

**Board Games in the EFL Classroom: Effects on Students' Pronunciation Skills and
Motivation**

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The present work is dedicated to my mom, who has always supported me with love throughout my process of transformation as a human being and as a teacher. To my father, who has never turned his back on me and has provided me with everything necessary to fulfill my dreams.

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Abstract

This qualitative action research project was carried out at Colegio Guillermo Cano Isaza school. The participants were fifth grade students. This study proposed to explore the impact of implementing board games, to develop speaking skills, with emphasis on pronunciation. Therefore, data collection instruments such as field notes, questionnaires, audio recordings were implemented to gather evidence throughout the process. The pedagogical implementation is divided into three cycles in which students participate actively in board games.

Key words: Task- Based Learning, Speaking skills, Board games.

Resumen

Este proyecto de investigación acción cualitativa se llevó a cabo en el colegio Colegio Guillermo Cano Isaza. Los participantes fueron estudiantes de quinto grado. Este estudio se propuso explorar el impacto de la implementación de juegos de mesa, con el fin de desarrollar habilidades del habla, con énfasis en la pronunciación. Por ello, se implementaron instrumentos de recolección de datos como diarios de campo, cuestionarios, y grabaciones de audio con el fin de recolectar evidencia a lo largo del proceso. La implementación pedagógica se divide en tres ciclos en los que los estudiantes participaron activamente en los juegos de mesa.

Palabras clave: Aprendizaje basado en tareas, Habilidades orales, Juegos de mesa.

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CHAPTER 1

Context

The institution where the research project was developed is *Colegio Técnico CEDID Guillermo Cano Isaza IED*, located in the south of Bogotá, in the Meisen neighborhood of Ciudad Bolívar locality. It offers education from preschool to eleven grade and operates in morning, afternoon, and evening shifts. In terms of infrastructure, the school has a central courtyard, an auditorium, a library, and a teacher's lounge. It is divided into two campuses: one for primary education and another for secondary education. As a technical institution, it provides specialized training in areas such as accounting, industrial design, and food processing during the day, while the evening shift focuses on commercial and industrial technical programs.

The school's mission is to educate children, youth, and adults by providing conceptual, artistic, scientific, technological, and axiological tools, preparing them to address personal challenges within their social, professional, and work environments. In the same way, its vision aims to consolidate the school as a leading institution in technical secondary and higher education, in collaboration with SENA, within the locality of Ciudad Bolívar, and to be recognized for its effectiveness and efficiency. On the other hand, the *Manual de Convivencia* (behavior manual) is conceived as a means of participation, discussion, and analysis, promoting harmonious coexistence and peaceful conflict resolution based on five principles: respect for life and integrity, the free development of the personality with responsibility, self-discipline, and self-control, honesty, and care for the environment.

On the other hand, the school's philosophy emphasizes the development of cultural, ethical, and social values that foster citizens with a high level of responsibility, guiding and

nurturing their attitudes to become human beings capable of organizing their personal, civil, political, and professional lives. The school's *Proyecto Educativo Institucional* (PEI), titled "*Comunidad Guillermita, un Proyecto de Vida*", reflects its commitment to helping each member of the educational community build a meaningful life project. This demonstrates that the school has a strong interest in students' personal and professional projections for the future.

Population

This project was carried out with a population of fifth-grade students from the morning shift, comprising 33 children aged 9 to 12, whose socio-economic strata ranged from 1 to 2. To understand the problem, a characterization survey was administered to gather information about their socio-economic context and perspectives on their English skills.

In English class, as found in the characterization survey, 17 out of 30 students want to improve their speaking skills, since it is one of the skills they struggle with the most. However, 14 out of 30 students considered speaking the easiest skill, yet also listed it as one they want to improve. In other words, students value speaking as their core skill but recognize they can still improve fluency, pronunciation, and vocabulary.

Regarding students' English motivation, they were asked, "¿Qué tanto te gusta el inglés?" Most students answered, "quite a lot" and "more or less," indicating that their motivation ranges from medium to high, suggesting that they enjoy English, but some perceive it as a challenge.

