

An Action Research for the Analysis, Design and Evaluation of the use of Board Games as a strategy to improve motivation in English language learning of fifth grade students at Victor Manuel Cortes primary school

A Research Project

Presented to the Program

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## SPECIALIZED ANALYTICAL SUMMARY

Title	An Action Research for the Analysis, Design and Evaluation of the use of Board Games as a strategy to improve motivation in English language learning of fifth grade students at Victor Manuel Cortes primary school.
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Methodology	<p>This project aims to improve English learners' motivation using board games; to do this five activities were designed, which include the use of board games in five English classes in the fifth grade of the Victor Manuel Cortes educational institution, in order to study and assess the effectiveness of this strategy in the improvement of motivation. The 15 participants of the study were randomly chosen and assigned to extra</p>

	<p>classes with previous parent's consent. The five classes lasted 50 minutes, where board games were applied within different activities. The analysis of the effectiveness of this strategy was measured through the implementation of a survey to analyze students' perceptions, one questionnaire in the third extra class and an interview at the end of the study, the data showed positive results in the improvement of English learning which ensure their applicability in other areas.</p>
<p>Research Line</p>	<p>The line of research of this paper is, Argumentation pedagogy and learning.</p> <p>This line seeks to articulate the development of learning and argumentation. The implementation of specialized software and individual and group work strategies is essential in educational environments both mediated by technologies and in distance education, from the exploration of different methodologies and proposals designed for the environments mentioned.</p>
<p>Conclusions</p>	<p>After the application this paper research, I could conclude the following</p> <ul style="list-style-type: none"> <li>-It can be concluded that the motivation increased favorably thanks to the use of board games during the project application, since, games made the classes more enjoyable and funnier than English traditional classes.</li> <li>-The results of the five sessions showed that board games is a multiple and significant pedagogical strategy, since they not only contribute to the learning of a language, but also to the multi-dimensional development of the individual.</li> <li>- board games allow the student to change that negative opinion, allows them to participate and increase their motivation to know and learn something new.</li> </ul>
<p>Advisor</p>	<p>Yennifer Vanessa Murcia</p>

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I want to thank God in the first place for guiding me along the way and strengthening me spiritually to start a path full of success.

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## **Chapter 1**

### **Introduction**

Nowadays, it is increasingly necessary to know a foreign language that facilitates relationships with people from other countries, for traveling and working in different cities, interpret news and information about our diverse environment; in teaching English, In Colombian the English teaching is not an easy task for teachers, they face the great challenge of designing dynamic classes that attract attention, interest and pleasure in learning this language. Despite, the difficult conditions of public primary schools, where there is not enough investment from the government, increasing the precarious conditions of English classrooms. Moreover, the students of public institutions are exposed to violence and poverty. Hence, to learn a foreign language is not a goal to achieve. For this reason, motivation plays an important role in English language learning process. Students need to be motivated to learn. To achieve this, it is necessary to implement new approaches and strategies that make the classes fun and significant.

As a result, this project is based on the implementation of board games, in the fifth grade of the Victor Manuel Cortes primary school.

In the same way, I have found some deficiencies in the education system in the foreign language teaching; some teachers do not have the training to teach English; mainly because they are not English teachers, due to in Colombia the Ministerio de Educacion (MEN) do not provide to primary schools with English teachers, this role is play by teachers

of other areas such as Spanish, Mathematic, Biology etc., As a consequence the methodology applied for these teachers is based on repetition and memorization, affecting motivation of English learners; leading students to lose the taste for learning this language. Nerici explains that:

Motivation is part of this learning process, it is important to know that: Motivation is the process that provokes certain behavior, keeps the activity or modifies it, motivating is predisposing the student towards what he wants to learn, is taking him to participate actively in school work, motivating is to lead the student to strive to learn, whether by trial, by mistake, by imitation or by reflection (Nerici, I, 1991: 34).

In this paragraph, Nerici mentions that motivation is a factor that changes the behavior of the student towards his learning process. Besides motivation need to be taken in mind by the teachers at the moment to teach a foreign language. Also, students must play an active part of the learning process and it is important to motivate them to learn. To do these teachers must look for new strategies that ensure a significant English language learning. Hence, this current study seeks to improve students' motivation using board games as a teaching strategy. Following this Huete and Perez argues that:

Learning a language should not only focusing on language learning. It has to be much more than that. It involves learning to relate, to play, to sing, to discover, to learn and to share using a new language, a language that children do not yet know, but that will open new perspectives, new horizons (Huete and Perez, 2003.)

In my opinion and following the author's point of view; I can say that a teacher should act as a facilitator of a motivation process in which we support and help students to improve day by day throughout their school career, until they acquire the language, in such a way that they show notary fluency in the two communicative ways of this second oral and written language. At this moment, it is when the use of a playful methodology comes into play in which strategies as board games make an essential part of the teaching-learning process of the students. “The game is something that occurs in all civilizations and generations, we all play, and we have played. Therefore, it can be deduced that the game is a characteristic activity of the human being that helps us to relate to the life that surrounds us”. UNESCO (October 2016)

This project discusses contributions from different authors who defend the importance of the use of board games in the educational field and their benefits improving motivation of a foreign language learning in Early Childhood Education. In addition, how we can exploit the use of board games in different activities.

This project is divided in six chapters. Firstly, this Introduction that offers the final project's general presentation and overview. Also, the project's Significance of the study where it is the description and the basis of the project as its reaches, why it is important and how it pretends to contribute in teaching and learning pronunciation. Finally, this chapter outlines the objectives of this action research project.

The second chapter presents the theoretical background and discusses about the relation between the Board games and the language teaching, also the role and effectiveness of board games in the improvement of English language learning motivation through the evidence and results from others research projects that have been conducted in recent years. Additionally, this chapter discusses the role of motivation.

The third chapter is dedicated to the methodology and it offers a detailed description of A1 level of students and why action research is applicable for the nature of this project. It also presents the stages and tools of the action research. Then, fourth chapter presents the Results and Discussion, the fifth chapter presents the Conclusions, which go over all the objectives of the project evaluating their accomplishment and consider future research avenues, and finally the sixth chapter presents the annexes and evidences.

## **Significance of Study**

As it has been discussed previously motivation is an important factor for English language learning and teaching. Therefore, this study promotes the use of board games for continue reinforcing students' knowledge and motivation in foreign language classrooms, where the exposure to the language is imitated and the context conditions are not pertinent for learners to acquire English language, in the same way Wu, CJ., Chen, GD. & Huang, CW. (2014) argue that at this point, using games would be a possible solution for insufficient language input and low motivation in EFL countries.

In the same way Nielsen highlights the importance of the use of games in the English learning as follows;

We consider the game as a very important activity for teaching-learning English in the classroom, as it provides an innovative and different approach to acquiring learning; and also gives the student recreation and even a certain rest before the stress that develops all teaching - learning process. Nielsen, (2019).

The use of these kind of strategies in public schools in Colombia is worth it, as it is a certain scape from the stress and the anxiety, resulting of the use of traditional techniques. Thus, this project aimed to low the levels of stress and anxiety using board games as an alternative for English language teaching and learning, giving the opportunity to students to express freely and enjoy the process of leaning, in an attempt of motivating them to acquire a foreign language. These board games are applied within different contents, allowing

students not only to improve their motivation but also to acquire English language skills.

The motivation used as a methodology in pedagogy combined with the use of board games, will wake up interest of children and young people, which can be used as a methodological resource to develop different themes in all classes. It is in a sense that Caballero (2010), when referring to methods and pedagogies, states that: [...] the use of resources such as games serves to develop all kinds of skills and abilities in students (p. 164). Therefore, the use of board games as a strategy for improving motivation can develop skills and abilities in students. Hence, the results of motivation and the use of board games as vehicle for teaching English language, is the acquisition and improvement of skills and abilities in students.

Consequently, board games as a classroom resource aimed to shape behaviors and skills in students, not only helps in the acquisition of knowledge and skills development, but also contributes to communication, motivation for decision making, and the solution of the difficulties that arise during interaction with other students; besides, board games promotes group work, which enable learners to work collaboratively, giving the chance to scaffold one and other, which in large classrooms is an advantage, taking in consideration that in Colombia to find classrooms with 40 students is very common. It is also important that the teacher promotes the self-esteem of the students, allowing them to make contributions to the class and valuing them, not only as students but also as people, having motivated students in the classroom is a great challenge, but it is still more challenging to get teachers motivated;

it is from there where the importance of motivation in learning comes from. Sepulveda, (2001).

Through board games, children can learn in the same way, that they acquire their mother tongue, without being aware that they are studying and learning; it has even been shown that shy students respond better to the stimuli of the class and participate in a more positive way. Throughout, the game children can explore their imagination and apply their creativity in different contexts motivating them to learn and interact in positive way inside the classroom; they are able to solve situations, explore new emotions, this undoubtedly helps them to handle personal situations and thoughts in a more creative way.

The motivation is a very important axis in the creation of the game, since it offers an incentive to use English in the class. It is important to remember that for younger children learning a new language can be uninspiring and even boring; that is why the games such as bingo and lotteries give life to the language making it fun and provide them stimulus to acquire the language.



## **Statement of the Problem**

The British Council found out that English teachers face a number of difficulties, including lack of resources, teaching methods and time as well as large class sizes, with an average of 25:1 ranging up to 50:1.74 (British Council, 2015). This finding reflects the reality in Colombian education, despite of the projects that have been conducted along the years. For instance, the National Government of Colombia has launched a project called English very well, this is the latest project about bilingualism that has been applied in Colombia as an attempt to increase English language domain in Colombian population. Other project that was conducted in Colombia, but it was not successful either, was Colombia bilingue, which made part of Programa Nacional de Bilinguismo. It was had the main goal to help students at public schools to increase their English level. Even they tried bringing native people to work in public schools in Colombia. El Programa Nacional de Bilinguismo was the first project of this kind in Colombia. However, the situation remains the same, as there is not enough support and both teachers and students' conditions are poor.

According to the General Law of Education (Law 115 of 1994), Government provides that all educational establishments must offer their students the optimal learning of a foreign language from the basic level. Hence Reyes (February 1, 2015) points out that a commitment to teaching languages for an equal education requires going beyond media campaigns based on volunteers who come to Colombia to teach English for a year. It requires to change the whole education system in the country and more monetary support to education in order to improve student's education. Likewise, British Council in 2015 conducted a research project

base on some surveys applied to Colombian population. The researchers of the British Council did a micro analysis of Colombian language education, they seek for language learning motivation, how culture affects language learning, the views and thought of people from Colombia, and the barriers that inhibit language learning in Colombia (British Council, 2015). Also, they gather data through a deep observation in private and public schools, as in universities.

According to the British Council the results show that Colombians would learn English if they had the opportunity to do so (Ibid). Also, Colombian people associate English with a better quality of life, resulting from better employability and therefore greater access to more skilled and highly paid employment (Ibid). However, the majority of Colombians do not have contact with the foreign language in their daily lives, due the percentage of foreign speakers in Colombia is very low (Ibid). Colombian people only get in touch with the language when they take an English course, otherwise they do not have any kind of contact with it. However according to the results some positive associations are often made between English language and access to global media (Ibid). However, for many Colombians, this is fairly limited in reality, and English is not an integral part of their personal or professional lives (Ibid). In the case of professional people, they may need the necessity to learn the foreign language to have access to certain data as a lot of data is in English, as articles, research studies, technological innovations...etc. (Ibid).

One of the main reasons of the failure of the projects developed by the Colombia's government is the minor importance to primary public schools, where there are not English

teachers and this role is play for teachers of other areas, contributing to learning problems as fossilization, interlanguage and demotivation to learn a foreign language as the methodologies applied are not the appropriate for English language acquisition, nor for children who in the early stages have the great capacity to acquire languages and this is a critical period that can modified the way learners see the language in later stages. Hence, bilingual projects should be focus on the early stages to guarantee a more natural acquisition of the language; in order to have a good learning process, student needs to learn since the early stages as Vygotsky (1896–1934) argues that child's intellectual development is crucial to his language development. However, in Colombia students do not start a language instruction since primary, instead they start it in high school which explains why there are not English teachers in primary schools

Thus the real challenge is to bridge the gap of the English language learning and teaching in primary schools by implementing methods and strategies that allow students to feel enough motivated to learn a foreign language despite of the factors of risk that these learners face at home and at school, due to the context where they live; as I have mentioned before, they are exposed to violence, poor quality of life, mistreatment, overcrowding in their classrooms, bullying and lack of English teachers. Additionally, the social and personal decline that children suffer, due to the little management that is given in to the intrinsic motivation for learning English language that has resulted from the use of repetitive models and traditional activities that provoke low levels of motivation, producing high levels of anxiety in children of fifth grade at Victor Manuel Cortes school.

The methodologies for teaching English must be adapted to the needs, pace of

learning and specific skills of each child. For children, it is easier to learn another language through repetitive exercises that include visual, auditory and verbal support; as well as the board game that helps them to assimilate the language in a simpler way Cuesta (2009).

