act, or simply answer some questions according to the color they step on. As Leduc (2015) states, modeling clay and drawing helps students not only to interact with other but to construct their understanding of the world and to perform sensorimotor actions effectively, in this case in different contexts according to the card or action they get when playing the game.

Instructions

- This game is composed of a board, cards, and tokens to move according to the number the dice show.

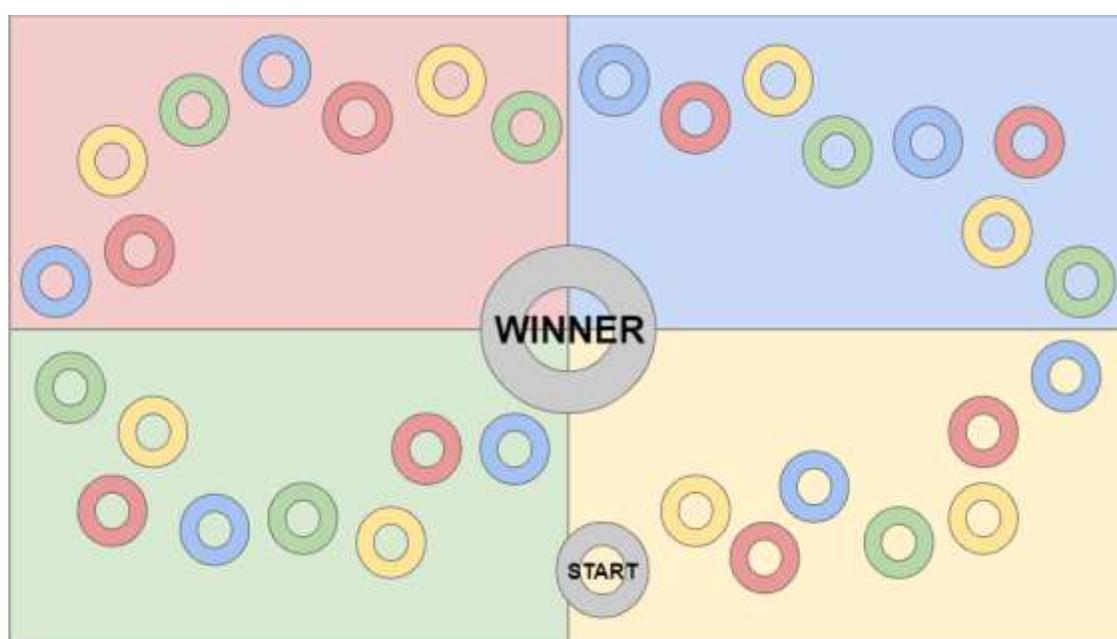
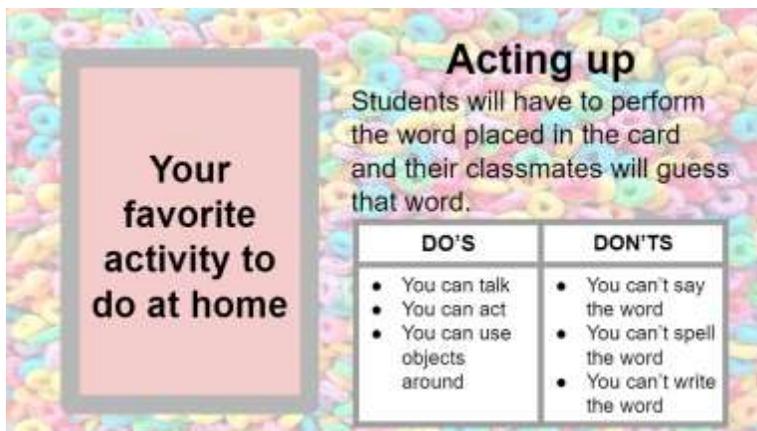


Figure 16. *My comfy place Board Stage 1 – Class 4*

- To begin the game, students will team up, the number of people is not relevant, but it is more convenient if the number is even.
- Later, a participant of each group rolls the dice and moves the token according to the number they get.
- They will find a color and a challenge in each field they step on. For instance, if they step on RED, they will have to act, if it is BLUE, students will have to draw, if they

step on YELLOW, they will answer a riddle but if they get GREEN, students will have to mold a figure using playdoh.



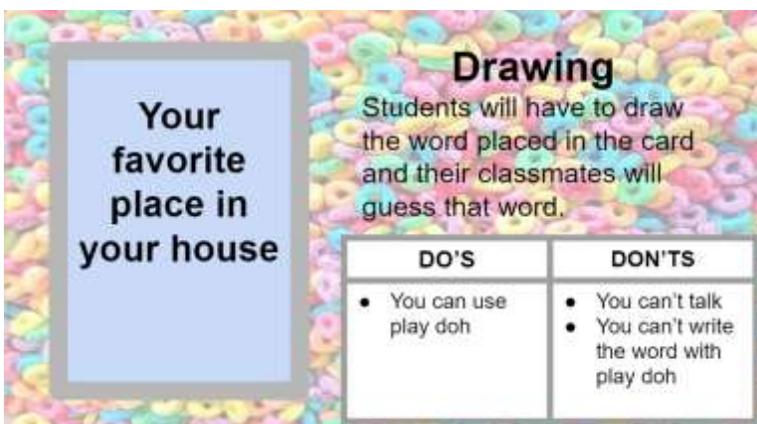
Acting up

Students will have to perform the word placed in the card and their classmates will guess that word.

DO'S	DON'TS
<ul style="list-style-type: none"> You can talk You can act You can use objects around 	<ul style="list-style-type: none"> You can't say the word You can't spell the word You can't write the word

Your favorite activity to do at home

Figure 17. *My comfy place Acting up Card example Stage 1 – Class 4*



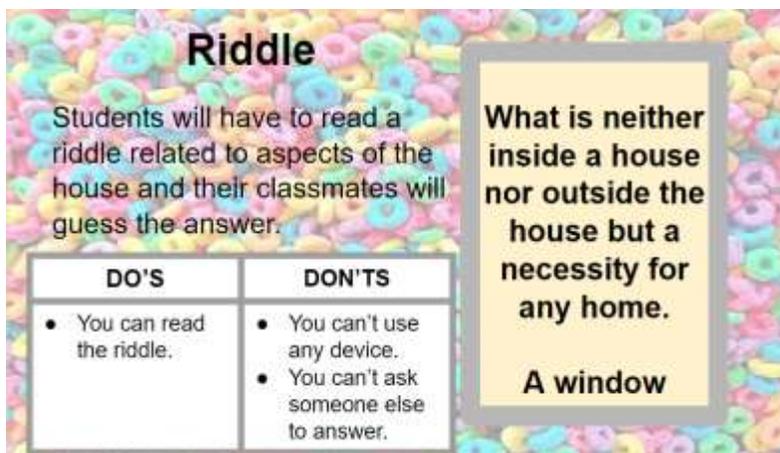
Drawing

Students will have to draw the word placed in the card and their classmates will guess that word.

DO'S	DON'TS
<ul style="list-style-type: none"> You can use play doh 	<ul style="list-style-type: none"> You can't talk You can't write the word with play doh

Your favorite place in your house

Figure 18. *My comfy place Drawing Card example Stage 1 – Class 4*



Riddle

Students will have to read a riddle related to aspects of the house and their classmates will guess the answer.

DO'S	DON'TS
<ul style="list-style-type: none"> You can read the riddle. 	<ul style="list-style-type: none"> You can't use any device. You can't ask someone else to answer.