Regarding students' interests, in response to the question "¿Qué te gustaría hacer en la clase de inglés?", they reported liking role-plays, games, and dynamic activities. They also enjoy using materials such as board games, music, and drawings. As for their behavior in English class,

they were very active and participative, constantly asking questions about the meaning of a word or how it is written. However, it was also observed that, on some occasions, they were very restless and anxious due to the long writing activities in class.

All in all, students are keen to develop their communication skills, especially speaking, through interaction, acting, role-playing, and speaking activities, to gain more confidence when communicating.

Diagnostic test

A diagnostic test was administered to identify and detail the level of development of the four English language skills among the selected population. The test was designed with the *Derechos Básicos de Aprendizaje (DBA)*, the *Common European Framework of Reference (CEFR)*, and the school's curriculum. It was divided into four macro skills: reading, listening, writing, and speaking.

In the first part of the test, students were expected to identify announcements related to a specific place, which aimed to evaluate their reading skills. The results showed that most students found it difficult to relate keywords to their corresponding places. In the second part, students were asked to match parts of a house with their corresponding words. However, the results indicated that most students were unable to make these associations accurately. Regarding the writing section, students were expected to write English greetings based on the images and their Spanish meanings, as well as to complete some sentences using the adjectives. Only a few students provided the correct English equivalents, while most displayed spelling and translation mistakes. Also, some students left this section incomplete.

In the last section, the speaking section, students were expected to describe a classmate's physical appearance using adjectives. The results showed that speaking was the most challenging skill for the group, as most students could not produce complete sentences and used only isolated words. Pronunciation, fluency, and grammar were also limited.

Finally, students' motivation levels were analyzed through a questionnaire designed to assess intrinsic motivation, with the objective of collecting information about how students perceive and engage with classroom activities. Overall, the diagnostic test revealed that students have low English proficiency, particularly in speaking. These results showed the need to improve students' speaking skills, especially in pronunciation, fluency, and grammatical accuracy.

Statement of the problem

Based on the information presented above, it is important to mention that the results obtained in all the sections of the diagnostic test were significantly below the *Estándares básicos de competencias en lenguas extranjeras* (2006), which establish the basic English language skills that students should develop at each grade level to communicate effectively in the target language in real-life situations (p. 3). For fifth-grade students, the target level is A2, which includes specific descriptors for each language skill.

In terms of listening, students are expected to follow simple instructions in games and activities and to identify characters, objects, and actions. However, the diagnostic results showed that most students struggle to relate keywords to specific locations, indicating a significant gap in their listening comprehension. Regarding reading, students should be able to identify the general topic and relevant details in conversations, radio information, or oral presentations. Yet during

the diagnostic test, many students were unable to associate keywords with their correct contexts, demonstrating weaknesses in reading comprehension.

For writing, the standards indicate that students should develop skills to write about topics of interest, create short descriptions and narratives based on sequences of illustrations, and compose simple messages. The diagnostic results revealed that while students were expected to write greetings in English and complete sentences with adjectives, most made spelling and translation mistakes, and some did not complete the task.

In speaking, students should be able to respond with short, meaningful sentences to questions about familiar topics. However, the results indicated that speaking is one of the most challenging skills for this group, as most students were unable to produce full sentences and instead relied on isolated words, often struggling with pronunciation, fluency, and grammar. This reveals a clear discrepancy between the expected A2 level competencies and the students' actual performance.

Therefore, fifth-grade students require an intervention that considers their specific needs and interests, as identified in the survey. Although all English skills need reinforcement, speaking should be prioritized, since students often lack vocabulary and feel insecure or shy when expressing themselves orally.