Moreover, it is important to examine ways of integrating striking elements that represent challenges; help them with the assimilation of knowledge and their interaction with peers and teachers, trying to achieve better academic and relational results. In addition, board games support the team activity, emphasizing respect for the rules, because through games, students can play roles; also, strategies are created, skills are discovered, talents are created and overcome conflicts that may arise in the social space. Acero (2016)

All this is developed in order to increase motivation in learning. Thus motivating children to learn English represents an interesting challenge for parents and teachers. The teaching of a foreign language requires the application of effective educational methods that through constant practice favor the acquisition and mastery of language. Montes (2011).

All these types of games mentioned help foster work team; as they are used as strategies, they are over rules or practical procedures, that are very useful to facilitate and improve the action of a group, when participants must build and work together and bring postures, opinions, thoughts, etc. together for that reason the game is based on the theory for the development and release of children. Montessori (1918) considers that the child needs a lot of affection but is endowed with immense latent potentiality, the child is restless and in constant body transformation.

As a result, board games lead to the child's own expression, his behavior and creativity are mixed in order to give him more freedom and thus transform his thinking and motivating them to be more investigative and creative in the solution of problems of his daily life. Likewise, to learn and acquire a foreign language.

## **Context**

This project was carried out at Victor Manuel Cortes primary school is a headquarters of the Humberto Muñoz Ordoñez high school, located in Pitalito, Huila urban area with address Kr 6 # 1-49, It is organized according to the educational laws, and it has its own curriculum which is an official document that includes subjects, syllabuses, relevant topics and helpful learning materials, such as textbooks, teacher guides and assessment guides. (UNESCO. 2009-2014). the institution has good materials such as computer room and video camera which are used in teaching as a tool to support teachers, the calendar managed is A and the majority of children attending are stratum 2, is an institution and well-spaced within the education system, the classrooms are spacious and the atmosphere is pleasant, It has the primary grades. However, within the PEI of the school the English Area does not have assigned an English teacher, instead this area is attributed to teachers from other areas as extra hours; therefore, there is not a formal instruction of the area in the primary school.

Population: This project was carried out at the Victor Manuel Cortes primary school in the morning shift ninth grade. There are 16 girls and 18 boys, their ages go from 9 to 11 years old in this group. They belong to the first and the second socioeconomic level in Colombia. Moreover, the students selected were 15 volunteers. Ten girls and five boys, then letters were sent to participants' parents for permission to attend extra classes in the afternoon shift.

The six students from Esteban Rojas Tovar High School were chosen as research population, taking into account their characteristics, English level and settings. Based on this

fact, they were chosen to start with the research in order to limit the population to a small group and to focus the research on a single level of English with the same background trying to get a homogenous group. that students have an adequate level of English to conduct this research. Students have an A1 level or basic English level according to Common European Framework of Reference for Languages (CEFR); they show the following characteristics:

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Table 1. CEFR. Taken from CEFR (Council of Europe, 2001, 64)**

## **Research Question**

To what extent the use of board games improves English language learning motivation of fifth grade students at Victor Manuel Cortes primary public school?

## **Objectives**

### **General Objective**

To design and implement the use of board games as a strategy to develop motivation of English language learning in a 5<sup>th</sup> grade A1 level classroom at Victor Manuel Cortes primary public school

### **Specific Objectives**

- To apply board games as a strategy for improving English language learning in a 5<sup>th</sup> grade at Victor Manuel Cortes primary public school
- To describe students' progress in the improvement of motivation of English language learning in a 5<sup>th</sup> grade at Victor Manuel Cortes primary public school
- To evaluate the impact of improving English language learning through the use of board games in a 5<sup>th</sup> grade at Victor Manuel Cortes primary public school.



## **Chapter 2**

### **Literature review**

The action research project improves the motivation of English language learning. Thus, it is focused on the conception of the use of board games play an important role in the improvement of motivation in the foreign language learning. Therefore, in order to contextualize and support this action research project is essential to present and define some important aspects and concepts that are mentioned in the development of this paper. As well as the introduction of some authors.

### **Games Definition**

To address the topic of games as a fundamental strategy to achieve the motivation in the classrooms of the initial education and its incidence in the development of the boy and the girl. It constitutes for the child pedagogue an inherent issue in his educational work, since his knowledge and adequate management in the classroom depends, to a great extent, on achieving fundamental objectives for the future development of students under seven years of age. Jaramillo (2014)

A game is defined as the activity performed by one or more players, using their imagination or tools to create a situation with a certain number of rules, in order to provide entertainment or fun. There are competitive games, where players must achieve a goal, and non-competitive games, where players simply seek to enjoy the activity. The games are usually differentiated from the works by the object of their realization. However, in many cases these do not have a clear difference. In addition, the game is used as an educational

tool, since in most cases they work by stimulating practical and psychological skills Cagigal (1996)

### **Board Games Definitions**

Having conceptualized the origin, implications, benefits and other characteristics of the game, it is necessary to have knowledge of the different learning strategies, in order to use them together with the game, to provide students with a better and more meaningful learning.

Board and table games have different objectives. Hadfield (1999) mentions that the aim is to be the first on the board to collect the most cards or to get rid of the cards first, while the cards and squares on the board stimulate and provoke a communication among players. On the other hand, Hannum and Cabot (2005) state that "table games are most susceptible to determining pricing. Assuming random results, players can determine the odds of the game based on its rules and method of play" (p. 229).

These are the type of games included in my pedagogical intervention. From my view, board and table games can result motivating for students because they can communicate using the L2 and establish their own game rules and this helps to enhance their speaking skill in a fun and relaxing way. Table games are popular in casinos and I used this kind of games because they are easy to adapt for English classes. For that reason, I focused on Craps and Roulette. On this respect, Suzuki (2011) affirms that "Craps is one of the oldest and most popular casino table games. It is also one of the easiest casino games to learn and to

understand” (p. 47). This game has twelve numbers in different positions and each one has an objective. The idea is that the players think about a strategy before placing the tokens. Additionally, Suzuki (2011) states that “Roulette is a game that was imported from the casinos of Europe. The American version of the game centers around a huge rotating wheel with thirty-eight slots that is set up beside an elaborate betting table” (p. 63). Consequently, the game that I use had a board with twenty-four squares. Twelve of them are even numbers and the others are odd numbers. Besides, this game has a roulette with the same twenty-four numbers. The objective of this roulette is hitting the number which was bet. The strategy for all the games that I created and adapted was to answer a question according to the topic seen in the English class, to recover the chips or the tokens and win the game.

According to the above, a strategy can be described as a mental procedure that is used to promote learning, according to Chamot and el-Dinary. Oxford, one of the most recognized authors in the study of learning strategies for their taxonomy defines them as "The concrete decisions that the student adopts in order to make their learning faster, easier, fun, autonomous, and more susceptible to be transferred to new situations ". Likewise, Weinstein and Mayer (2011) argue that the objective of a learning strategy could be to the way in which the student "selects, acquires, organizes, integrates new information or to affect the motivational or affective states of the student". In this regard, Monereo (1994) defines them as the decision-making processes (conscious and intentional) in which the student chooses and recovers, in a coordinated manner, the knowledge, he needs to complement a certain demand or objective, depending on the characteristics of the situation educational in which the action takes place.

However, the Common European Framework of Reference (CEFR) in chapter 4, for languages recognizes the following, with respect to learning strategies:

Strategies are a means that the user of the language uses to mobilize and balance their resources, put into practice skills and procedures in order to satisfy the communication demands that exist in the context and successfully complete the task in question in the form more complete or more economical possible, depending on its specific purpose.

Board and table games have had an accurate impact and have helped students to love playing. Besides, learners can enhance their abilities in a specific school subject matter. Because of that, Hinebaugh (2009) affirmed that, “The results of incorporating board games into the curriculum have been uniformly positive because students increased their critical thinking, problem solving, analysis, reasoning, planning and communication skills” (p. 11). Teachers become a bridge to join students and their language learning process through board and table games. Furthermore, it is worth mentioning that, “Educationally, games are used as a vehicle to engage students in the learning process. They are used to drill facts, connect ideas or help students to make synthesis of discrete knowledge” (Thomas, 2008, p. 55). On this basis, the board and table games that I created and adapted to motivate students to participate while improving their language skill. The use of the games in the classroom has a specific intention. For that reason, the developer of the materials should state suitable strategies, which assist the students in the learning process. To the same extent, Brown (2000) stated that, “When you do a jigsaw group technique, or play a game, make sure that your tasks include techniques designed to help students to perceive and use the building blocks of

language” (p. 275). Therefore, the board and table games that I created and adapted allow students to increase opportunities to participate promoting self-confidence when speaking and writing in the foreign language. For instance, the use of board games as roulette with varied activities helps them build sentences step-by-step; thus, students are motivated to participate in class.

Board game is the classification given to games that consist of a board and chips of different shapes and colors, which forces to be organized on a flat surface, usually a table, hence its name. According to the rules, which are different for each game, one or more people can participate in them.

While some games require participants to use tactical or strategic reasoning, coordination, manual dexterity, memory, deductive ability, or other skills, other games are simply based on pure chance. By its nature, board games do not involve physical activity in general, although there are some that involve getting up from the table and doing activities outside of it Sanchez (2019).

### **Types of Board Games**

Board games are recreational activities that are used both inside and outside the school environment, since they serve as help in different aspects depending on the type of game used.

## Craps



Figure 1. craps. taken from acrylics craps.

The game of the craps consists of throwing an object of polyhedral form on a horizontal surface. The possible numerical results are marked on each of the faces of the polyhedron and are chosen taking, normally, the result marked on the face that is seen facing up. The most conventional crap has six faces so the probability of obtaining a number (of the 6) is 1 in 6, that is, 16.67%. In China and India the fingers of the hand were played at craps.

## Roulette



Figure 2. roulette. taken from historia de la ruleta.

The Latin word *rotulāre* came to French as *roulette*. This term refers to an element that rotates and is used in certain games of chance. This wheel features various lockers that have numbers. Currently, the boxes range from 0 to 36. The boxes are also divided into black and red, with the exception of box 0 which is green.

The game consists of throwing a ball to the roulette wheel while it spins: chance will cause the ball to fall into one of the boxes. The players, before launching, bet on the number or color in which the ball will fall. In this way, those who guess the number or color, win and take an amount of money linked to the amount they bet.

## Ludo

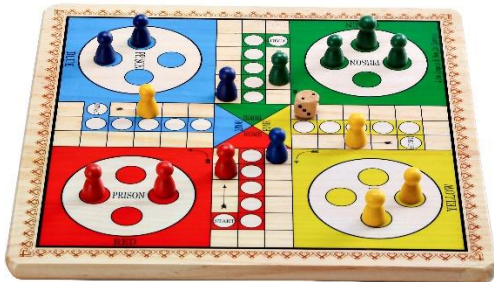


Figure 3.ludo. Taken from Snakes and Ladders & Ludo on a Reversible Board

This game is widely used to promote the functions of order, teamwork, competence, logical sequence, patience, distinction of colors, compliance with the rules (through the rewards-punishments that the game itself has) among others.

It is used with children from 5 years of age.

It can be played in teams or up to 4 players. This game consists of throwing the dice from a starting point each player has his own chip. As the game progresses, players will endeavor to roll the dice to reach the goal and win the game.

## Monopoly



Figure 4. monopoly. Taken from Hasbro Gaming

With this type of game, it is possible to introduce children to the value of money, its exchange, the possibilities of self-administration and the consequences of mishandling it. In the game you start with a certain sum of initial money. As the dice are thrown, players try to buy different properties. If the property already has an owner, you must pay a rent (rent) to the owner.

## Pictionary

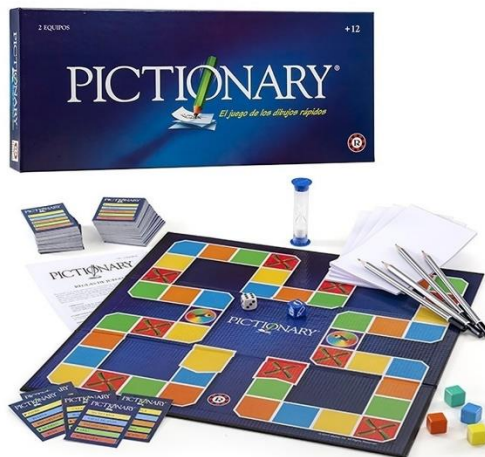


Figure 5. Pictionary. taken from Juego De Mesa Pictionary Original

This game stimulates fine motor coordination, the elaboration of abstract thinking,



the production of sequential thinking (since many compound words need to be drawn separately), this requires of each player a transformation, discrimination and knowledge of the words and their meaning).

It is usually used in children older than 7 years.

In this game each player has a chip. After throwing the dice you must advance to a locker, extract a card where you will be asked to draw something.

Each player must develop mimic or graphic skills so that the rest of the players guess the word drawn.

## Chess



Figure 6. chess. taken from Magnetic Chess Game

Advanced chess functions are stimulated with chess and checkers since the game requires knowledge of rules and mobility or not of certain pieces. On the other hand, each player requires fine motor coordination (the placement of the pieces) as well as the development of sequential strategies to reach the goal of the game. These games are used in

children older than 7 or 8 years. The game of the ladies consists of moving the tiles diagonally to "eat" the opponent's pieces.