What is neither inside a house nor outside the house but a necessity for any home.

A window

Figure 19. *My comfy place Riddle Card example Stage 1 – Class 4*

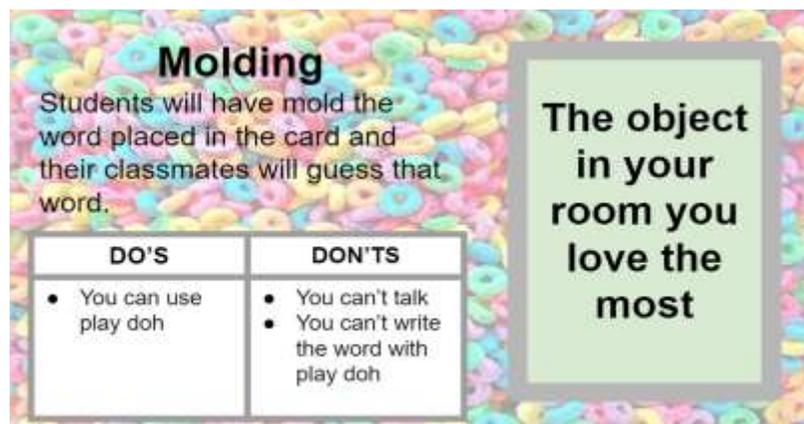


Figure 20. *My comfy place Molding Card example Stage 1 – Class 4*

- The cards will have challenges, some examples of them could be that students draw their favorite place, mold the object that they love the most in their houses or they can act their own favorite activity at home. The idea is that while children are acting, molding, or drawing their partners guess what they are doing. The group that completes all the challenges properly will be the winner.



Figure 21. *My favorite place Website page Stage 1 – Class 4*

After playing the games, students will have another game to play and it is a word search that has a variety of vocabulary already used during the class, this game will be placed on the following link <https://angiearias31.wixsite.com/website-1/my-favorite-place>.

The Awareness Stage

In the second stage, students will be exposed to games that encourage them to talk about their community, which includes family, neighborhood, and school. At this point, they will start understanding what surrounds them and they will be able to describe with short sentences, different people. They will feel free to describe physically or emotionally their parents or friends by playing the following proposed games.

Class 5 *Find Someone Who*. To start with *The Awareness Stage*, students will have a session to check how the abilities in oral interaction has been improved. During this session students will play a game called *Find someone who*, in this game students will find a person in the classroom that fulfill the characteristics that the worksheet says. For instance, one of the parts of the form asks about finding someone with blue eyes, that means that the student will find someone in the classroom who has blue eyes.

Find Someone Who...

is an only child	likes pizza the best	has as favorite place his/her the living room	has blue eyes
likes to play soccer	loves to read books	does not like pizza	is an only child
has two siblings	loves being in his/her room	has a pet that is not a dog or a cat	loves to do maths
loves to dance	has blonde hair	has brown eyes	plays a sport. <input type="text"/>

Figure 22. *Worksheet Find someone who Stage 2 – Class 5*

The previous stage was focused on self-awareness, but in this new stage concentrates on social awareness that according to Elias (2016) is the capacity to recognize other people's thoughts and feelings; the main idea is to develop empathy and to take the perspective of others. But this is not possible if students do not know their peers if they do not know who they are and their simple characteristics. That is why in this game, they will get to know simple facts about their classmates.

Class 6 *Guess who?* This is the first board game of the second stage, and it is intended to start talking about other people and their characteristics. Based on Kostelnik et al. (2015)

teachers should create activities in which children explore their physical and social qualities as a strategy to have a good environment among students, consequently it will be easier for them to have oral interactions.

In this phase students will use present simple tense but in third person; for instance, *she is, he is, they are, she has, he has, they have* also they will use adjectives (physically, emotionally). The big challenge of this game is to learn and use the interrogative form of the present simple. That is why, the teacher will make a short presentation about these topics before starting the game. Also, the instructions will be given in order to be clear.

Instructions

- Students will be asked to bring two small boards full of spots where they will place pictures of their family or people they admire.

Guess who?

Grandfather Pedro	Grandmother Maria	Mom Nancy	Dad Carlos
			
Brother Steven	Sister Angie	Uncle Orlando	Aunt Gloria
			
Brother in law Oscar	Cousin Cristian	Cousin Laura	Cousin Kevin
			

Figure 23. *Guess who? Board example Stage 2 – Class 6*

- Each of the players will have a board that have to be identical, which means that both students see the same people on it.
- Children will choose a person from their board, but they will not tell who mysterious person they picked.

- Students will start making questions to start discarding faces from the chart that do not fit the mystery person's description. The student who guesses the person first will be the winner.

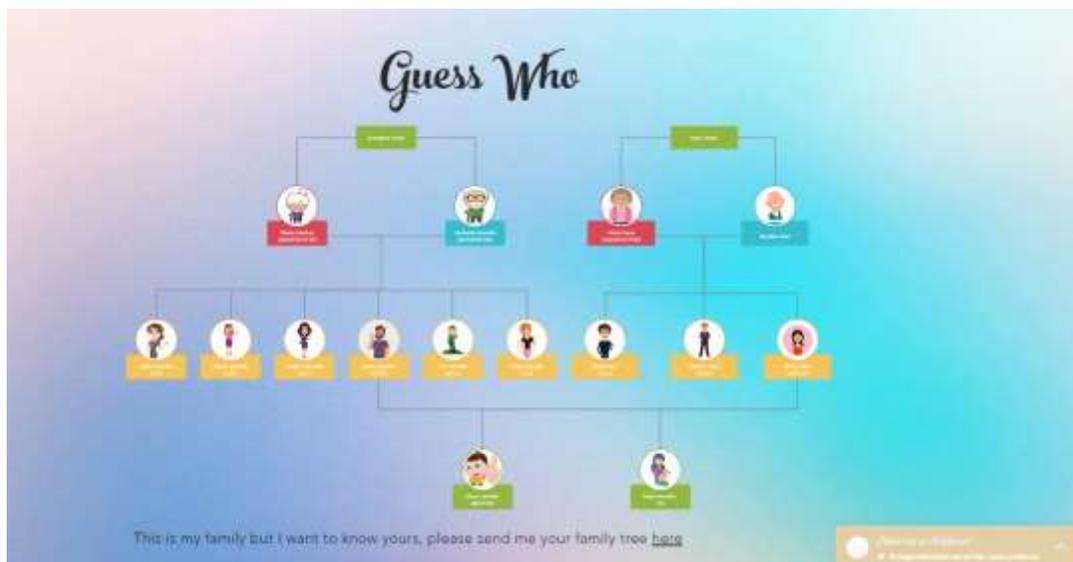


Figure 24. *Guess Who Website Page Stage 2 – Class 6*

At the end of the activity, students will be asked to go to the following link <https://angiearias31.wixsite.com/website-1/guess-who> that has an example of a family tree. As homework students will send by Google form their own family tree.

Class 7 My neighborhood. The second game of the recognition stage aims to identify the most important places in the student's neighborhood. This game will demonstrate social skills since each profession and place in their neighborhood has a purpose in order to achieve a common goal. According to Shapiro (2004) students that develop social skills have better self-image and have positive relationships since they understand that they live in a community.

Instructions

- This is a maze game in which students will have to organize cards creating a path that leads to the place they like the most in their neighborhood.