Another relevant factor is that the teacher in charge of the English class is not certified as an English teacher. As a consequence, students' learning process is affected because the teacher lacks specialized training in EFL teaching. As Clavijo (2016) states, "national educational policies have mistakenly given elementary school teachers not necessarily certified as English teachers the responsibility of teaching English to elementary school children." (p.7). Therefore,

the teaching methodology used in fifth grade tends to be traditional, focusing mainly on writing, memorizing, and spelling of isolated words, without meaningful context or communicative purpose.

Additionally, students usually copied vocabulary lists from the board, translated them, and later memorized and spelled them aloud. As a result, students got stressed and bored; for instance, they were constantly asking when the class would end, moving around, or requesting to go to the bathroom to get out and take a breath. In addition, the English class has a low hour intensity, only two hours per week, which makes it difficult for children to learn, as there is no constant contact with the language.

In summary, both the teaching methodology and the limited class time negatively affect students' English learning and motivation, making it difficult for them to achieve significant progress in their language skills.

Research Question

What are the effects of implementing task-based learning, focused on the use of board games, on the pronunciation skills of fifth-grade students at Colegio Técnico CEDID Guillermo Cano Isaza?

Research objectives

General objective

To evaluate the effects of implementing task-based learning focused on the use of board games on the pronunciation skills of fifth-grade students at Colegio Guillermo Cano Isaza.

Specific objectives

To compare students' pronunciation skills before and after the implementation of task-based learning through board games.

To analyze students' pronunciation progress during task-based learning activities involving board games.

To assess students' level of engagement and motivation while participating in task-based learning activities that incorporate board games.

Rationale

This project focuses on improving students' English language proficiency, with a particular emphasis on pronunciation as a fundamental speaking skill. It is important to mention that language skills are not isolated; otherwise, they are interconnected. Implementing a project of this nature is beneficial for students, as it provides enjoyable, interesting activities using board games that motivate them to participate actively in English class. Moreover, the implementation of board games allows them to practice speaking, the least-practiced skill in English classes. As Baker (2003) states:

Many schools prioritize preparing their students for local, national, or international exams, which are usually focused on written components, with only a few emphasizing speaking skills. For that reason, teachers and students may feel that speaking skills are underrated. Furthermore, it is easier to fix mistakes in written work, and progress in writing is easier for both teachers and students to measure. In contrast, evaluating speaking skills can be more challenging, as it is harder to determine what is definitively correct or incorrect. (p.15)

Considering the above, this project aims to address that challenge by creating opportunities for students to actively develop their speaking abilities in a supportive and engaging environment. By incorporating board games into the classroom, this project not only makes learning enjoyable but also encourages students to use English in meaningful ways, reducing anxiety and promoting confidence in their oral performance.

CHAPTER 2

Literature review and theoretical framework

For the present proposal, local, national, and international studies related to the implementation of Task-Based Learning (TBL), particularly those focusing on the use of board games as a tool to foster motivation and pronunciation, are presented. The key concepts that constitute this framework are *task-based learning, pronunciation, and board games*.

First, it is important to recognize how the implementation of board games and task-based learning has contributed to the development of speaking skills, especially pronunciation. The first study, *Enhancing Speaking through Board and Table Games in an EFL Classroom*, is a postgraduate thesis conducted by Esperanza Linares Linares at Universidad Externado de Colombia in 2018. This qualitative research, based on an action research methodology, aimed to explore how adapting board games as language-learning materials could improve the speaking skills of tenth graders in an EFL classroom, taking into consideration students' low motivation to learn English, which negatively affected their speaking skills. To address this issue, the researcher adapted and developed board games to foster a more dynamic, interactive learning environment that would enhance students' speaking skills and increase their motivation to learn English.

According to the results, implementing these games increased students' engagement and motivation to participate more actively in speaking activities and to interact more frequently with their peers in English. Also, students' speaking skills improved, as the games provided meaningful opportunities for practice, helping them build confidence in their oral production. Additionally, the use of games changes students' attitudes toward learning English, allowing

them to enjoy the learning process. The games also promoted social interaction, allowing students to practice their speaking skills cooperatively. Moreover, the study faced challenges, including time constraints and students' involvement in implementing the games. Despite these challenges, the research concluded that board games are effective tools for enhancing speaking skills in EFL classrooms, creating a more engaging and interactive learning environment.