On the other hand, chess consists of the location of different pieces that have different functions with respect to each other. Thus, some cards can advance diagonally (for example the bishop), others will do it straight (the tower), others can advance several squares at once (the rook, the bishop, the queen) while others can only advance one locker at a time (the pawn and the king). Farreny (1997) states that bodywork sessions often involve playful activities, and above all, motor-type games, dramatic expression, language and symbolic games.

#### A. Motor games

The games and playful situations that have as objective the motor development of the children during the early childhood education stage should take into account the following aspects of development:

Control and coordination of the global movement.

Control of elements and segments of the body itself.

Progressive coordination of the movements themselves with respect to those of others.

Adoption of the appropriate postures to perform different tasks in different situations.

In these games, the child will explore the motor possibilities of his body and his own limitations, as well as those of others.

#### B. Language games

One of the goals of early childhood education is the development of oral language. As aspects of the oral language that the educational practice must gather at this stage, it is

worth mentioning: Communication with others (adults, children) and the expression of their own experiences, information and feelings. The planning of the own behavior, and the communication with oneself. The use of language as an instrument of play and creation.

The creation of a climate of trust and affection in which there are positive interpersonal relationships is a fundamental condition for the development of language. As pointed out Farreny (1997, p.24) "This situation allows the child to feel the need to communicate and be able to freely express their thoughts, desires, experiences and emotions": Communication and relationship with others is not only above to the appearance of language, but it is a step prior to its acquisition and development.

### **Game Theories in education**

The author Pugmire-Stoy (2001) defines the game as the act that allows to represent the adult world, on the one hand, and on the other, to relate the real world to the imaginary world. This act evolves from three steps: entertain, stimulate activity and influence development.

In the same order of ideas, Gimeno and Pérez (1989) defines the game as a group of activities, through which the individual projects their emotions and desires, and through language (oral and symbolic) manifests his personality. For these authors, the characteristics of the game allow the child or adult to express what in real life is not possible. A climate of freedom and absence of coercion is essential in the course of any game. According to Guy Jacquin (1958), the game is a spontaneous and disinterested activity that demands a freely

chosen rule to fulfill or a deliberately obstacle to overcome. The game has as an essential function to provide the child with the moral pleasure of triumph, which, by increasing his personality, places him before his own eyes and before others. In the same order of ideas, Russel defines it as "an activity that generates pleasure that is not done with a purpose outside of it, but by itself". Finally, Huizinga in his book "Homo Ludens" states that: "The game is a voluntary activity or occupation that takes place within certain established limits of space and time, according to rules freely accepted, but unconditionally followed, that have their objective in itself and is accompanied by a sense of tension and joy. "

In short, for children playing is not a hobby; Their games are related to a central learning: their knowledge of the world through their own emotions. Through play the child creates a series of speculations about life. The same that later, in adulthood, will rediscover and elaborate using reasoning and establishing a bridge between play and life.

### **The role of motivation in learning and teaching foreign languages**

The motivation consists of making the student always be attentive to all the knowledge that his teacher offers, shows interest in questioning and clarifying doubts, studying properly, researching, experimenting and learning by discovery, for this the teacher must have with a unique attitude, which will be discovered during the application of this motivation, and thus make their students feel more confident, to undertake any activity that they propose in society. Entre educadores, (2009, August 11<sup>th</sup>)

According to the theories of learning of Vygotsky and Maslow (1954), in order to achieve a satisfactory and comprehensive process, it is vitally important both the internal, innate or biological motivation of the student, as well as the external, social or learned one, because both are complementary and relevant in the Obtaining optimal educational results. This last type of motivation, in most cases, students tend to internalize and externalize by direct and constant observation and imitation of reference models, being the most influential those who are closest to them. In the case of the school environment, the models of imitation are the different sectors of the educational community (teachers, students, families, legal representatives, and administration and services staff) and outside the school environment the interpersonal relationships with their peer group and the socio-cultural-family characteristics of the context in which he is immersed in education, Toala (s.f, pp 2).

### **Importance of Games in the learning process**

The game is a fundamental activity for children and is part of their lives. Playing is a way to discover the world that surrounds them, a form of expression and communication. The game stimulates the cognitive functions of perception, attention and memory; it is an indispensable factor for the harmonious development of his thought, language, body and personality; therefore, it must be conceived as a means of learning (Calero, 2005).

The importance of the game in education is great and transcendent. Playful activity in the young child who has intelligence, a body and a spirit in the process of building

development is vital at this stage. As mentioned by Farreny (1997, p.21) "The game is for children an indispensable and irreplaceable source of education it helps them to develop their imagination, to discover their own abilities and the possible utilities of the children objects".

### **Characteristics and Functions of the Games**

There are resources that imitate everyday activities, such as music, songs, rhymes, audio stories, material for the manufacture of costumes for theater, the creation of books, the use of figures and games.

The American educator Auerbach (2006: 149), also known as "Dr. Toy ", studied the characteristics of each age group in relation to the games used in class, and that we will now analyze, at least for children whose school age corresponds to the primary level.

At the age of five, children begin collections or hobbies. Toys take up less time for this age group because children spend more and more time playing with friends. The school opens a new world for elementary school children in which they begin to use reading and writing, as well as their improved muscle control.

From the age of six, competition and team play, move their body and have fun, perform crafts and put together puzzles; There is also a growing interest in board games that require two or more players. These are games that use simple numerical skills and greater coordination, such as dominoes, marbles, or crafts. At the age of 7, explore in art and create and imagine fantasy stories. Participate in plays and express their feelings. At the age of 8,

express opinions, develop and analyze situations experienced. It is also important to know that, although they like group activities, supervision is necessary in order to avoid disagreement. At the age of nine, relate with others of the same age, they also continue to enjoy puzzles, crafts, art and sculpture. The objectives now are the spelling, and the riddle through the use of linguistic keys. Finally, between the ages from ten to twelve, there is a need to be accepted by the group. The things that can be done with this age group are the language programs on the computer, the card and table games, and the word games and riddles, Toala (n.d. pp 2).

### **The application of learning strategies in the teaching process**

This study was focused on determining how the implementation of adapted and created board and table games enhances fifth grade speaking skill at Victor Manuel Cortes School. This research developed materials, which allow students to have a pleasant learning environment that fosters speaking. The approach framing this study is qualitative research paradigm due to the way in which I classified the information collected, and described the findings. My research was based on action research because I took an active participation as researcher with the objective to impact positively on the issue that I identified on the statement of the problem. In consequence, this research involved teenagers between nine, ten and eleven years old who are in fifth grade at Victor Manuel Cortes school of Pitalito Huila to collect data and support the corresponding evidences to show reliable findings, I decided to use students' artefacts, field notes and survey.

## **The typology of learning strategies**

Having previously defined the learning strategies from the perspective of different authors, therefore, it is necessary to make known their typology, in order to implement them in the classroom.

In the first place, O'Malley classifies the strategies into three main subcategories: metacognitive, cognitive and socio-affective. Metacognitive strategies require planning, reflection, monitoring and evaluation of learning (directed attention, selective attention, self-control and self-assessment): Cognitive are more limited to specific learning tasks and involve a more direct manipulation of learning material such as, for example, the repetition, the translation, the grouping of elements, the taking of notes. Socio-affective strategies are related to mediation and social transaction activities with other people such as cooperative work and clarifying questions.

Secondly, the taxonomy that Rebecca Oxford ( 1990) proposes is one of the most complete and useful to work, due to the way it organizes them, considering that the strategies of learning a foreign language have as main purpose the development of the communicative competence; which in turn is the basis of the communicative approach in the teaching of foreign languages where the student becomes more active and responsible in the learning of the foreign language; hence, it requires specific tools among which are the learning strategies.

This author first makes a distinction between direct strategies (memory, cognitive and compensatory) and indirect (metacognitive, affective and social): The first focus directly on



the foreign language, require their mental processing and are used to develop the four skills. Indirect strategies, although they do not directly involve the language being studied, are useful in that, they serve to support and control the learning of the language in question.

In this taxonomy, memory strategies are those used to store or store information and retrieve it when needed. Cognitive are those mental skills that students use to make their learning meaningful. The compensatory ones help the students to eliminate the gaps of knowledge and to be able to give continuity to the communication. On the other hand, metacognitive strategies help students to direct, plan, regulate and self-evaluate their learning; The affective ones are related to the emotional part of the student, because it allows him to control his feelings, motivations and attitudes related to the learning of the language. Finally, social strategies lead to increasing interaction with the foreign language by facilitating interaction with other students, in a discursive situation.

Below does Rebecca Oxford propose a summary table that outlines the different social learning strategies on language learning for children, within which the game is a social interaction strategy:

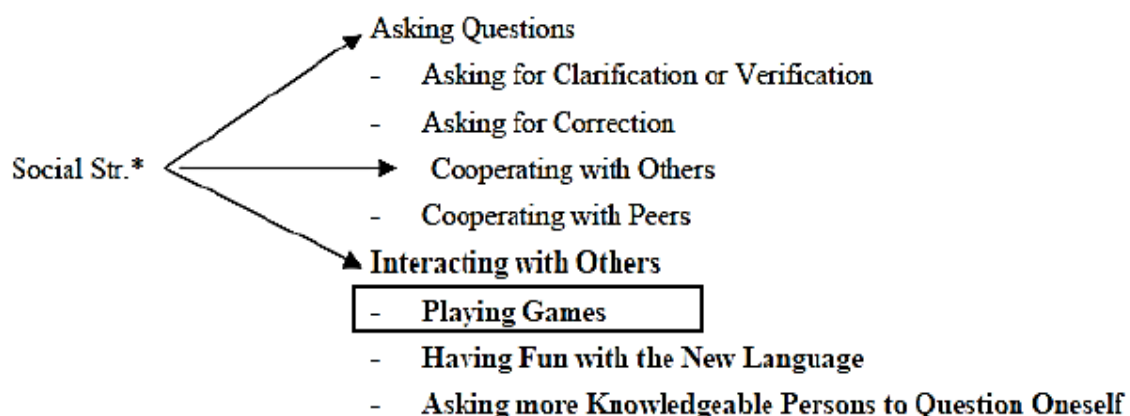


Table 2. Outlines the different social learning strategies proposed by Rebecca Oxford on language learning for children.

It is possible to see that, as Oxford puts it, the game is placed in the category of social strategies, as a component of interaction with others, which allows to base the research proposal, posing the game as a strategy for the promotion and improvement of the skill oral and vocabulary learning.

### **The use of games as a teaching strategy**

As has been explained, the role of the game in learning processes is sustained as significant. Now, its implementation in educational environments is of vital importance. In this regard, authors such as Alario (1995) argue that:

The interactions that favor development include active help, guided participation or building bridges from an adult or someone with more experience. The most experienced person can give advice or clues, act as a model, ask questions or teach strategies, among other things, so that the child can do that, which at first, he would not how to do it on his own. Everything cited above shows that school is the ideal environment to have the opportunity to play, since the game is not just a hobby, and should take full advantage of the students to educate through the playful component. It is also healthy to consider that children are true game specialists and to modify behaviors and attitudes in this way.

There are some actors about the game in the education:

Froebel (2003) who was one of the first psychologists to study the game applied to

the classroom, achieved with his pedagogical approach focused on the realization of games, taking into account the child's individual differences, their inclinations, needs and interests. He proposed "the game as the purest activity of man in his early age"; considering that through this, the child managed to externalize great truths that were potentially in him.

That is why the game for many people is a practical way of expressing their feelings and linking them to everyday events experienced feelings of pleasure; for others it simply appears or disappears at appropriate times; Therefore, about the importance of playing in school life, It must be recognized that the game somehow leads to philosophizing and is presented as part of nature itself as a need to express what it feels and thinks.

For its part, Huizinga (1987) states that: The man plays, as a child, for pleasure and recreation, below the level of serious life. But you can also play above this level and play in this last sense is what makes it possible to transfer the game from a purely ontic plane to a plane of ontological foundation.

It is concluded that the game is the main activity through which the child leads his life during the first years of age. Through him, the infant observes and investigates everything related to his environment in a free and spontaneous way. The little ones relate their previous knowledge and experiences with others 30 new, carrying out individual learning processes, essential for their growth, regardless of the environment in which it develops.

## **The Implementation of Board Games for English Learning**

In the research of board and table games: a fun way to learn English of Esperanza Linares says that this study was a quantitative research which used a group pretest posttest design. This research was conducted at the first-grade students of SMAN 7 Bandar Lampung in academic year of 2016/2017. The research took one class as the sample of this research. The class was X IPA 1 consisting of 35 students. The instrument of this research was speaking test used in the pretest and posttest. There were 4 meetings in this research.

The first meeting was a pretest in which the students were asked to make a recount text about someone's biography orally. Then, the other two meetings were treatments. In the treatments, the researcher applied board game in teaching speaking. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' speaking ability after the treatments. The students' scores of pre-test and posttest were analyzed to know the students' speaking ability before and after having the treatments. The data were scored by using scoring criteria for speaking adapted by Harris (1974:75) in terms of fluency, pronunciation, vocabulary, grammar, and comprehension. After scoring students' works, the data were analyzed by using *t-test* to compare the data of two means score. To ensure the reliability of the scores and to avoid the subjectivity of the researcher, the researcher used inter-raters reliability.