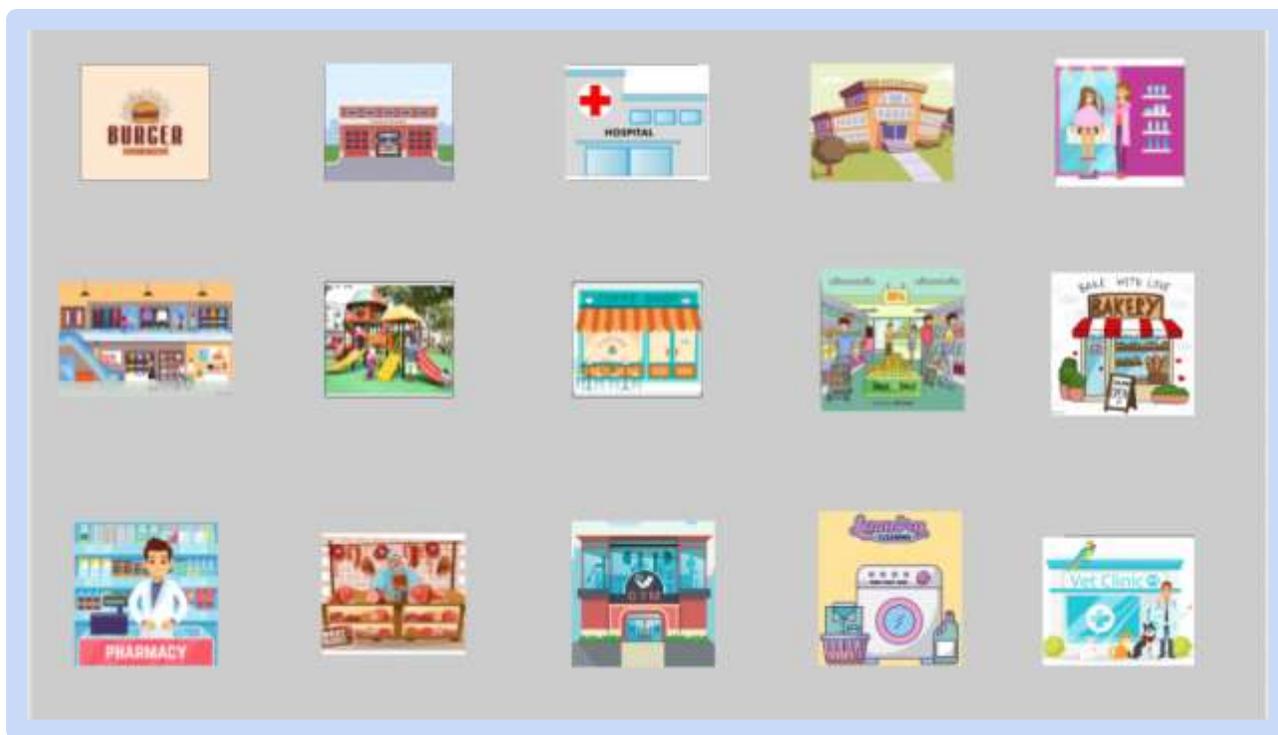


Figure 25. *My neighborhood Board Stage 2 – Class 7*

- The game is composed of a board with some stamped cards on it. Other cards would not be stamped as they have different kind of directions that will help students to create a variety of paths to arrive to their favorite place of the neighborhood.

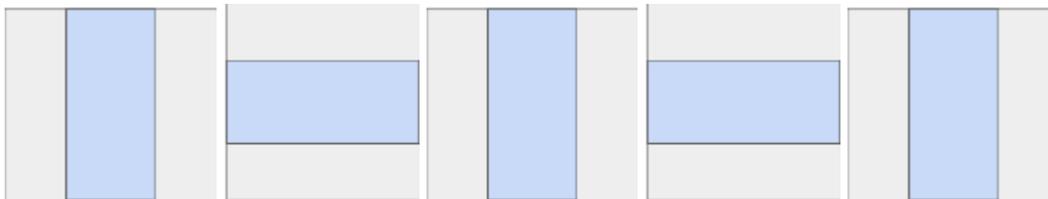


Figure 26. *My neighborhood Card example Stage 2 – Class 7*

- Before playing, students will shuffle the directions cards well, then they will place them face-up on the board filling all the spots and creating a random maze.
- One direction card will be leftover, and it will be used during the game for moving the maze pathways.
- Later, students will choose a place on the board where they want to get. The object of

this game is to move all the cards from the board to arrive at that place they chose in the beginning, the student who arrives first at that place will be the winner. In the end, students will talk about the places they chose and why they like them.



Figure 27. *My neighborhood Website Page Stage 2 – Class 7*

Concluding, the teacher will send the following link

<https://angiearias31.wixsite.com/website-1/my-neighborhood> in which they will find an example of a comic with the places that can be found a neighborhood. The idea is that students send their own comic talking about the most important places in their neighborhood and which ones they like the most. They also can add comments or characteristics about these places and be as creative as they want by using the comics.

Class 8 *You are the perfect one...* This is the final game of *The Awareness Stage* and it is very particular because this game will help students to integrate as a group and perfectly conclude with this stage since students will get to know one another and showcase completely random talents and skills of their peers. Moreover, this game help to develop the social

competence which according to Kostelnik et al. (2015) it helps to build satisfying interactions with others and to influence how children feel themselves and how others perceive them.

Instructions

- First, the class will be divided into teams of 5 or 6 people per team. Then, they will be asked to give the team a name.
- The teacher will record the teams' names on the board where all points will be tallied throughout the game.
- There will be a deck of cards that the teacher will shuffle before starting the game, these cards have different kind of category adjectives that students will have to perform.





Figure 28. *You are the perfect one Card example Stage 2 – Class 8*

- To start with, the teacher will read the categories and each team needs to select one person who they think will win the category. This means every person in the team will have a category card as that is the category, they are competing in.
- The teacher will call out the category, for instance; the craziest. The teacher only has to say the category but not what it means, as it is still a surprise. The students that were selected as the craziest will stand up and while the teacher reveals what they have to do.
- In this case the student who dances the craziest gets the point for the team. The games continue until all category cards are used and everyone has a chance to complete. The teams with the most point wins.

The results Stage

In the last stage, the teacher will create a space where students can identify what things or situations they may change or improve in their community, what are the aspects that they worry about, or what situations they do not like, and they want to get better. Students will listen to their peers and they will speak with them using simple sentences in order to give their opinion about

meaningful aspects of their community. The idea is to progressively increase the interaction, starting from the individual aspects to lately talk about more complex situations.

Class 9 *What is going on in this picture?* The first class of *The Results Stage* is one of the most important of the proposal because students are going to have the chance to give opinions, suggestions, ideas, or thoughts about different and particular situations that currently happens in our country. This third stage is focused on the development of the responsible decision making that according to Elias (2006) is the skills that help to generate, implement, and evaluate positive and informed solutions to different kind of problems. These kinds of activities promote the previous explained responsible decision that is necessary to make students think about solution to problematics that are currently happening in their society.

This class is the beginning of some games made to generate debate spaces in the classroom. For this class, vocabulary is more complex, and it is expected that students can talk easily expressing their opinions without fear.

Instructions

- Students will be divided in groups of five or six people. The teacher will provide a roulette for each of the groups.
- This roulette has different color options and according to the color the roulette arow stops, one of the students will pick one card from the color deck.