The second study, *Fostering Oral Interaction Skills While Using Board Games in an EFL Classroom*, is a research project conducted by the postgraduate student Angie Yuliana Jaramillo Arias at Universidad Pedagógica Nacional in 2021. The study employs an exploratory action research design, developing a contextualized proposal to address a specific educational need: enhancing oral interaction skills among EFL students through the use of board games. The study aimed to foster oral interaction through board games in an EFL classroom, addressing students' limited participation and engagement and the resulting reduced opportunities to improve their speaking skills.

Consequently, the results showed that board games had a positive impact in the classroom. For instance, students showed a gradual improvement in their ability to interact with peers, facilitated by the interactive structure of the games. Also, motivation and participation increased because board games created a joyful, participatory environment, allowing students to speak more freely without fear. Therefore, the English classroom was transformed into a space where students felt comfortable sharing ideas and opinions, a crucial aspect of language learning.

These studies are essential to the current research project, as they provide valuable insights into how the use of board games can enhance students' speaking skills and possibly positively impact their motivation in EFL learning environments. Furthermore, incorporating board games enables students to build confidence in their oral production, encouraging

participation and interaction. In contrast to the present research, Task-Based Learning is the pedagogical strategy applied through different board games to improve the pronunciation of fifth-grade students.

The third study *Developing fifth graders' oral fluency through task-based learning at Magdalena Ortega de Nariño School*, is a research project carried out by the postgraduate student Angy Natalia Bohórquez Carlos at the Universidad Pedagógica Nacional in 2021. This qualitative research explored the impact of Task-Based Learning (TBL) on the oral fluency of 35 fifth-grade students at Magdalena Ortega de Nariño School. The study aimed to describe how TBL could enhance students' oral fluency in grade 5B, given the lack of significant opportunities to practice speaking English, the low number of hours per week dedicated to the English subject, and the presence of non-certified EFL teachers. Additionally, the general focus on grammar, reading, and vocabulary contributed to students' lack of experience and confidence in oral communication.

Data was collected through audio recordings of students' performances, artifacts, and surveys to gather their perceptions. The study implemented three didactic units featuring engaging tasks that promoted speaking skills and confidence, with a particular focus on pronunciation. A triangulation and categorization process was used to analyze the data, providing insights into the effectiveness of TBL in enhancing students' oral fluency and overall communicative competence. The results showed that implementing Task-Based Learning significantly improved students' oral fluency, as evidenced by improved pronunciation during speaking activities. In addition, the study found that task-based activities positively influenced students' confidence when performing oral tasks, as students became more engaged and comfortable using English.

This improvement was attributed to the structured nature of the tasks and their focus on achieving communicative goals. Also, it is important to mention that the relevance of the tasks to their lives and interests played a crucial role in fostering motivation and enthusiasm toward English learning. Despite the positive outcomes, some challenges emerged, including students' initial anxiety and the need for teachers to be better prepared to implement Task-Based Learning effectively.

Finally, this research is highly relevant to the present project because of its methodological and population similarities. Therefore, it is important to consider recommendations, such as providing students with clear instructions and implementing task-based activities, such as board games, to improve pronunciation and create meaningful learning experiences. These insights support selecting Task-Based Learning, as it provides students with an appropriate environment to foster their speaking skills.

The fourth study, *The Implementation Of Board Games To Improve Students' Speaking Achievement At The First Grade of Sman 3 Bandar Lampung*, conducted at the University of Lampung, Indonesia, examines the implementation of board games in language learning to enhance students' speaking skills, taking into account the challenges students face in mastering speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. The main objective of the study was to identify significant improvements in students' speaking achievements after engaging with board games. The results revealed that using board games had a positive impact on students' speaking abilities, increasing engagement and active participation. However, fluency was one of the most difficult aspects to develop because there was inadequate use of grammar structures.