This research was conducted to find out whether there was a significant difference of the students' speaking skill after they were taught using Board Game. The researcher

conducted the research from April 1st, 2017 to April 29th, 2017. The pretest was administered to measure the students' speaking skill before the treatments. There were 5 aspects of speaking that were tested in this research; their pronunciation, grammar, vocabulary, fluency, and comprehension. The mean score of the pretest was 51.65; the highest score was 80; the lowest score was 38, and the median was 50. The posttest was administered to measure the students' speaking skill after the treatments. The procedures of the test were similar to the pretest. The mean score of the pretest was 71.08; the highest score was 94; the lowest score was 40, and the median was 70. The result from the calculation by using Repeated Measure T-Test (SPSS 16.0) showed the mean score of pretest result was 51.65 while in the posttest was 71.58 in which the difference is 19.45 points. It can be seen from the following table.

Table 3. The Difference of Students' Score in Pretest and Posttest

Category	Pretest	Posttest	Gain
Mean	51.65	71.58	19.45

From the table above, it can be seen that the mean score of posttests was higher than the mean of pretest. It indicated that there was a difference in students' speaking skill after being taught using board game. Meanwhile, the second result of the study showed the improvement of all speaking aspects. The summary can be seen from the table below.

Table 4. The Improvement of Five Aspects of the Students' Speaking Skill

No	Aspect of Speaking	Pretest	Posttest	Gain
1	Pronunciation	10.28	13.88	3.6
2	Fluency	9.65	13.6	3.95
3	Grammar	10.57	14.62	4.05
4	Vocabulary	10.68	14.62	3.94
5	Comprehension	10.45	14.28	3.83
Total	51.63	71.08	19.45	

From the table above, we can see the gain of each aspect in speaking. The mean of the students' pronunciation in the pretest was 10.28 and the mean score in the posttest was 13.88, so the improvement in the aspect of pronunciation was 3.6. In the aspect of fluency, the mean score in the pretest was 9.65 and the mean score in the posttest was 13.6, so the gain in the aspect of fluency was 3.95. In the aspect of grammar, the mean score in the pretest was 10.57 and the mean score in the posttest was 14.62, so the improvement in the aspect of grammar was 4.05. Then, in the aspect of vocabulary, the mean score in the pretest was 10.68 and the mean score in the posttest was 14.62, so the improvement in the aspect of vocabulary was 3.94. Afterwards, in the aspect of comprehension, the mean score in the pretest was 10.45 and the mean score in the posttest was 14.28, so the gain in this aspect was 3.83. From the table above, we can see that the total gain from five aspects was 19.45

On the other hand, in the attempt to overcome the students' difficulties in language skills, the researcher tried to make some more effective activities for students. By conducting an appropriate and effective to teach English, it will help to improve students' skills.

Therefore, the researcher chose a game as the media to teach English. According to Ersoz (2000), games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Language games stimulate language skills since most of them pursue specific objectives and rules to use strategies to reach the podium. Hadfield (1999) asserts that, “a game is an activity with rules, a goal and an element of fun, moreover, games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill” (p. 4).

Furthermore, the author stated that, “Linguistic games focus on accuracy, such as supplying the correct antonym. Communicative games focus on successful exchange of information and ideas. Correct language usage, though still important, is secondary to achieving the communicative goal” (p. 4). The purpose of the board and table games is to share ideas or thoughts; this means to talk about a specific topic with others in English, emphasizing on what students are saying rather than focusing on grammar mistakes. Therefore, students’ progress is valuable, even more, when they are not bilingual and belong to a community, which does not provide schools with enough learning materials.

Bearing in mind that joy is part of humans’ life, people, especially youngsters appreciate games and amusing activities. Accordingly, students enjoy playing while learning. From this view, Wright, Betteridge and Buckby (2006) argued that, “Games help and encourage many learners to sustain their interest and work, also, create contexts in which the language is useful and meaningful” (p. 1). Furthermore, Mora and Lopera (2001) affirmed

that, “Games and fun activities have always been one of everybody’s favorite things to do in class” (p. 75). I deem that board and table games can contribute to this study because they propose entertainment and allow the students to select their favorite topics, which yield a good atmosphere to learn the language.

The game has traditionally been a habitual learning technique throughout history, although the recognition of its pedagogical value still has a long way to go. Many authors, among which we can highlight the psychologist Paul Moor (1981), the psychoanalyst Erik Erikson (1982) or the psychoanalyst Donald W. Winnicott (1986), share the opinion that children are more motivated and stimulated in class foreign language when using authentic materials, such as games, images, real objects ..., instead of traditional artificial materials such as textbooks or exercises. Authentic materials increase the level of involvement and concentration of children, an advantage that should not be missed. Traditionally, the game has been used for fun in leisure time but every day there are more scholars who advocate the game as an ideal way to acquire knowledge. According to the pedagogue Janet R. Moyles: "the game situation provides stimulation, variety, interest, concentration and motivation" (1990: 87).

It is fundamental to promote favorable environments to teach and learn a language. Consequently, a bilingual learning environment should allow students to explore their strengths; likewise, the teachers should have the opportunity to know each student’s strengths and the weaknesses. In this way, the teacher can create new activities to improve aspects and achieve the goals Orozco, (2011, p. 6). In this regard, my interest is to develop a new learning



environment through board and table games in such way that the students feel comfortable when interacting in the EFL classroom. Hence, I am convinced that my research provides a favorable environment compared to traditional classes, as it involves the students in a fun game world aimed at enhancing learners' speaking skill by playing and enjoying activities in a confident way. From my professional experience, I have noticed that students feel bored when the lesson is focused on grammar or speaking in a formal and traditional way. Their attention is not maintained and they do not show interest in learning. Because of this, I am interested in designing unusual classes to teach English.

Thus, this research gives me an option to implement some useful materials in my English classes where my learners take advantage of a comfortable atmosphere where they learn while having fun. To reach this goal, I have consulted some wide experienced authors who have explored the field of material development, games, and students speaking skills. Among them I can mention Bailey and Nunan (2004); Herazo (2010); Núñez and Téllez (2009); Núñez, Téllez and Castellanos (2017) Tomlinson (2014); Urrutia and Vega (2010) Wright, Betteridge and Buckby (2006); along with many previous research studies accomplished at a local and international level, have given me insights on the matter. I am sure my research study will be a significant experience for my school due to the use of creative materials to generate an original context where students can learn and enhance their speaking skill. Despite my commitment and endeavor to fulfill my expectations, I need the support of the school staff and my colleagues from the English area, as proposed in their teaching pedagogical practice (Equipo de Colombia Bilingüe, 2016, p. 17). Therefore, board and table games mean innovation for my students' motivation to speak and interact with their

classmates, and a different manner to approach to my teaching. Furthermore, this study will boost a more dynamic learning environment to improve the second language learning and teaching activities. Moreover, it is necessary to reward the students' efforts to communicate in English with others, since they are contributing to the enhancement of English Level in Colombia. On the other hand, speaking in English has become a challenge in public schools, since they schedule few hours to the teaching of English. Conversely, the government expects people from Bogotá to become Bilingual in a few years, without providing schools with indispensable resources.

This means, that as teachers we have to work hard to achieve this goal. In spite of the unfavorable conditions, I hope my students to take the best advantage of board and table games to enhance their speaking skill. Regarding the constructivist approach of the school, which allows the creation of an environment to ask, research, and generate knowledge through active and interactive methods, I found my study suitable and coherent with the mission of the institution.

### **The Use of Board Games as a Strategy for English Teaching**

In the opinion of the British researchers Janet Morris and Linda Mort: "teachers have to build a repertoire of games that can be useful for the different stages of a class, lesson, or unit in which we can find ourselves" (1990: 8). From now on, the different stages in which we can divide the game would be the following: give instructions, organize the class, play the game and the teacher's role in the board game. First, give brief, clear and simple

instructions, and use a limited number of key phrases that children will get used to quickly. We must also carefully match the linguistic demands of the game to the language level of the class that we are teaching. Second the organization of the class; it is also a key stage for the solidity of the game. It is important to try to involve as many children as possible in it. All class board games can be more participatory than team games. The elimination games can also leave some children standing with nothing concrete to do. What could be better is a kind of exercise of "Total Physical Response" (TPR or Total Physical Response) is a set of methods developed by Dr. James J. Asher, professor of psychology at the University of San José, to collaborate in the learning of language. The third stage that of the game itself, is where the two previous stages are validated and refuted.

Finally, in relation to the role of the teacher in the game, while the children are playing the game, our role should be to observe, listen and monitor the language of children. It is also necessary to give the necessary instructions and explanations where certain linguistic difficulties of the children are observed. But what we should never do is correct them in excess or assume the role of protagonists of the game. In this stage, it is the children who really must play the game for themselves.

Practicing and knowing games is an essential element in the teaching-learning process of a language "(Labrador and Morote, 2008: 73). On the other hand, it is also especially useful from the didactic point of view, since it introduces the students "in skills necessary in today's society such as cooperative work, negotiation, organization, overcoming difficulties, etc." (Labrador and Morote, 2008: 73).

However, at present we have a quite different outlook, since most teachers rely on traditional methods to teach the second language. While it is true that in our country English is no longer taught by infinite lists of vocabulary (grammar-translation method) or by repetitions of structures (structuralist method), we must also bear in mind that we do tend to traditional methodologies within the current communicative approach, where the textbook and the activities marked in it are the maximum reference.

This type of teaching does not generate significant learning and, on the other hand, its contextualization entails the disinterest of the students, since they cannot be involved with tasks that are far from their reality.

It is for these reasons that; we propose a playful approach to teaching English in primary schools. By playful approach we understand "all those educational activities, enjoyable and pleasant developed in a recreational environment and whose pedagogical impact promotes meaningful learning that is planned through the game" (Alcedo and Chacón, 2011: 72). In this way, games, songs, music, poetry, theater, reading corners, etc., must be part of the daily life of the students, creating a stimulating and motivating environment where they are attracted to acquire new knowledge. According to Uberman (1998), these recreational activities "motivate, entertain and teach the child so that objectives are achieved and teach the child to discover and value the beauty of language as a means of communication "(Uberman, 1998: 29 in Alcedo and Chacón, 2011: 72).

In addition to these arguments, the game is especially useful for teaching language,

as it is a strategy to encourage creativity and has the advantage of the pleasure it produces in those who practice it. Marina Yagüello highlights the importance of language games by stating that "every speaker has an unconscious metalinguistic activity ... where this activity is fully revealed, particularly in the game. Game of words, game with words, verbal game in all its forms: puns, hieroglyphics, charades, lapses burlesque of contraposition of letters, children's songs to indicate who has to do something, riddles, compound words, all this is complement with the board games.

In short, all those expressions of the word that testify among the speakers an innate, intuitive linguistics, since the game assumes that the rules are known and the means of interpreting them taking advantage of the ambiguity that characterizes natural languages, as well as the creativity they allow ". (Yagüello, 1983: 12 in Labrador and Morote, 2002: 72-73). 5.4.1. Advantages of a playful methodology in the teaching of English Following Alcedo and Chacón (2011), to Moyles (1998) and to Labrador and Morote (2002), the English teaching through playful methodologies will be favored in multiple aspects, among which we highlight:

- Promotion of interaction between students, so that the language is learned through its use, producing messages, playing with words, producing and reproducing ideas.

- This social interaction decreases the affective filter in the classroom (Krashen, 1982), so that shame is eliminated, fear of ridicule and increases the production of oral messages without fear of making mistakes.

- The playful methodology helps to develop the creativity of the students. Their

capacities are subject to challenges that require a solution and this is the role of the creative, of the search for answers. As Gardner points out, creativity is not an innate gift, but a capacity with which we are all born and can train.

- Students use language in a meaningful way and use all their creative potential to sing, improvise, play, color or dramatize in English.

- The game promotes cooperative learning, so that children can learn from their peers.

- The use of the game allows the teacher the interdisciplinary of contents much more easily, being able to mix different subjects in the same task carried out in English.

- The traditional songs and the incorporation of the native folklore of the second language to the classrooms will favor a greater understanding, tolerance and respect for other cultures.

- The pleasure of practicing the game will challenge the fatigue of the students, increasing their school performance. As Fingerman (1970: 69) affirms, the use of the playful "makes the game stand up, defying fatigue with a renewed enjoyment that is that of the triumph and that of success. "

Finally, we do it with this Elkonin quote that links thought, language and play: "In the game, the child operates with things as if they possess a sense; operates with the meanings of words that replace things; for that reason, in the game the emancipation of the word with respect to the thing takes place "(Elkonin, 1982: 230).

## **The Motivation in English Language Teaching**

In education, motivation is considered a key element of learning and is used to draw the attention of students in order to devote more time to certain activities. Motivation is used to explain initiation, direction, intensity, persistence, and also the quality of a behavior. For this reason, part of the role of a teacher is not only to motivate a student, but also to increase the levels of persistence and performance in order to generate positive results on their part.