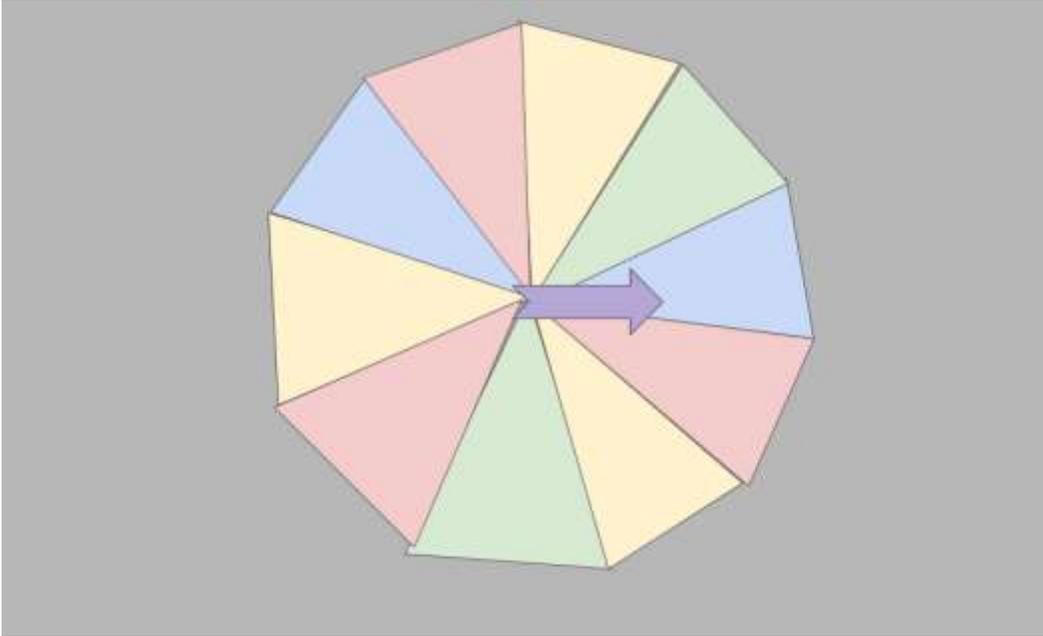


Figure 29. *What is going on in this picture? Roulette Stage 3 – Class*

- These cards have some pictures, and the idea is that students have a short debate talking about what is happening in the picture and what kind of options, suggestions they can provide in order to change or transform the society.



Figure 30. *What is going on in this picture? Card example Stage 3 – Class 9*



Figure 31. *What is going on in this picture? Card example Stage 3 – Class 9*



Figure 32. *What is going on in this picture? Card example Stage 3 – Class 9*



Figure 33. *What is going on in this picture? Card example Stage 3 – Class 9*

- This game has a very important rule related to the time, because each of the participants will have only one minute to make the intervention.

- At the end students from each group will decide which was the best idea and they will share the picture by giving a short speech to the whole classroom.

Class 10 *The animals that I know.* The second class of this stage is related to animals, the idea is that students get to know different kind of animals and their habitat, food or environment through some English questions that they will be asked to bring to the class. At the end of the exercise, students are going to have a space to talk about how they can help to improve the animal's life and how they can transform some actions to give animals better life's conditions. In this part of the proposal, students are expected to have more interactions and to communicate their ideas clearer. That is why, vocabulary at this point get more complex, they still can use present simple by using some expressions as *I want to help...* or they can use modal verbs as *would, can* or *could*. These topics will be simply explained at the beginning of the activity and the teacher will provide vocabulary that will help to have more fluid conversations. Some of the word that the glossary has are *Habitat, creatures, ecosystem, animals, the ozone layer, gas emissions, pollution* or *smog*.

Instructions

- This is a trivia game that students are going to plan by themselves. Students will be asked to bring questions in English about different kinds of animals in the world.

Random Animal Questions

1) What animal has the longest lifespan?
2) What is the only mammal capable of true flight?
3) What is the fastest flying bird in the world?
4) A newborn kangaroo is about the size of a ...?
5) What is the gestation period of a blue whale?
6) What is the smallest mammal in the world?
7) How far away can a wolf smell its prey?
8) What is the world's most poisonous spider?
9) How many times can a hummingbird flap its wings per second?
10) What animal has the highest blood pressure?
11) How big is the largest known ant colony?
12) What is the largest of the great apes?
13) What percentage of a cat's bones are in its tail?
14) How many times does a giant panda poop each day?
18) What color is spider blood?
19) How fast can a chameleon's tongue travel?

Figure 34. *The animals that I know Questions Example Stage 3 – Class 10*

- The idea is that questions have a relation with the food that animals eat, their habitat, and the proper environment for them.
- This activity will be organized pairing students and they will start making multiple-choice questions, the student who answers more questions will be the winner.
- In the end, students will talk about their impressions of the activity and what they can

do to help animals to have a better habitat.



Figure 35. *My favorite animal Website Page Stage 3 – Class 10*

With these final activities, students will produce more oral participations. In this case, they will have to go to the following link <https://angiearias31.wixsite.com/website-1/my-favorite-animal> to listen a podcast about the teacher’s favorite animal. Then, they will be asked to record their voice talking about their favorite animal and the characteristics that make this animal special, could be habitat, food, body aspects or whatever they find interesting. Also, students can include advices or suggestions to save and care of the specie. According to Boca (2019) nowadays the implementation of environmental education helps students to have deeper discussions and to give meaning to their speech by giving solutions to protect and preserve the environment.

Class 11 *Easy Recycle*. This class has the last board game of the proposal, and its purpose is to teach students about recycling, the importance of doing it and how they can do it a home. This theme is very important since according to Kostelnik et al. (2015), it is relevant that students understand the relationship between people and the planet and how the Earth’s natural features affect the way people live, that is why resources should be used properly in order to protect the

planet. For that reason, at the beginning of this class, the teacher will teach students about recycling by providing simple and short examples that introduce students to this helpful activity. Also, the teacher will provide again a glossary that will help students to communicate easily. Besides, the rules of the game and instructions will be giving before starting the game.

Instructions

- This game is a street design in which students are going to learn to reuse elements from the street. This game is composed of a board that has the design of a street.
- Also, there will be four 3D trucks placed outside the board in which students will place all the elements they find on the street.



Figure 36. *My neighborhood Board Stage 3 – Class 11*

- Those trucks represent the categories of separating recycling materials. For instance, plastic will be the blue truck, the paper will be green, metal will be yellow, and glass red. Students will roll the dice and according to the number they get they will move their token, in each field of the board they will find an element which they will have

- to put in the correct truck, and if they fail to place the element in the proper truck, they will not be able to move their token and the turn will be for the next participant.
- The student who arrives first to the final line will be the winner. The idea is that in the end students explain their opinion about recycling and what things they can do to help the world.



Figure 37. *Easy Recycle Website Page Stage 3 – Class 11*

At the end of the game, students will watch a video called *How to create a recyclable spot at home* in the following link <https://www.youtube.com/watch?v=ZQLd9zTbnHE&t=430s>.

This is a video created by the teacher-researcher that explains an easy way to recycle at home. Students will be asked to create their own spot and send the pictures through Google Forms.

Class 12 Final Lesson. The final lesson will not be a game, this class will provide the opportunity to talk about the experience of playing games in the classroom, what games they liked, or disliked. The idea is to give feedback, not only for students but also for the teacher, to improve the material designed or any aspect in which students did not feel comfortable.