In conclusion, while board games have proven effective in improving students' speaking development, it is essential to address challenges related to fluency. For this reason, the present project considers these findings by integrating additional strategies and resources to enhance fluency, alongside the motivational and participatory benefits of board games.

Theoretical Framework

This section presents the theoretical concepts that support the development of this research. The main constructs discussed are Task-Based Learning, Speaking skills, Pronunciation, and Board Games.

Task-Based Learning

Task-Based Learning (TBL) is an educational approach that emphasizes the use of meaningful tasks as the central component of the language learning process. This method differs from traditional language teaching approaches, which often focus on grammar and vocabulary contextual application. The TBL framework integrates the four language skills, listening, speaking, reading, and writing, through tasks that require learners to use these skills in a holistic and communicative way. According to Willis (1996), "The skills form an integral part of the process of achieving the task goals; they are not being practiced singly, in a vacuum" (p.25). In this sense, TBL provides a framework in which tasks can be used as the central focus, creating real purposes for communication and authentic contexts for language use. As Willis (1996) also explains, "the task aims to create a real purpose for language use and provide a natural context for language study" (p. 1). The teachers play an essential role in providing the necessary tools for students to accomplish the task, which is defined by Willis (1996) as an activity "where the

target language is used by the learner for a communicative purpose (goal) to achieve an outcome”. (p.81) According to this author:

The teacher acts as a guide, encouraging students to understand the text independently and supporting each other as they complete the task. The students are the ones doing most of the work. At the end of the final report stage, the teacher can lead a discussion to review or evaluate before focusing on the language. (p.81)

By contrast, the role of the student in TBL is active, as “task removes the teacher domination and learners get chances to open and conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done” (Willis, 1996, p.18). This approach encourages students to share and exchange ideas with their peers without fear of making mistakes, fostering a collaborative and communicative classroom environment.

The TBL model adopted for this research follows Willis’s (1996) three-stage framework: Pre-task, Task Cycle, and Language Focus. It is important to mention that, considering students’ characteristics and context, this model was adapted, taking into account its principles for each stage.

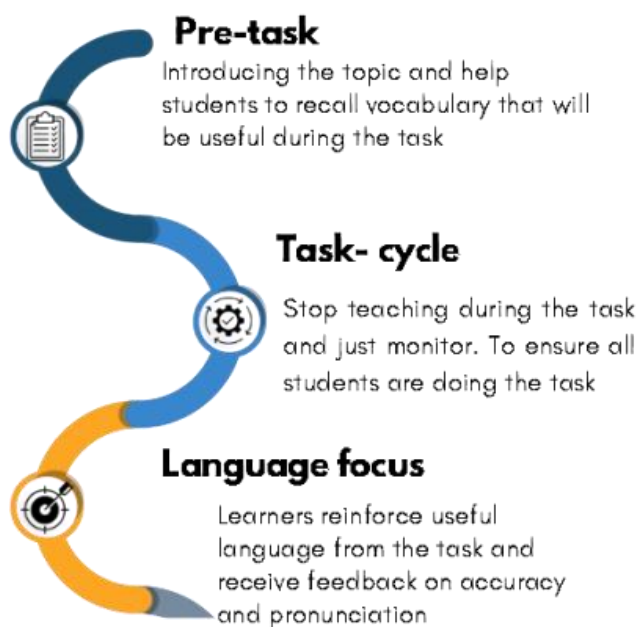


Figure 1. Stages of Task-Based Learning (TBL) framework. Adapted from Willis (1996).

In the pre-task stage, learners need an introduction to the topic and ways to help them recall useful words and phrases, and learn vital new ones to engage with the topic lexis. A range of short pre-task activities was suggested (Willis, 1996, p. 50). Therefore, the teacher provides students with the necessary vocabulary that will be used in the task cycle.