Dweck and Elliot (1983), consider that "the students who face the accomplishment of a task having as a central goal the learning, are different from the subjects to those who are fundamentally concerned with looking good or avoiding failure." Regarding this consideration, means that the student who is interested in learning has a greater capacity for knowledge, creates a challenge towards a goal through effort and change, and the student who cares to look good feels a threat in obtaining knowledge, is afraid to the failure of their activities.

I can say then that there are two main categories to motivate students: intrinsic and extrinsic motivation. The intrinsic implies that people are interested in what they learn within the same learning process, and it is an innate need conceptually related to cognitive-behavioral theories. This motivation is the best known in the educational field, because it involves the "desire" or the desire to perform an activity and gives as a result a "pleasure." Therefore, the intrinsic motivation towards achievement implies the desire to participate in a learning activity only to obtain pleasure and satisfaction. It's that simple". Sarmiento (2015)

Extrinsic, for its part, is associated with behavioral theories and, as one of the most influential theorists of modern psychology, Burrhus Frederic Skinner points out: “It could be said that motivation are stimuli that move a person to perform certain actions and persist in them to achieve the goals achieved in the other hand, we can also say that the motivation is the will to make efforts whose goal is to achieve a personal need or professional goal”. According to Skinner (2006) to motivate a person it is not necessary to understand neither their needs nor their reasons to understand them, as proposed by theories of motivation. focuses on the action of bestowing rewards, which direct behavior. In addition, this motivation indicates that learning has better results if it is channeled through the awards. The extrinsic motivation is then presented as an external stimulation for the student (in the case of a game, the player), and the factor that distinguishes it is the autonomy that demonstrates the participant.

In this way, we can say that an achievement by itself is interesting - intrinsic motivation. Only if we obtain a medal that grants us public recognition, satisfaction becomes even more profound - extrinsic motivation - and conduct is directed. The best example of this is the qualification of a student in a subject. in the field of motivation, the most influential has undoubtedly been the model developed by Gardner, Lambert and his associates over more than four decades. According to Gardner (1985) model, an individual's degree of motivation is determined by three factors:

- The desire to learn or be able to use the language in question



- Attitudes toward learning the same
- The effort one is willing to make.

This theoretical model is reflected in the AMTB (Attitude / Motivation / Test Battery) test battery that allows to calculate the intensity of the motivation of a language apprentice. The model is characterized by the importance given to the individual's attitudes towards the community, their predisposition and interest in establishing contacts and interacting with the target language community. The theoretical elaboration of Gardner starts from the distinction between:

- o Instrumental motivation - associated with pragmatic interests (especially oriented to the world of work).
- o The integrative motivation - associated to socio-cultural interests towards the target community.

Although all of Gardner's theoretical work starts from this distinction between the integrative and instrumental motivation (both belong to a component of the motivational construct proposed from social psychology), such disjunction constitutes only the germ of the making of socio-educational models, successively revised by the author himself, offering a vision of the development of bilingual competence (Gardner 1982, Gardner, Tremblay and Masgoret,1997).

## **Chapter 3**

### **Methodology**

This chapter shows and describe the research approach to be applied in this paper and the type of research chose to conduct the research, also the data collection instruments are defined and explained in order to support the data and results of the research project.

#### **Research Approach**

As this is an action research project, the data collected is not only numerical, but it collects some information that cannot be measured. The terms quantitative and qualitative apply to both the data collection and data analysis phases of an investigation (Funiber, 2015). Any sort of measurement that yields numerical information generates quantitative data. On the other hand, some data are not the product of measurement or counting, and thus do not result in numerical information (prose descriptions, diaries, and so on). This study uses mixed method as it addresses qualitative and quantitative instruments. Mixed methods research involves quantitative and qualitative approaches. The use of more than one data collection method gives a better analysis of the data collected. As it is composed by a diagnostic phase where students are required to pronounce some words, which help them to reflect about their own knowledge as they give their perspectives and opinions. Besides some numerical variables are addressed to analyze other kind of data such questionnaires that need to be tabulated. Therefore, the combination of both methods attempts to give a clearer information

and facilitates the triangulation of the data that is organized in charts and diagrams in order to have a better description.

### **Research Type**

Funiber (2015) states that individual teacher in his/her classroom carrying out investigations into teaching and learning in very specific contexts with very specific groups of learners. Action research is what the reflective practitioner actually does in the classroom. Likewise, (Kemmis & McTaggart, 1988: 10) claim that action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life. Hence action research is pertinent for conducting this research because teaching pronunciation is a process that can be diagnosed through teacher's observation and reflection.

Something to highlight is that Kemmis and McTaggart (1988) argue that action research has three defining characteristics: firstly, classroom teachers rather than outside researchers carry out that it; secondly, it is collaborative; thirdly, it is aimed at changing things. Therefore, it is important to describe the action research characteristics according to Elliott, (1990, cited in Funiber, 2015: online).

- It analyses the human actions and social situations that students and teachers experience.
  
- It uses an exploratory approach.

- It aims to explain what happens in the classroom in relation to specific teaching contents.

- It interprets different classroom events from the point of view of those who take part; that is, it involves teachers and students: their beliefs, values, intentions, decisions, etc.

- It uses direct simple language, in contrast to the technical specialized language used by conventional research, to explain the classroom situations that are analyzed.

These characteristics are evidenced in this paper, due to it is conducted in a classroom by a teacher who looks for identifying, describing and solving specific difficulties presented inside the classroom. The learning and teaching also recognize as a process. This is a solid description of human behavior and beliefs about lack of motivation of English learning in this case, and how they overcome them. Besides it does not manage complicated terminology, instead the simple language predominates along this action research to ensure to be understood by teachers and students as well because the one of the objectives of this action research is to contribute with field that have been neglected and dismissed in Colombia and change the perception about the importance of increasing motivation of English language through board games as a strategy. Moreover, based on observations and student's needs, the exercises and activities are designed and carried out.

In the same way this action research has four stages as it is expected in this kind of research. In the first step students have to apply a survey to identify students' perceptions towards the foreign language learning, in order to know the factors that involves the lack of motivation in learners. This stage is essential because it allows to identify the weaknesses. Additionally, a questionnaire is applied to know students' perceptions about the use of board games to learn English language. Here the research can start to create some activities according to students needs and this is the right moment to observe how students face some obstacles as frustration, lack of motivation, false perceptions and students' reflexive capacity.

The second step consists of five sessions; where students attend extra English classes, applying board games enhance motivation towards English language learning. An interview is applied to students with the main objective to describe learners' learning process and the effectiveness of the strategy proposed in this paper during the process. As is described in the following chart.

Table 5. Action planning

<b>ACTION PLANNING</b>			
<b>SPECIFIC OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>PRODUCT</b>	<b>RESULT</b>
To strengthen vocabulary related to animals,	Activity in class: board game: lotteries	We form groups of three children, each child is given a table with images of	The students had fun in class, participated actively,

<p>classroom objects, clothing, and many more; through the game of the lottery in order to increase their motivation in class.</p>		<p>animals, objects, fruits, parts of the face, etc. Then the teacher will pronounce each figure so that the child recognizes her and manages to say to which image it belongs.</p>	<p>strengthened their listening and pronunciation skills, did not get bored and at the end they wanted to continue playing; their motivation increased satisfactorily.</p>
<p>To practice using motivation and game as part of learning some verbs seen in class.</p>	<p>Activity in class. Board game: snake and ladder</p>	<p>In a space outside the classroom, the students form a circle and sit on the floor, two groups will be formed: "girls and</p>	<p>The students felt in a pleasant atmosphere, shared with their classmates, also the competition</p>

		<p>boys" then each one will come forward and roll a dice, the score obtained will advance falling on the snake's head should answer a question about the verbs seen in class, if the answer is correct it will continue and it will be the turn of the next one, if the answer is incorrect it should go back to the snake's tail, in the end the group will win Answer correctly.</p>	<p>was healthy, reinforced their knowledge about the verbs and the class was fun for them and for the teacher; Participation and understanding of the subject was evidenced.</p>
<p>To evaluate student's participation in order to measure</p>	<p>workshop</p>	<p>Each student must roll a dice, on the board, certain phases will be shown with question marks</p>	<p>The students perform the activity with good disposition and had fun</p>

<p>their level of motivation.</p>		<p>and with a number, below it, there will be a verb in the present, the student must pronounce the verb in the past and say its meaning, the one who reach the goal wins.</p> <p>As a complementary activity, the student will make sentences in the past simple with some verbs taken from the board.</p>	<p>answering the questions, under a little motivation level when they had to make the sentences at the end of class, but then the methodology was changed rewarding the one who did them correctly then the motivation increased satisfactorily.</p>
<p>To Increase motivation for learning English using some board games.</p>	<p>Scrabble- pairs</p>	<p>Scrabble is the classic word game. This game is extremely fun and, in addition, helps children to greatly</p>	<p>the children actively participate, they liked the activity, they formed the words correctly</p>



		<p>expand their and strengthened vocabulary, they their vocabulary, at should form simple the end of the class sentences with was not boring and familiar words the activities were referring to pleasing for classroom objects, children. fruits, colors, household objects and parts of it, etc. the pronunciation and formation of each word is evaluated.</p>	
<p>To Identify what types or forms of games help foster motivation in students.</p>	<p>Interview -individual</p>	<p>The students answered some questions according to the taste and use they get through the motivation in teaching and learning English.</p>	<p>The interview was applied to all the students present; In the end the results obtained are taught and which games attract the attention</p>

			of the student and serve the teacher as support in the teaching and learning process.
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**Research Tools**

Due to the phenomenological design of the study, three data collection methods were applied, which are a questionnaire, a survey and an interview, in order to triangulate the data gathered using qualitative and quantitative methods.

**Survey**

Survey data is defined as the resultant data that is collected from a sample of respondents that took a survey. This data is comprehensive information gathered from a target audience about a particular topic of interest to conduct research on the basis of this collected data, Bhat, (2018) It is necessary to know the motivation that the students have when starting the English class, so I decided to implement a very simple survey in order to know student’s perceptions in the matter and thus have a specific idea to achieve the necessary motivation.

## **Questionnaire**

A questionnaire is applied in the middle stage of the action research in order to have a clear response and it is the best way to identify student's weaknesses. The questionnaire has closed questions related to motivation and the use of board games, then the data focused on evaluate students' progress. Thus (Bell 1999) says that is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondent has to provide the answers.

## **Interview**

This technique allowed obtaining information about the use of the game as a teaching-learning strategy of the English language, oriented towards the formulation of the diagnosis in the research, here some open-ended questions are used to compile accurate information at the end of the study. This information is related to evaluate students' perceptions towards the board games strategy and the foreign language learning process, in order to evaluate the effectiveness of the strategy itself.

## **Chapter 4**

### **Results and discussion**

As it was said before, the data of this study was collected through three main different tools. A survey at the beginning, a questionnaire in the middle of the study and an interview at the end of it, the last accomplished with two goals; the first was to assess student's progress in the foreign language acquisition, asking some questions in the target language and the second goal was to know student's view towards the use of board games as a strategy to improve motivation. Based on the above, the results gathered from these tools are addressed and analyzed in this chapter.

#### **Survey**

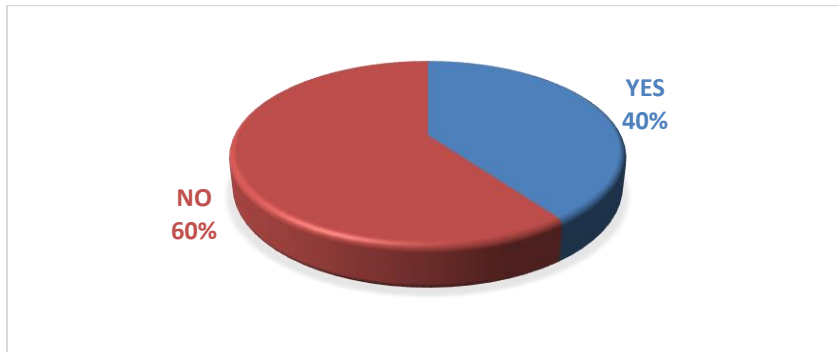
It is necessary to know the motivation that the students have when starting the English class, so I decided to implement a very simple survey in order to know their likes and dislikes in the matter and thus have a specific idea to achieve the necessary motivation.

This entrance survey was carried out in total to 15 students of fifth grade of the educational institution Victor Manuel Cortes, it had as an end to inquire for the level of motivation of the students, as well as to check the level in terms of thematic views in the school year. In addition, it is questioned by their favorite learning styles, with the purpose of addressing and developing these styles through the pedagogical proposal and finally asks if they have been participating in educational games in any of their classes.

Note: the questions were asked in Spanish for students' understanding.