Chapter 5

Conclusions

To determine the English level of the 1102's group from Sorrento school a diagnostic test was applied to evaluate skills as listening, reading, writing and speaking. The application of the test determined that 70% of the students had a high performance on listening, 59% of them acceptable performance in reading, 52% high performance in writing but in speaking they got low results, since just 16% of them got a high performance. These results proves that students have difficulties when speaking in English. Also, the field notes showed that students do not interact during the class among them, and they just answer simple question in Spanish when they are asked for. The results of this diagnostic are unusual since even when they are able to write and understand written and spoken English, they do no communicate stating that they do know how to do it.

Based on the previous information it was proposed an intervention with a variety of activities that intended to promote students' oral interaction skills in EFL by using board games and a simple website that help them to interact and communicate. Board games were divided into three kinds; the first one referred to the recognition of themselves, to understand and analyze who they are, some of the exercises were related to their description both physically and emotionally. The second kind of games were intended to describe their community and what surround the students, such as their family, neighborhood and friends. And the last games were designed for students to provide ideas and solutions in order to improve their community.

Additionally, this research explored three fundamental concepts. Firstly, it was found that the games motivate students to get engaged into a task, also when they are used with educational purposes play important roles in the classroom and teach students about rules, cooperative

solving problems and social interaction. Secondly, the concept of oral interaction was reviewed, concluding that it has a social function in which the speaker reflects their identity by being able to share any kind of information or belief and getting a feedback from the input, this is helpful because create a collaborative environment among students. Finally, board games provide rich learning opportunities, increasing motivation and encouraging cooperation, and what is most important for this research, helps students to use language, in this case English, to elaborate plans and negotiate with their peers.

Chapter 6

Limitations and Recommendations

Limitations

The present study began in the first period of 2020 and during that time the Covid-19 pandemic started. This forced national and local governments to take preventives measures to avoid the spread of the virus. One of the measures was to close schools and universities, this generates that no observations and interventions were done during the first two periods of the development of this proposal. Only until the beginning of 2021 it was possible to meet the target population, to observe the students but not to apply the pedagogical proposal. That is why the present study had to be reformulated several times in terms of structures, objectives and intervention phase; this was the major restriction of the proposal development.

In addition to the above, the time to collect field notes, the diagnostic test and surveys was limited since the school's schedule for the English's classes is only one hour per week. Furthermore, the school's chronogram includes some extracurricular activities that interfered with the proposal's sessions. Moreover, this study could not fulfill all the stages and phases of the Exploratory Action Research explained in chapter 3. That is why the document has some recommendations for a future intervention about the way of using the material, proposed classes, data collection and analysis.

Recommendations

To begin with, the following recommendations are addressed to teacher or researchers interested on implement this proposal and their material design. The first recommendation is related to the English language proficiency since students need to have simple structures clear in order to transfer that knowledge to oral interactions. Nevertheless, this proposal is subject to

changes if there is the necessity to be implemented in a population with a different English level. All games are designed to work on present simple and simple structures as *there is, there are* or *would like*, that means that if students have advanced levels of English, grammar structures could be changed to past simple or perfect tenses. The idea is that according to the observation and the diagnostic tests that the researcher implements, games and instructions are changed in order to adapt them to the student's needs.

The second recommendation is related to the application time, since considering the utility and the potential of this pedagogical research, it is advised to have a proper amount of time to apply the proposal and to constantly follow the students process to see their progress in the oral skill. On the other hand, it would be a worthwhile contribution across the country to consider the implementation of some of the strategies this study proposes in EFL classrooms. Regarding Sorrento school, it is advised to include and contemplate the implementation of this proposal or any other project that foster Interaction Oral Skills in the classroom since it is notable that students do not interact among them and the spaces to improve speaking skills are low.

And finally, as a recommendation for the Language Department of Universidad Pedagógica Nacional, it would be valuable to have research spaces during the career and to include other kind of possibilities of research to have more diverse options that allow a broader vision of the educational issues and challenges that Colombia has, especially with the Covid-19 pandemic.

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Annexes

Annex 1: Characterization Questionnaire



IED COLEGIO SORRENTO

Con el siguiente cuestionario buscamos conocer acerca de tus gustos y tu experiencia con el inglés. Te solicitamos los respuestas con la mayor honestidad.

1. Nombre: _____
2. Edad: _____
3. Sexo: F ____ M ____
4. Barrio: _____
5. Actividad favorita en tu tiempo libre: _____

Respecto al inglés califica del 1 al 5

	1	2	3	4	5
6. ¿Te gusta la lengua inglesa?					

Respecto a la clase de inglés califica del 1 al 5

	1	2	3	4	5
7. Me gusta la clase					
8. Las actividades son divertidas					
9. Siento que aprendo en cada clase					
10. Me siento cómodo dentro de ella					

11. ¿Cuáles de las siguientes actividades te gustaría tener en la clase de inglés? Puedes elegir varias opciones:

Canciones	
Videos	
Juegos	
Libros	
Talleres	
Otro, ¿Cuál?	

12. ¿Cuál de las siguientes habilidades consideras que es tu fortaleza en inglés?

Escribir	
Hablar	
Juegos	
Leer	
Escuchar	

13. ¿Cuál de las siguientes habilidades consideras que es tu fortaleza en inglés?

Escribir	
Hablar	
Juegos	
Leer	
Escuchar	

Annex 2: Fieldnotes

Institution: IED Colegio Sorrento – Branch B Shift: Morning	Observer: Angie Yuliana Jaramillo Arias	
Cycle: 2nd period Course: 1102	Date: 05-04-2021 Place: Virtual (Teams)	
Hour: 7:10- 8:10 am	Subject: English Topic: Possessive Adjectives	
DESCRIPTIVE LEVEL	INTERPRETATIVE – REFLEXIVE LEVEL	CATEGORIES OF ANALYSIS
Students access into the Teams virtual classroom. The teacher waits five minutes until everybody enter to the class. Neither the teacher nor the students turn the camera on. The teacher start calling name by name and they turn the microphone on and say: “present”	Most of the students just woke up and they are not in the mood the class, this is notable by their voice. Most of them take a lot of time to answer the list.	Students’ behavior Using L2
The teacher gives a short review explanation about possessive adjectives in Spanish. Students stay quiet while the teacher explains.	Students do not talk and English exposure is limited.	L1 exposure Students’ behavior
The teacher opens a website and start doing exercises with them. The teacher asks each of them to answer one of the exercises from the website. Students just answer with monosyllables in English; for instance: “The answer is B” or just “B”.	This kind of exercise is monotonous, students are slow when answering the questions of the website exercise and they do not have interaction among them.	Interactive Activities Using L2 L2 exposure
The teacher sends an individual exercise and students have five minutes to	Every question or instructions that the teacher gives are in Spanish. Students remain in silence during this whole	Individual work

answer it, then they have to send through email a screenshot that proves they finished the exercise.	time. There is not option to speak or practice oral English during the class. Students do not even make questions.	
At the end the teacher speaks in Spanish about institutional aspects, give instructions about other classes and students have 30 minutes before the next class starts.	Students have no interaction among them, they never practice speaking and they do not communicate.	L1 exposure