These activities help students become familiar with the topic to successfully complete the task. The Task cycle involves students working in pairs or groups to carry out the task. As Willis (1996) describes, these activities are goal-oriented, emphasizing understanding and conveying meanings to complete the task successfully. While learners are working on the tasks, they are using language in a meaningful way, being active learners. Finally, the language focus stage

allows a deeper study of the language. Willis (1966) states that language focus serves as a tool to recall vocabulary worked in class: “the language focus component enables learners to examine that exposure and systematize their knowledge of language structure" (p. 147).

In summary, TBL is significant to the present research, as it should promote motivation, reflection, feedback, critical thinking, and collaborative learning while fostering interaction among students.

Speaking skills

Speaking is one of the most essential skills in the English language learning, as it enables learners to exchange ideas, express thoughts, and share information in daily life. It also demonstrates language proficiency, since it involves the integration of vocabulary, grammar, fluency, and pronunciation, supporting learning by allowing learners to process, apply, and reinforce their knowledge through verbal expression.

According to Nunan (2003), “speaking is the productive oral skill which consists in producing systematic verbal utterances.” (p.48) This means that the role of the speaker is productive, as it involves expressing ideas instead of receiving information in a receptive way, allowing effective communication. In addition, speaking is closely related to listening, since it provides guidance to express information. Nunan (2003) also notes that “Being a listener gives learners models to deploy when acting as a speaker. In addition, being a hearer first helps the learner appreciate the difficulties inherent in the task.” This means that when the learner listens to others, they are exposed to examples of how to use the language appropriately, including grammar structures and accurate pronunciation.

In line with this statement, speaking is correlated with communicative competence:

Communicative competence consists of: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations); (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations; (d) knowing how to use language appropriately (Richards et al., 1985, as cited in Nunan, 1999).

In fact, communicative competence goes beyond just knowing the language's rules; it involves understanding how, when, and why to use language appropriately in different social and cultural contexts. This perspective emphasizes that effective oral communication requires linguistic knowledge and social and pragmatic skills to interact meaningfully.

Pronunciation

Pronunciation refers to the way the language is spoken. It is an essential skill for expressing thoughts and ideas properly. For that reason, it is important to practice it to be aware of pronunciation features such as sounds, stress, and intonation. In line with this, Dalton and Seidlhofer (1994) state that the sounds produced when speaking “are used to achieve meaning in contexts of use, in which the code combines with other factors to make communication possible” (p. 3). This means that pronunciation is not limited to the correct production of sounds but also involves their meaningful use in communication. Therefore, pronunciation plays a crucial role in how effectively speakers convey meaning and interact in social contexts. Also, sound has meaning because it is part of the code of a language.

In this sense, “pronunciation is the production and reception of the sounds of speech, and the sound is meaningful because it is used to convey meaning in contexts of use.” (p.3)

On the other hand, an accurate pronunciation teaching methodology is a key factor in helping students achieve good pronunciation. It should be developed and reinforced by providing a comfortable learning environment. In line with this, as stated by Laroy (1995), “creating a relaxing atmosphere where learners can approach pronunciation and the language in an uninhibited way is crucial, such as through games and group dynamics where experimentation is not viewed as threatening” (p. 10). This means that teaching pronunciation does not involve scrutinizing or harshly correcting students, but rather guiding them in a supportive way as an opportunity where students develop self-confidence and improvement in pronunciation. Moreover, as Laroy (1995) argues, relaxation in classroom activities helps learners “reactivate their sense of discovery, investigate a new world of sounds, and mobilize all their resources,” which also enhances articulation and voice quality (p. 11). Therefore, promoting a relaxed environment not only reduces anxiety but also supports learners’ cognitive and physical engagement with pronunciation practice.

Board Games

First, it is essential to acknowledge that play is one of the most effective methods for children to learn and develop various skills. According to Brewer (2007), “play cannot be considered a passive activity like watching television; however, it does not necessarily involve physical activity.” Furthermore, play also involves cognitive exercises, such as language activities, such as English pronunciation, in which students have fun while exploring the language.