1. Do you like English classes?

Figure 7: you like English classes



Yes: 6 students

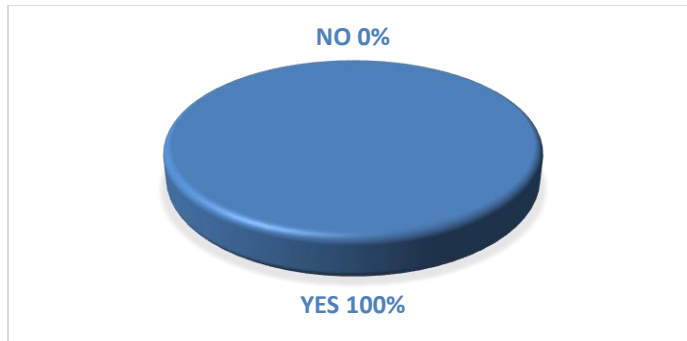
No: 9 students

This question was asked in order to know the interest of students and their taste for one of the subjects they see during the week, besides being one of the most important. This aspect makes it possible to show that the majority of students do not like English and few indicate that like this, for that reason, it is of great importance to find the deficiency and focus on it.

The this question was made based on the taste for the English language: "Do you like English classes?"; the great majority of the students expressed the displeasure for the English saying "the classes are very boring, besides I do not understand anything", others instead said "I do not like English, but I know that it is important for the future", in order , the relationship with the language is little and focuses more on learning through repetition which leads to their being monotonous and without motivation.

2. Do you think it's important to learn English?

Figure 8: you think it's important to learn English



Yes: 15 students

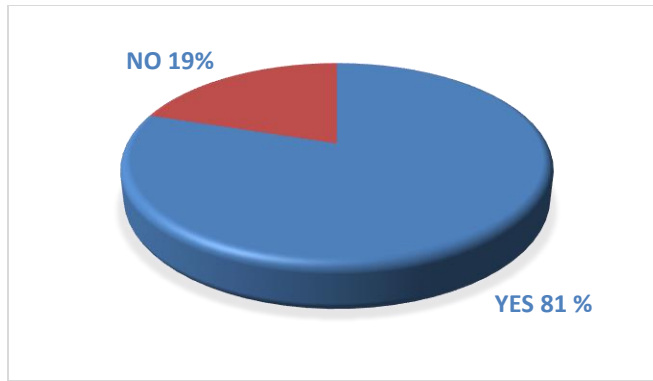
No: 0 students

This shows that students as a whole consider learning English as an important aspect of their lives, which facilitates the teaching-learning of this language, as evidenced by their interest in learning it.

In this second question I focus on the importance of the language in its totality, for our future work and social; "Do you think it's important to learn English?" the students expressed that today English is a language that is globalizing and that for a future must have a great average in learning this language, for this reason they stated the following: "English is very important but it is difficult to learn, "others said:" I want to travel to other countries and I must know English, this is very important "; that is why the teachers must implement methodologies that help students understand this language in a simpler and fun way.

3. Do you think dynamics and games in class are important?

Figure 9: dynamics and games in class



Yes: 12 students

No: 3 students

In this question the results show in the student that the fun when learning is a factor of high importance, taking into account that about 81% of the students answered "Yes" to the question.

This question is closely related to the research proposal, since it focuses on learning in spaces that provide "fun" or "entertainment" to students, that is, through game. Therefore, the results of this question are positive for the development of the proposal.

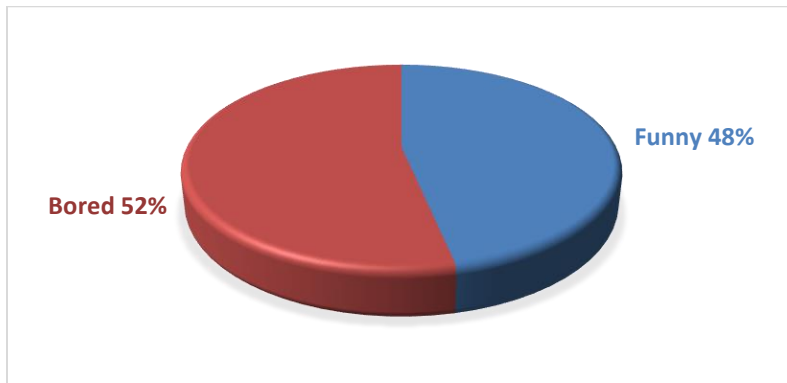
It is good that the strategies we want to implement in English classes are dynamic and motivating to maintain the student's attention, which is why the third question is based on it, "Do you think dynamics and games in class are important?" the majority of students said that classes would be more entertaining if they placed games and dynamics that would involve them with learning: "I would like the teacher not to be so boring, to make dynamics and games, since he only repeats and makes us copy a lot"; on the other hand some students say that it is not good to make dynamics since they do not like to participate much since, they are shy and are afraid to make mistakes in front of the class "I do not like to get ahead of everyone, I forget things and others laugh ".

4. The English teacher is:

✓ funny

✓ bored

Figure 10: English teacher



Bored: 8 students

Funny: 7 students.

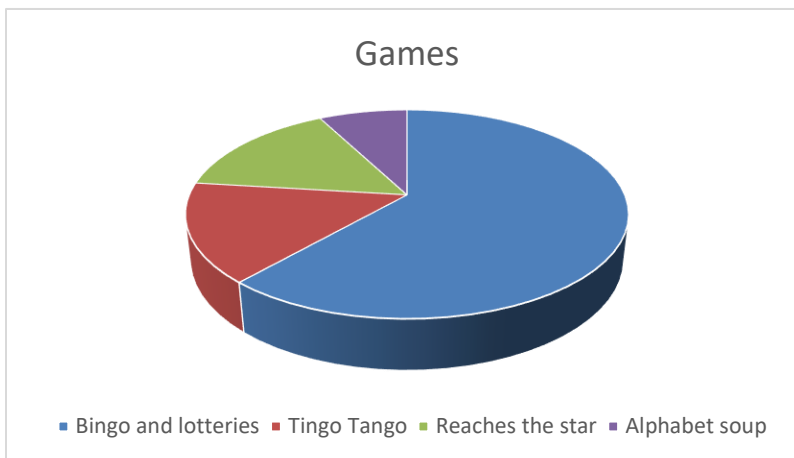
In this question I realized the little innovative methodology used by the teacher since most of the students said that the classes are very repetitive and somewhat boring, although in some cases the videos and songs are motivating.

Here, I was asked in order to know the teacher who implements the class, "The English teacher is: funny or bored", it is important because the teacher must be the guide between knowing and knowledge, so that the student center in his learning without neglecting his knowledge about this, "the teacher is something serious, does not like to have fun since he likes us to be very quiet and without noise," others think otherwise: "the teacher is cool, he likes do the tasks very well and fast and so let's play a little, "is why the teacher should be fun but at the same time demanding with students to achieve the goals proposed.



5. The games that teachers use in class, which ones do you prefer.

Among the most common responses by students were the following:



BOARD GAMES	STUDENTS %
Bingo and lotteries	8 (62%)
Tingo Tango	2 (15%)
Reaches the star	2 (15%)
Alphabet soup	1 (8%)

The intention to find out by these games was to know if the games that were planned for the research proposal coincided with the students' answers, and to know if the students already had experience in their practice.

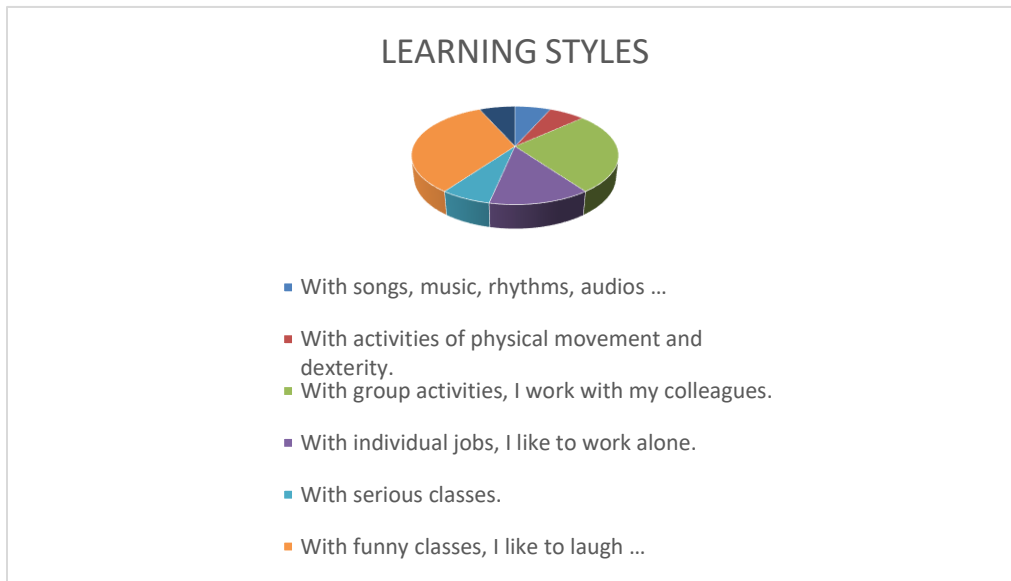
Many students like to have classes fun at all angles, which is why the following question refers to the games they would like to be implemented, "Of the games that teachers use in class, which ones do you prefer?" Among the most common responses by students were the following: Bingo and lotteries- Tingo Tango- Reaches the star- Alphabet soup, they say that

they like to play bingo games or lotteries and that tingo tango is equally fun; "in my house my brother likes to play bingo and we play both, it is very easy to play and win," another student said: "my teacher uses the tingo tango, it is exciting to pass the marker fast and do not touch"; any type of game helps the student's learning without restraining them from expressing themselves in a joyful way-

6. How do you like English classes?

Figure 11: How do you like English classes

The intention of the previous question is to examine which are the learning styles that predominate among the students of the fifth grade, in order to be able to design the respective applications in conjunction with the games.



LEARNING STYLES	STUDENTS %
With songs, music, rhythms, audios...	1 (7%)
With activities of physical movement and dexterity...	1 (7%)

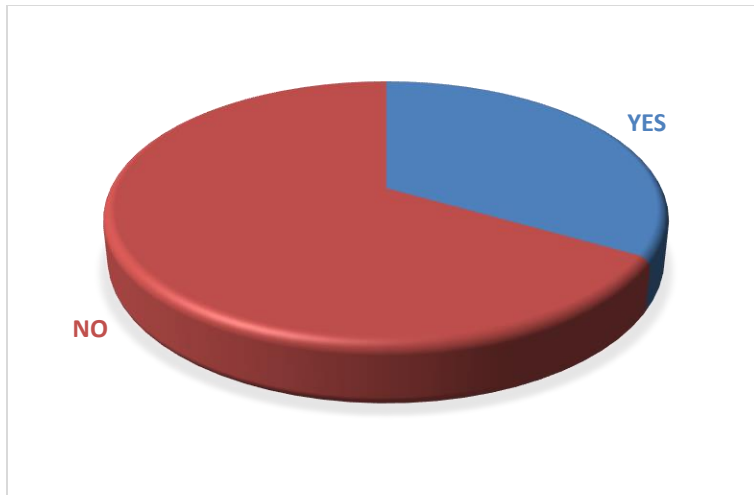
With group activities, I work with my colleagues...	4 (27%)
With individual jobs, I like to work alone...	2 (13%)
With serious classes	1 (7%)
With funny classes, I like to laugh...	5 (33%)
With storytelling and theater...	1 (7%)

Nowadays the learning styles used in classrooms must be in accordance with the methodologies proposed in the development of the same contents, that is why the following question we try to focus on them to complement them with the games chosen above: How do you like English classes ?, in this way we try to make strategies where the dynamics are the same, fun and know, some students respond that they like the classes very funny and innovative, "I like to laugh and not repeat the same", in conclusion I can say that having fun increases social and personal learning in students.

#### 7. Do you feel motivated and eager to start the class?

In this question I focus on knowing the level of motivation of the students at the time of starting the class, in many occasions, it is observed displeasure because it is the English class and in others they simply do not share opinions about it, since they think it is a class like the others.

Figure 12: motivation.



YES: 5 (33 %)

NO: 10 (67%)

At the end of the survey, we realized the availability of students and the teacher to implement and learn new learning strategies, so I decided to develop games and include flashy songs to motivate them to learn.

The last question I try to focus on motivation, since it is an important element in the development of this project, *do you feel motivated and eager to start the class?* Nowadays the English classes are motivated because they become boring and uninteresting, "*I do not like the English class, I do not understand anything and they are boring*", the purpose is to make the student interested in learning more about this language, learn to value it because for a future it will need a lot more.

## Questionnaire

The questionnaire has closed questions related to motivation and the use of board games, and then the data focused on evaluate students' progress.

The child should point out the true answer with T and the false one with F, as he thinks he behaves.

The questionnaire will be applied to 15 students.

### **Assessment and interpretation:**

A point is awarded to each response that matches the following assessment:

1T 2F 3F 4T 5F 6F 7T 8F 9T 10T

**From zero to three points:** the child is not motivated to work school, she/ he does not like English classes and always says that phrase "I cannot, I do not understand."