Institution: IED Colegio Sorrento – Branch B Shift: Morning	Observer: Angie Yuliana Jaramillo Arias	
Cycle: 2nd period Course: 1102	Date: 12-04-2021 Place: Virtual (Teams)	
Hour: 7:10- 8:10 am	Subject: English Topic: Possessive Adjectives - Family Members	
DESCRIPTIVE LEVEL	INTERPRETATIVE – REFLEXIVE LEVEL	CATEGORIES OF ANALYSIS
The teacher starts the class by sharing her screen with a Simpsons family tree to explain the vocabulary of the family members. She asks students if they like The Simpsons and they answer that they really like it.	The teacher brings a topic to the class in dynamic way and students seem to be attracted by the idea.	L2 exposure Using L1
Then she explains the family tree in English while students remain in silence.	The teacher explains carefully the topic and the vocabulary of this topic.	L2 exposure Students' behavior
Then, the teacher shares a piece of a Simpsons' episode and she plays it twice with subtitles.	Students have exposure to English, and they seem to be very excited about the activity.	L2 exposure
The teacher asks students what they understood from the video and they	Students participated without being forced but in Spanish.	L2 exposure

answer in Spanish that they did not understand everything, but they got the idea from the images and the video.	Students never use English to answer the teacher's questions.	Using L1
At the end of the class, students play a Kahoot related to the Simpsons family members.	Students do not have opportunities to use English in the class. Almost the whole class the teacher speaks.	Interactive Activities

Institution: IED Colegio Sorrento – Branch B Shift: Morning	Observer: Angie Yuliana Jaramillo Arias	
Cycle: 2nd period Course: 1102	Date: 19-04-2021 Place: Virtual (Teams)	
Hour: 7:10- 8:10 am	Subject: English Topic: Possessive Adjectives - Family Members	
DESCRIPTIVE LEVEL	INTERPRETATIVE – REFLEXIVE LEVEL	CATEGORIES OF ANALYSIS
To start the class, the teacher call each of their names to know if they are into the virtual classroom. Then, she reminds about the homework, for this class students must show a family picture in order to talk about their family members using possessive adjectives.	This a meaningful activity in which they relate the language knowledge to a topic that they are familiar with to practice the communicative competence.	L1 exposure Interactive Activities
Then, the teacher asks the students if there is a volunteer who wants to start. They remain in silence, so the teacher asks one of the students. The student states that he cannot turn on the microphone. Later, the teacher asks another student, and she decides to participate.	Some students do not have access to good technology resources.	Students' behavior Using L1 L1 exposure
The student shares their screen and show the classroom her family. She introduces her family in Spanish and the teacher ask her to do it in English, but she says she does not want	Students do not like to participate during the class. They feel afraid of speaking even if nobody is watching	Using L1 L1 exposure Repetition

because she does not know how to do it. The teacher says that she can help her and the student repeats everything that the teacher says to introduce the family.	them because they have their cameras off.	
Then, other student offers to participate in the activity, and he does it all by himself in English, the teacher asks him about his English and good performance, and he said he learnt English in a private institution.	The student uses proper English grammar, his pronunciation is really good, and he has wide vocabulary.	Using L2 L2 exposure
Finally, another student decides to participate. She does not always know the vocabulary, but she asks the teacher in Spanish how she can say that word in English, then she continues introducing her family.	Students do not use the grammar topic of the class that is possessive adjectives and they do not know in what situations or how they can use it.	Using L2 Using L1

Annex 3: Results of Characterization Questionnaire

Figure 1

Activities

Activities

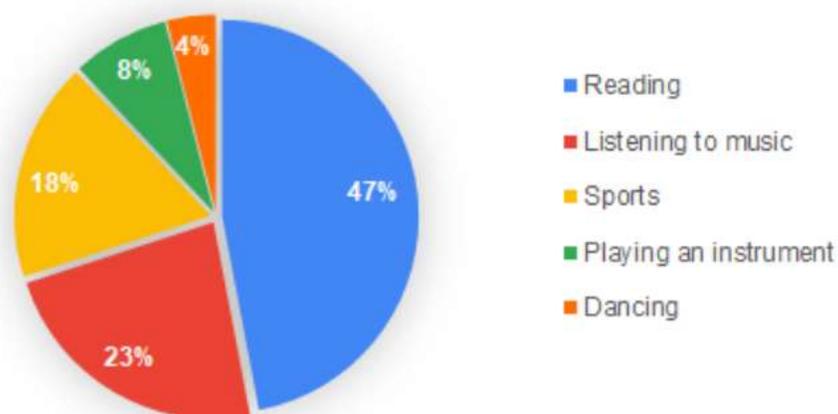


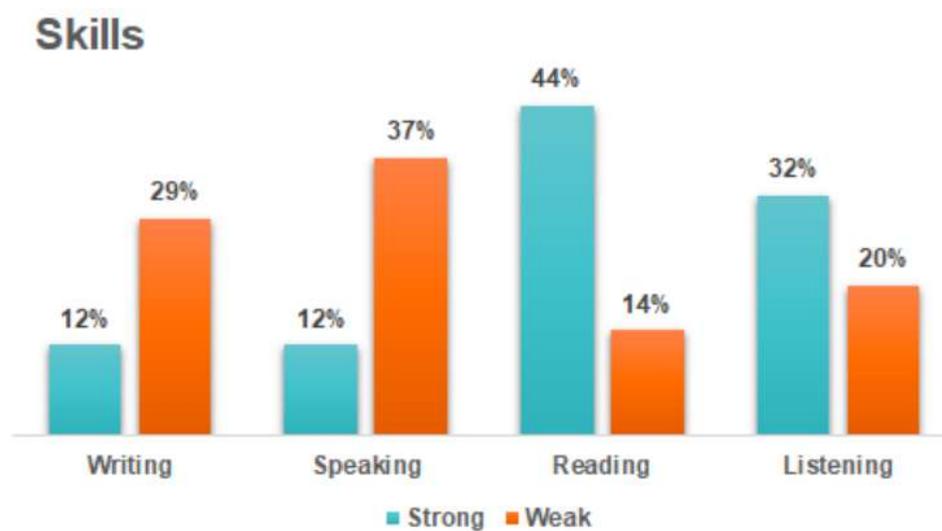
Table 1

Students' attitudes towards English and English class

Perception	English	English class
1	36%	0%
2	26%	4%
3	15%	13%
4	5%	15%
5	18%	68%

Figure 2

Students' self-perception about their performance using EFL



Annex 4: Diagnostic Test



IED COLEGIO SORRENTO
PRUEBA DIAGNÓSTICA DE HABILIDADES EN LENGUA INGLESA

Name: _____ Date: _____

Sección I - Listening

1. Listen to the recording and place an "X" in the correct answer.

1. Stuart is going to _____ with his Friends

- a. see a movie and have dinner
- b. go for a drive and have a picnic
- c. watch a football game

2) Why can't Amy go with her friends?

- a. She already has plans to attend a party.
- b. She doesn't have any spending money.
- c. She has to study for an exam.

3) At the end of the evening, the friends are going to _____.

- a. have a party
- b. play some games
- c. watch a video

4) How is Amy getting to the activity?

- a. She's taking the bus.
- b. Stuart is giving her a ride.
- c. She's taking the bus.

5) Amy wants to be home at _____.

- a. 11:30 p.m.
- b. midnight

c. 10:30 p.m.