Additionally, Brewer (2007) adds that play allows children to engage in different processes such as thinking, organizing, playing, and interacting with the environment (p.143). For that reason, playing has an impact on children’s involvement. According to Brewer (2007), the characteristics of play include personal motivation, active involvement, nonliteral meaning, the absence of extrinsic goals and rules, and meaning that comes from the players themselves. (p.142) Moreover, play fosters student engagement and motivation in the learning process.

In the context of teaching English, board games serve as a powerful tool for language acquisition, providing students with the means to enhance their English skills. According to Ningrum et al. (2023), board games are described as "interactive tools for delivering basic English language lessons to elementary students" and offer "a dynamic and interactive approach that fosters language development while fostering a fun and inclusive learning environment" (p. 117).

Consequently, board games not only support skill development but also motivate students to learn English. According to Gardner (1985) “in the language learning situation, if the students’ attitude is favorable, it is reasonable to predict, other things being equal, that the experience with

the language will be pleasant, and the students, and the students will be encouraged to continue.”

(p.8). In line with this statement, Ningrum et al. (2023) argue that:

Board games play a crucial role in developing communication and speaking skills. Their interactive nature prompts students to engage in conversations, negotiate rules, and articulate their ideas effectively in English. Participation in group-based board game activities has been linked to significant improvements in oral communication abilities, enhancing overall language proficiency. Additionally, these games provide cognitive and social benefits, fostering critical thinking, problem-solving, and strategic planning, which are essential skills for language learners. (p.118)

This means that board games encourage students to learn and provide opportunities to practice speaking. In addition, board games could foster critical thinking, problem-solving, and strategic planning, all of which are essential for language, social, and cognitive development. Moreover, by playing collaboratively, students could also build confidence and improve their speaking skills, making board games an effective and engaging educational resource for promoting English oral communication.

CHAPTER 3

Type of research

The present intervention is framed within Action Research, which aims to propose a strategy or solution to address a problem in a specific situation. In line with this, Bell and Waters define action research as an approach which is appropriate in any context where ‘a problem involving people, tasks and procedures cries out for solution, or where some change of feature results in a more desirable outcome’ (p.10)

It aims to address and solve problems in specific educational contexts through processes of inquiry and intervention within institutions. In this sense, it initially serves as an approach to studying human realities, capable of uncovering the reasons behind a phenomenon affecting a specific population within a defined field of knowledge, in this case, education. Following Tripp (2005):

It is important to recognize action research as one of several kinds of action inquiry. Action Inquiry is a generic term for any process that follows a cycle in which one improves practice by systematically oscillating between taking action in the field of practice. One plans, implements, describes, and evaluates an improvement change to one’s practice, learning more about both the practice and action inquiry in the process. (p.3)