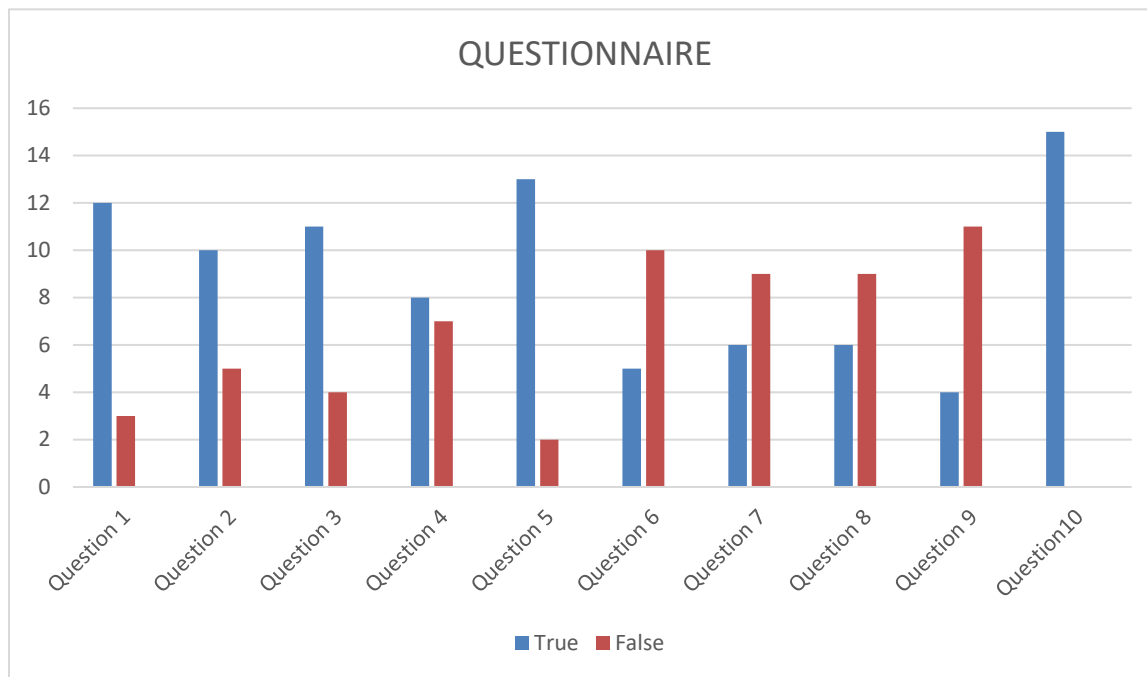
**From four to six points:** we faced with children, who cannot qualify as apathetic at school, but who also do not reach a good level of motivation to undertake all school tasks in relation to English, he likes it, but it bores him a certain way, it participates very little and although it tries to integrate it, but it is still difficult.

**From seven to ten points:** the student whose scores are high, presents himself as a motivated child: he is able to strive both in what is of interest and pleasure, and in what is of no interest to him.

Note: the questions were asked in Spanish for their understanding

Table 6. Questionnaire.

<p style="text-align: center;"><b>QUESTIONS</b></p>	<p style="text-align: center;"><b>ANSWERS</b> (T, F)</p>
<p>1. - I put a lot of interest in what we do in English class.</p>	
<p>2. - I like to participate in class activities.</p>	
<p>3.- your teacher is dynamic and fun in class</p>	
<p>4. - I like working in a group.</p>	
<p>5.- The board games activities were fun and I learned a lot.</p>	
<p>6.- my English teacher is boring</p>	
<p>7.- Sometimes, it is I who expose my class work to my classmates.</p>	
<p>8.- I don't like English classes, I get bored and I don't understand anything.</p>	
<p>9.- I like to do the activities alone.</p>	
<p>10.- Board games and other activities help me understand English in a more fun way.</p>	



In general, with the results obtained, I can conclude that some children do not like English language because they believe, that it is boring and because they do not understand it, it is a common reality that girls and boys get bored in class. We are so used to this fact, that we do not give it any importance, little by little we have convinced ourselves that getting bored in class is normal, thus that learning is boring.

In the first question, I focus on the student's interest in the activities of the class, 12 out of the 15 students answered that, they paid attention to most of the activities. however, three students answered that they did not pay attention to the activities because they did not call their attention, also they express that the activities were monotonous and repetitive.

In the second and third questions, it was referred to the participation of students in the classes and the role of the teacher in the methodology used to make the class funnier and

dynamic, here the student express good participation. A total of 10 students said they like to participate in class, the other 5 students do not do it for fear of making mistakes and being teasing centers, also 8 students agree with the teacher's methodology and a group of 7 students are not since they say classes are boring and do not entertain. Also, it will depend on the type of activity that the teacher includes in the class, if the activity is enjoyable and fun, participation is greater, if it is not, many refuse to participate for fear of getting an unwanted score.

Generally, the questions focus on the motivation and attention that the child has in English classes, analyzing the answers of the 15 children surveyed; I can conclude that for them English is a very important subject; since it allows them to grow their knowledge and strengthen some bases that help them in the future to complement their development, the teacher must be a guide and be dynamic to capture the attention and achieve the objectives proposed at the beginning of each class.

The lack of motivation both internal and external of a student impairs their learning of the English language, therefore, as teachers we must make students aware of the motivation and also motivate them with tests and activities that are designed according to the interests and learning styles of our pupils, so that the motivation is effective.

Finally, the role that the teacher plays in a student's learning is fundamental, since it is the teacher who has the tools to achieve motivation and therefore significant learning.

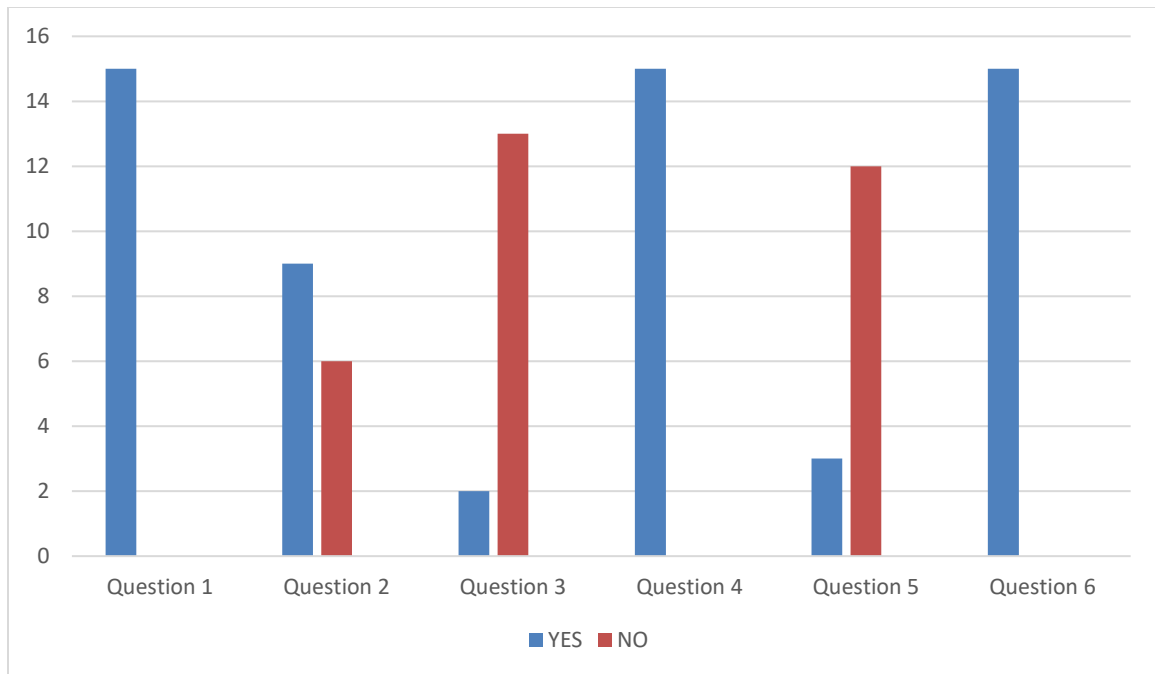


## Interview

Objective: to investigate the level of motivation that students have in the process of learning English.

Questions	Answers
1. Do you like English? Yes, no, why...	Yes, I like it because I want to learn new things.
2. Do you think English is boring?	Yes, sometimes, the teacher puts us just to write.
3. Do you like how your English teacher teaches?	No, sometimes it is boring and I do not understand what he says.
4. Do you like board games? Yes, which one is it.	Yes, I like to play bingo, monopoly, ladder, dice and many more.
5. Has your teacher used activities to make English classes fun?	No, almost no, one occasion taught us with videos and songs, but very few games.
6. What would you say to your teacher to improve English classes?	I would tell him to be more fun, to bring games to learn and let us bring some to us.

The interview was applied to 15 children; the answers in the previous table are generalized.



According to the previous results, I can say that the role of the teacher in promoting student motivation is to provide a positive environment, take into account the needs of students and their interests, be interested in current issues and give current examples.

The teacher of the class in question stated that the age of the students plays an important role in their level of motivation; since teenagers and adults feel less interested in the class.

The majority of students (ten students) surveyed said that board games are of great importance as a methodology because in this way the teacher creates a pleasant atmosphere, encourages integration and group work.

In general, each student shared his opinion regarding the questions asked, in the first question, the 15 students interviewed said that English is of great importance to learn and put into practice, so it is striking.

In the second question, nine students tell us that English is boring not because of the subject taught, but because of the methodology used by the teacher, which causes interest to be lost

in this language, the other six, say it is not boring, maybe you see certain things but classes are like that.

In the third question goes hand in hand with the second, only two students tell us that they like the professor's methodology and the rest of the group a total of thirteen students say the opposite because if the teacher is not innovative and their strategies are not dynamic It makes students get bored and does not understand the theme of the class.

In the fourth question, we try to focus on the board games, first asking the student about his interest in them and how they can be implemented in the classes as teacher support, here all fifteen students tell us that if they like this kind of games besides having fun and helping them in their learning.

The fifth and sixth questions are related to the teaching methodology of the teacher, here three students tell us that if they like some activities such as those that can focus on thematic topics, the remaining twelve students do not like them because they think they are very boring; in the last one all the students tell the teacher that the teacher must have dynamic strategies using board games, changing the paper and the pencil to obtain a more meaningful and practical knowledge with themselves.

## **Chapter 5**

### **Conclusion**

During the development of this research project, I realized that children enjoy constructive games. Not only they are motivating, but they can also provide excellent practice to improve pronunciation, grammar, and the four language skills. Games help children to feel safe and confident; this is how we answer our research question: To what extent the use of board games improves English language learning motivation of fifth grade students at Victor Manuel Cortes primary public school?

According to the results obtained in this research and according to the five sessions applied with the students, it can be concluded that the motivation increased favorably thanks to the use of board games during the project application, since, games made the classes more enjoyable and funnier than English traditional classes where memorization and filling notebooks were the regular activities. Hence, it was possible to show greater participation and group integration; That is why, it is necessary to innovate in the application of different strategies such as board games in English classes. Moreover, this strategy is not only in English classes, but also in the other areas, this helps the student to be motivated to learn something new every day and the student is constantly practicing through this pedagogical strategy.

The results of the five sessions showed that board games is a multiple and significant pedagogical strategy, since they not only contribute to the learning of a language, but also to

the multi-dimensional development of the individual, either at a social level, since it forms in values and favors teamwork; both emotionally and psychologically because it strengthens the ability to express and manage emotions; it also encourages imagination, curiosity, captures concentration levels in children and strengthens their ability to solve problems.

First, in the applied survey, I could conclude that it is of great importance to students to instill a love for English from an early age, increase motivation through didactic activities that help the understanding of the topics seen in classes; to help them understand that it is a way of learning with fun and not with fear; This depends on the strategies used by the teacher, being innovative and trying not to implement the repetitive or memorial that helps the student to lose interest and get bored in class.

The motivation of the student and the teacher should be strengthened through educational activities. Thus, the effectiveness of the board games is proved, since the motivation for the study activity increased, in this case, towards the contents of the English units in fifth grade, interest was strengthened.

Second, in the applied questionnaire I can say that the interest of learning English has been lost due to the few motivational strategies that have been used in class, students do not like it and feel that it is boring to learn the language; they self-conscious and their knowledge saying that "I don't understand anything", that is why board games allow the student to change that negative opinion, allows them to participate and increase their motivation to know and learn something new; games such as bingos, lotteries, ladders and others mentioned

earlier in this project were made in order to motivate them to learn and develop their linguistic skills.

Third, in the applied interview, I could conclude that a motivated student loves to learn something new and he/she is interested in investigating and strengthening his/her knowledge. For that reason, a good way to make a student be interested in learning English as a foreign language is using didactic games such as board games, which works as a teacher support during the activities he/she plans in the English classes.

On the other hand, true and meaningful learning does not have to be boring, when the child creates his own learning, he is active and he does not get bored, but if the class is not challenging and fun, the student becomes a passive learner. Here is where the teacher's role and learning strategies become meaningful. Therefore, you have to prepare dynamic and varied classes, be aware about the different learning styles and the importance of motivation in English language learning.

Finally, the role of the teacher in language learning is fundamental, since it is the teacher who has the tools to achieve motivation and therefore significant learning through the use of strategies such as board games.