Source: <https://www.esl-lab.com/intermediate/leisure-activities/>

Reading

Valentine's Day Valentine's Day (or Saint Valentine's Day) is a holiday that, in the United States, takes place on February 14th, and technically signifies the accomplishments of St. Valentine, a third-century Roman saint. With that said, most Americans, instead of honoring St. Valentine through a religious ceremony, enjoy the holiday by engaging in "romantic" behavior with their significant other or someone who they wish to be their significant other; gifts, special dinners, and other acknowledgments of affection comprise most individuals' Valentine's Day celebrations. Chocolates and flowers are commonly given as gifts during Valentine's Day, as are accompanying greeting cards (greeting card companies release new Valentine's Day designs annually). Red and pink are generally understood to be "the colors" of Valentine's Day, and many individuals, instead of celebrating romantically, spend the holiday with their friends and/or family members. Variations of Valentine's Day are celebrated across the globe throughout the year. In America, the holiday, although acknowledged by most of the population, isn't federally recognized; no time off work is granted for Valentine's Day.

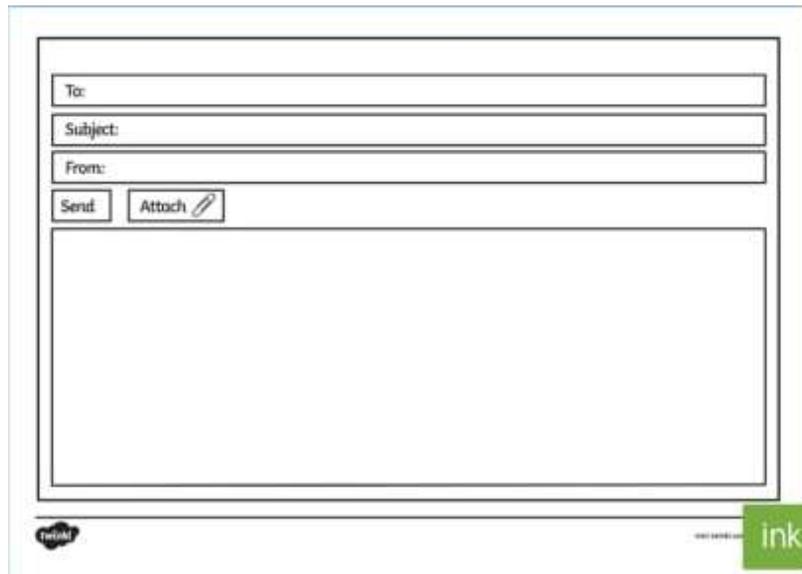
Source: <https://lingua.com/pdf/english-text-valentines-day.pdf>

2. Read the text above and place an "X" in the T (true), F (false), or NG (Not given) for these sentences.

- | | | | |
|---|---|---|----|
| 1. Valentine's Day takes place on February 14. | T | F | NG |
| 2. Valentine's Day technically signifies "love throughout the ages" | T | F | NG |
| 3. The gifts are commonly given on Valentine's Day are chocolates, flowers, and greeting cards. | T | F | NG |
| 4. Besides the US, Valentine's Day is celebrated across the globe. | T | F | NG |
| 5. Valentine's Day is celebrated in Colombia in September. | T | F | NG |

Sección III - Writing

3. Write an email to your best friend about your routine in quarantine.



The image shows a standard email composition window. It has a header section with four input fields: 'To:', 'Subject:', 'From:', and a large text area for the message body. Below the 'From:' field are two buttons: 'Send' and 'Attach' with a paperclip icon. At the bottom left is a 'Send' button with a paper plane icon, and at the bottom right is a green 'ink' logo.

Sección IV - Speaking

- 1) Introduce yourself
- 2) What are the best aspects of studying from home?
- 3) What things do you miss about going to school?
- 4) What do you want to study after graduating from school and why?

Annex 5: Results of Diagnostic Test

Figure 3

Results of listening section

Listening

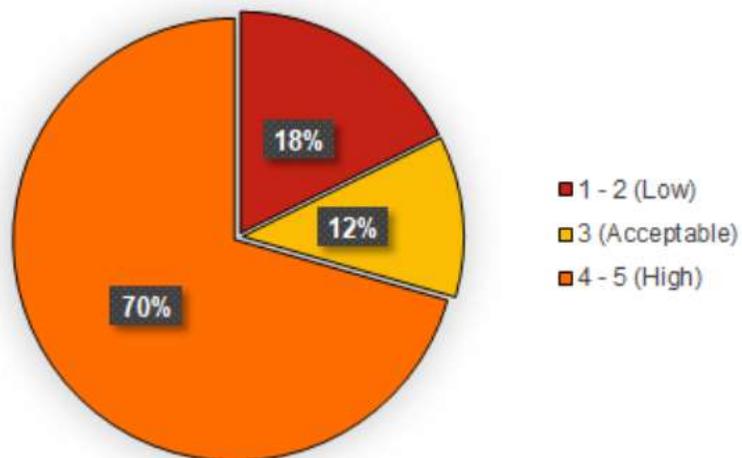


Figure 4

Results of reading section

Reading

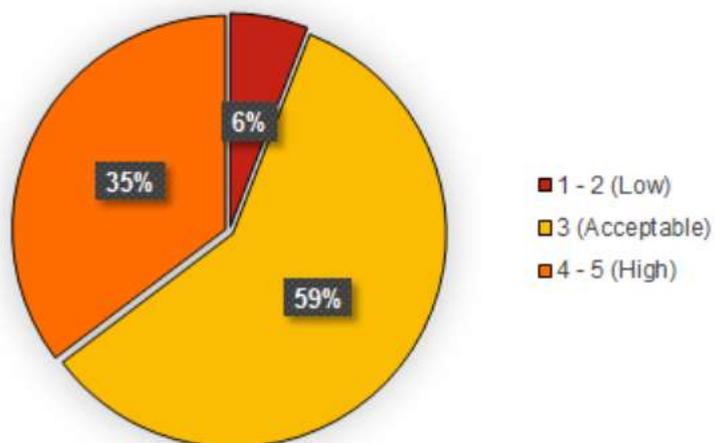


Figure 5

Results of writing section

Writing

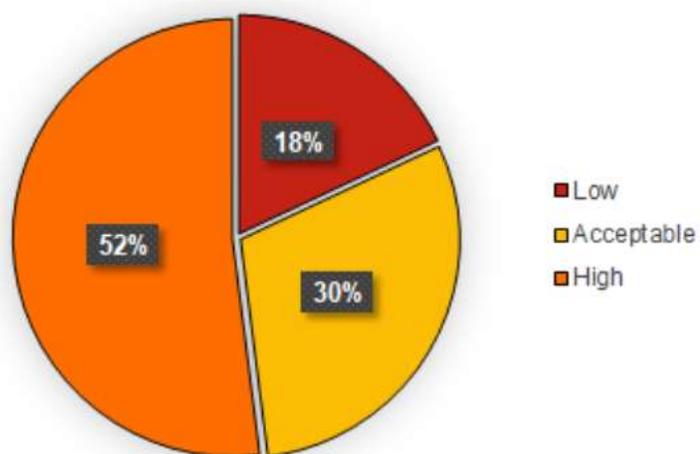
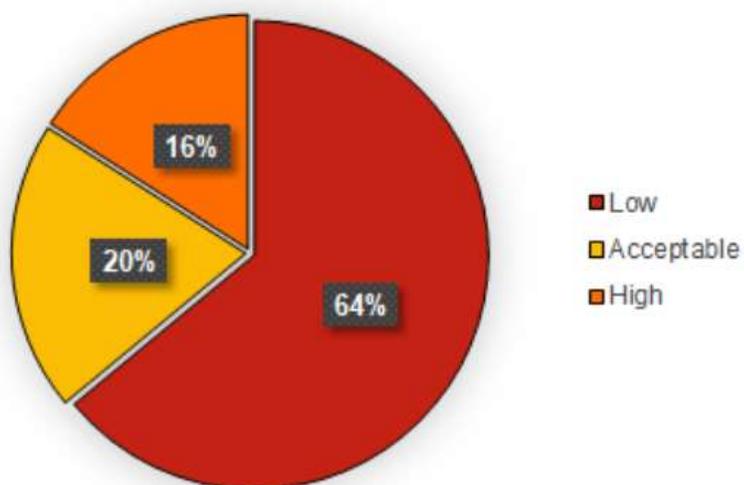