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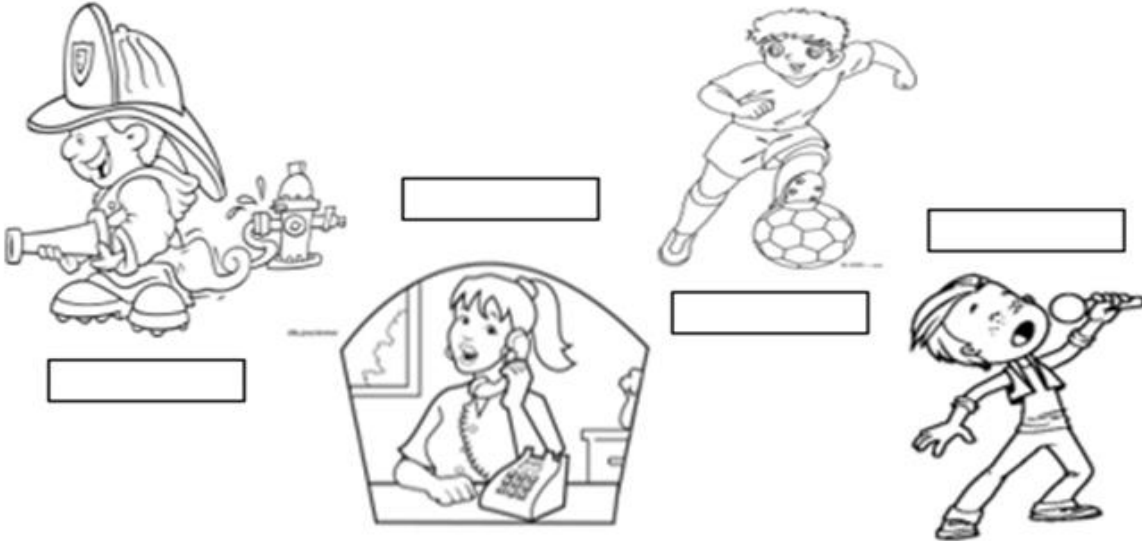
# Annex 1

## ACTIVITY

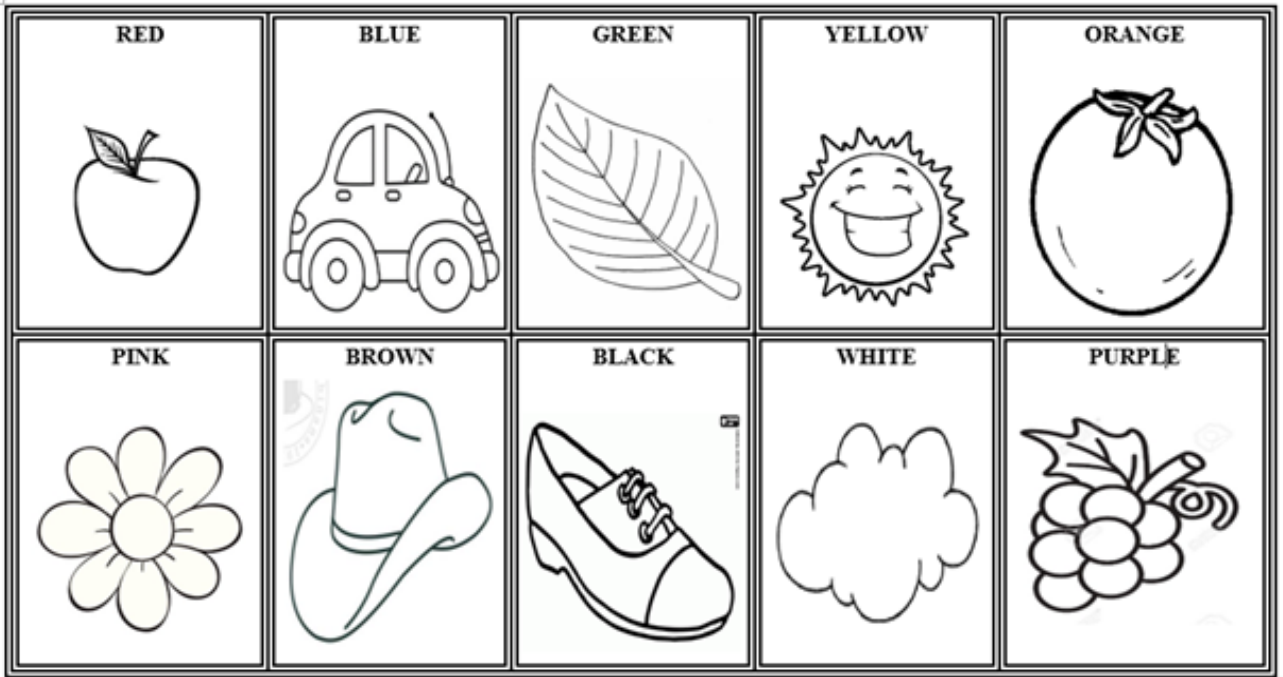
- Find the professions in the alphabet soup and then write the name of each corresponding image.



A	F	O	O	T	B	A	L	L	E	R	P
S	N	A	M	E	C	I	L	O	P	A	O
E	S	Q	W	E	R	T	Y	U	I	I	I
C	S	D	D	F	S	I	N	G	E	R	G
R	G	H	O	K	J	L	Z	X	Z	X	C
E	T	E	A	C	H	E	R	B	N	M	V
T	M	Q	W	W	T	E	R	T	Y	U	I
A	U	P	O	N	N	O	L	K	J	H	G
R	Z	X	C	V	F	I	R	E	M	A	N
Y	B	N	M	C	H	E	F	D	W	E	R



Annex 2



Annex 3

DAILY ROUTINE



Annex 4

3.-Escribe debajo de cada imagen si es BIG o SMALL

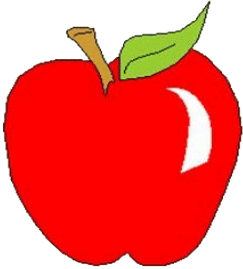


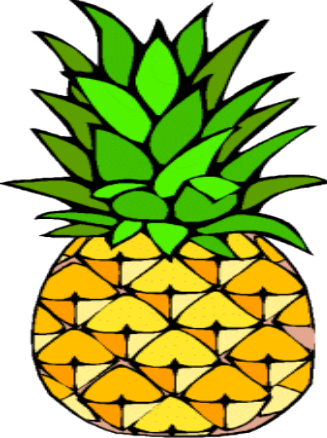
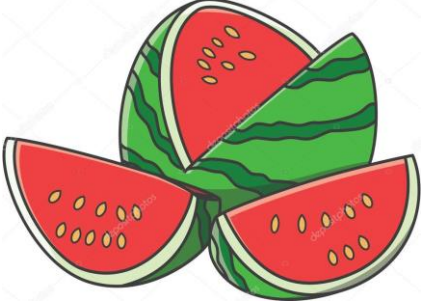


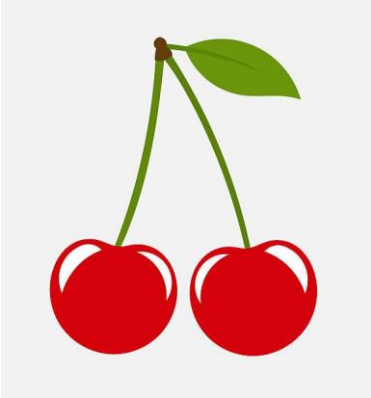
Below each character is a rectangular box for writing the answer.

4.-Ordena correctamente los meses del año

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

  
 FEBRUARY  
 NOVEMBER  
 JUNE  
 AUGUST  
 APRIL  
 SEPTEMBER  
 DECEMBER  
 MARCH  
 JULY  
 OCTOBER  
 MAY  
 JANUARY  


Annex 5



## Annex 6

### Bingo



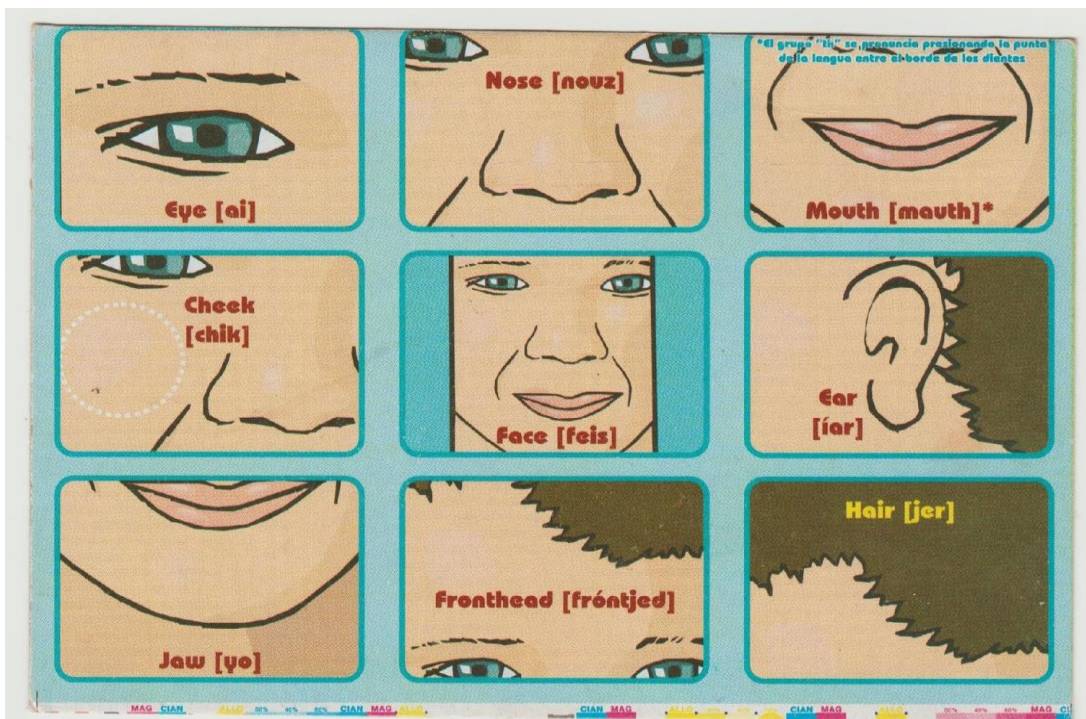


## Annex 7

### Cardboard 1: school supplies

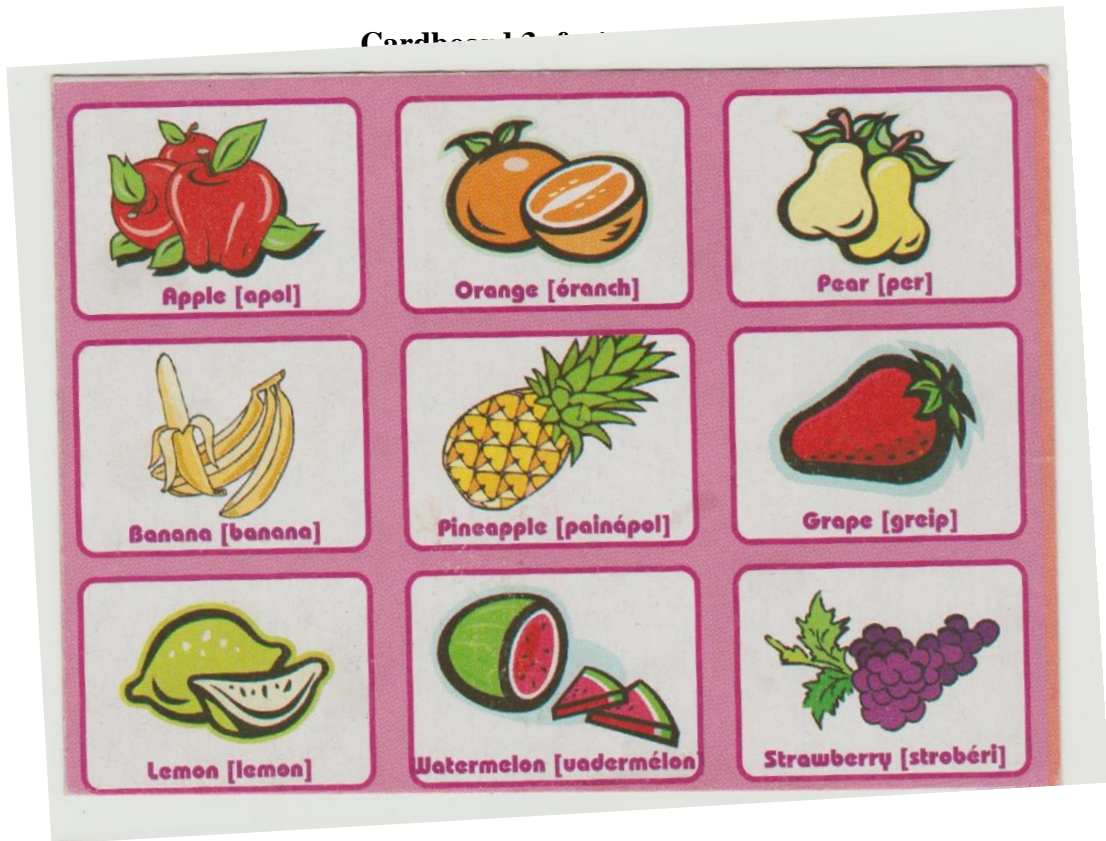


### Cardboard 2: faces parts





Cardboard 1: fruits



Cardboard 4: animals