Figure 6

Results of speaking section

Speaking



Annex 6: Consent Form



Bogotá, marzo 22 de 2021

Apreciados padres de familia, por medio de la presente me dirijo a ustedes con el fin de extender la incitación y solicitar su debida autorización para que su hijo(a) haga parte de las actividades que serán programadas para la intervención del Proyecto de investigación que desarrollaré yo, Angie Yuliana Jaramillo Arias, estudiante de licenciatura en español y lenguas extranjeras de la Universidad Pedagógica Nacional. El objetivo es establecer las problemáticas de aprendizaje que se presentan en la clase de inglés, dentro del curso al cual su hijo(a) pertenece.

A continuación, relaciono las características del Proyecto en mención:

- Para llevar a cabo este proyecto se harán observaciones, acompañamientos, entrevistas, cuestionarios o evaluaciones.
- La información adquirida será utilizada únicamente para propósitos académicos y en ninguna circunstancia los datos obtenidos serán comercializados ni popularizados.
- Este trabajo estará enfocado en el mejoramiento de su hijo desde los ámbitos académico, personal, social y humano.
- Una vez finalizado el proyecto, los resultados podrán ser compartidos con la institución para la verificación de los alcances obtenidos.

Recuerde que la participación de su hijo(a) en el proyecto completamente voluntaria, y en casi de querer retirarse antes de la culminación, usted podrá hacerlo sin que esto lo perjudique en ninguna medida. De este modo:

Yo _____, mayor de edad, identificado cédula de ciudadanía _____ de _____, con domicilio en la ciudad de _____.

Teléfono _____.

Autorizo la participación del estudiante _____ del curso _____ en este proyecto, y en las actividades que sean programadas para su elaboración.

Firma _____

Annex 7: Lesson Plans

Lesson Plan - The Recognition Stage			
Group: 1102	Date: 2nd Class	No. of students: 26	Time: 60 minutes
Practitioner: Angie Jaramillo A.		Room teacher: Sandra Borbón	
Objective: To represent themselves and the characteristics that make them special.		Assessment: Students play the game and learn to describe themselves and their most important characteristics.	
		Materials: Board Game <i>This is who I am</i>	
Timing	Procedures		Grouping
5 minutes	Warm up: The teacher asks the students if they know how to describe themselves or they know vocabulary about it. Students and teacher create a mind map with some adjectives.		Whole group
10 minutes	The teacher gives a short explanation about present simple in the first person and possessive adjectives. Also, some examples are given so they understand better the topic.		Whole group
5 minutes	The teacher provides the instructions of the games and questions are resolved before starting the game. Also, students team up in groups of ten people and the material is given to each group. The material is a board, four decks of cards, dice and some tokens.		Whole group
20 minutes	Students play the game. they start by rolling the dice and move their tokens according to the number they get until they reach the final line. Meanwhile, children's tokens step in different colors, and each color has its own deck of cards with illustrations of a variety of physical and emotional characteristics. Once students		Groups of ten students

	step on a color, they grab the deck of cards to choose an adjective that describes them the most. The board also has some symbols that are going to give them rewards or punishments; for instance, if they step on a heart, students can grab another adjective card but if they step on a no-symbol they lose one turn, also if they step on a lightning, they can roll the dice again. The winner is the student who arrives first at the winner line.	
10 minutes	Students talk about the cards they have and why they chose them.	Whole group
Homework	Students access to the following link https://angiearias31.wixsite.com/website-1/this-is-what-i-am , in here they find text that is a description and introduction of the teacher. Based on the vocabulary and the information they learned during the board game activity, students write a short introduction of themselves in the following Padlet link, https://padlet.com/angiearias31/owpdyw00gp263b6u .	Individual

Lesson Plan - The Awareness Stage			
Group: 1102	Date: 6th Class	No. of students: 26	Time: 60 minutes
Practitioner: Angie Jaramillo A.		Room teacher: Sandra Borbón	
Objective: To describe my family and their most important characteristics.		Assessment: Students play the game and learn to describe other people characteristics.	
		Materials: Board Game <i>Guess who?</i>	

Timing	Procedures	Grouping
5 minutes	Warm up: The teacher ask students for vocabulary family members and the teachers shows their own family tree to provide this vocabulary	Whole group
10 minutes	The teacher gives a short explanation about present simple in the third person and possessive adjectives. Also, some examples are given so they understand better the topic.	Whole group
5 minutes	The teacher provides the instructions of the games and questions are resolved before starting the game. Also, students team up in pairs and each person brings their own material that the teacher previously asked. The material are two small boards full of spots where they place pictures of their family or people they admire.	Whole group
20 minutes	Each of the players have a board, the idea is that they have to be identical in order to play with just one classmate and that both students see the same people on it. Children choose a person from their board, but they do not tell who is the mysterious person they picked. Students start making questions to start discarding faces from the chart that do not fit the mystery person's description. The student who guesses the person first is the winner.	Pairs
10 minutes	Students talk about the experience and they talk about funny situations they had when playing the game.	Whole group
Homework	At the end of the activity, students access to the following link https://angiearias31.wixsite.com/website-1/guess-who that has an example of a family tree. As homework students send by Google form their own family tree.	Individual

Lesson Plan – The Results Stage			
Group: 1102	Date: 11th Class	No. of students: 26	Time: 60 minutes
Practitioner: Angie Jaramillo A.		Room teacher: Sandra Borbón	
Objective: To identify important aspects of recycling and why it is important to do it.		Assessment: Students play the game and learn to reuse elements from the street.	
		Materials: Board Game <i>Easy Recycle</i>	
Timing	Procedures		Grouping
5 minutes	Warm up: The teacher asks students what they know about recycling also the teacher draws every example that each student provides.		Whole group
10 minutes	The teacher gives a short explanation about recycling and give the students a glossary that has some of the words they need to communicate with their peers talking about recycling.		Whole group
5 minutes	The teacher provides the instructions of the games and questions are resolved before starting the game. Also, students team up in groups of four. The teacher provides the material that is of a board that has the design of a street. Also, four 3D trucks placed outside the board in which students will place all the elements they find on the street. Those trucks represent the categories of separating recycling materials. For instance, plastic will be the blue truck, the paper will be green, metal will be yellow, and glass red.		Whole group
20 minutes	Students roll the dice and according to the number they get they move their token, in each field of the board they find an element which they have to put in the correct truck, and if they fail to place		Groups of four people

	the element in the proper truck, they are not able to move their token and the turn is for the next participant. The student who arrives first to the final line is the winner.	
10 minutes	Students explain their opinion about recycling and what things they can do to help the world.	Whole group
Homework	At the end of the game, students watch a video called <i>How to create a recyclable spot at home</i> in the following link https://www.youtube.com/watch?v=ZQLd9zTbnHE&t=430s . This is a video created by the teacher-researcher that explains an easy way to recycle at home. Students create their own spot and send the pictures through Google Forms.	Individual