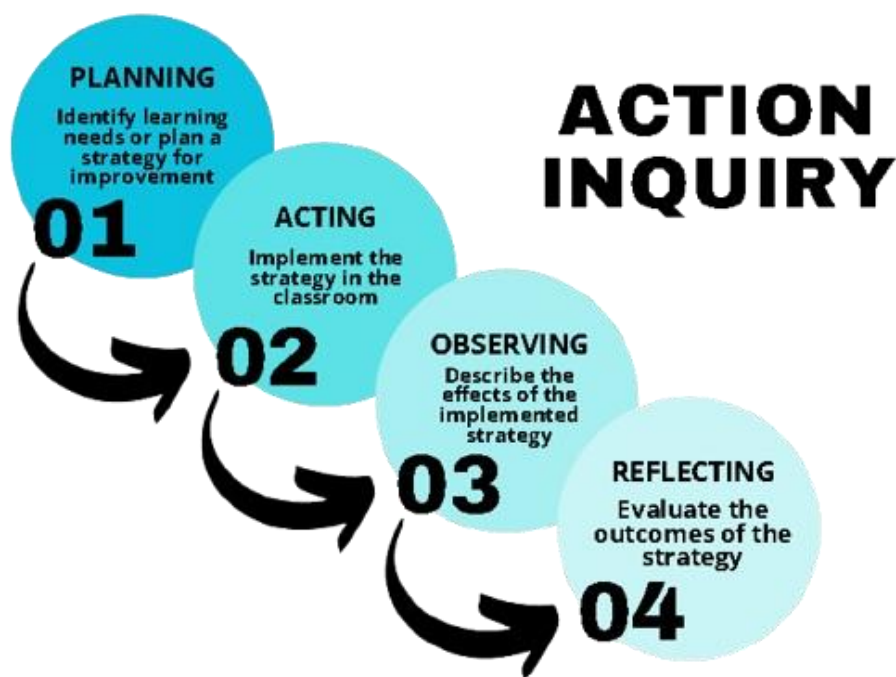


Figure 2. Adapted version of the Action Inquiry Cycle based on Tripp (2005).

According to Tripp (2005), the action inquiry cycle involves four main stages: planning, acting, observing, and reflecting. The first step in the Action Research process is *planning*, which involves recognizing a particular teaching or learning need or difficulty. This involves identifying strategies or activities that could enhance current classroom practices. For instance, incorporating interactive methods such as board games can improve students' speaking skills. The second step is *action*, which consists of implementing the planned improvement in the classroom. During this phase, the proposed strategies are put into practice, engaging students in the newly designed activities or methods to address the identified problem.

The third step is *observation*, which focuses on describing the effects of the actions once they have been carried out. This involves collecting information to evaluate how the

implementation influences students' learning process. For instance, surveys, field diaries, or recordings of student interactions during board game activities could be used to collect this information.

Finally, the *reflection* stage involves evaluating the implementation's effectiveness based on the collected data. This involves analyzing evidence to determine whether the improvement achieved the expected results and identifies areas that require further refinement.

Paradigm

This research project adopts a qualitative approach. According to Bell (2010), “qualitative perspectives are more concerned with understanding individuals’ perceptions of the world. They doubt whether social ‘facts’ exist and question whether a ‘scientific’ approach can be used when dealing with human beings” (p.5). This approach allows for a deeper exploration of the participants' experiences and perspectives, aiming to understand the dynamics within the English classroom.

In this study, the qualitative approach is evident in the data collection process, which involves participant observations recorded in field diaries, audio recordings of classroom interactions, and intrinsic motivation surveys.

This approach emphasizes interpretation and understanding, enabling the researcher to analyze students' progress by considering their opinions and behaviors, with a focus on qualitative insights rather than numerical data.

Data collection instruments

To gather comprehensive and reliable data, the research employed a variety of qualitative instruments, field diary, audio recordings and a survey.

Field diary

The field diary is a useful instrument for recording observations of classroom dynamics and documenting the impact of implemented activities on students' performance. According to Newbury (2001), “field notes can be understood as an objective record of observations made in a particular setting.” (p.1). In this study, the field diary included descriptions of students' attitudes toward English class and their skills, such as pronunciation. It also described their behaviors and interactions while playing board games. Additionally, it served as a tool for documenting the researcher's personal reflections and identifying areas for pedagogical improvement.

Audio recording

Audio recordings were used to capture students' oral production, providing evidence of their pronunciation and communicative performance during the activities. According to Burns (1999), “audio recordings can be used to obtain general observations and impressions of the classroom or to focus on specific concerns such as pair work interactions, the amount of learner talk generated through particular activities, or the analysis of critical incidents” (p. 94). In line with this, audio recordings in this study were used to analyze both the quantity and the quality of student talk produced during particular activities, for example, board game sessions. Also, this instrument was used to periodically track and collect data about the students' oral progress throughout the process.

Intrinsic motivation survey

The final data collection instrument was an intrinsic motivation survey. According to Legault (2016), “intrinsic motivation is a natural human tendency – in other words, people will actively strive toward doing the things they find interesting or enjoyable. However, the flourishing of intrinsic motivation depends on the social environment that nurtures it” (p. 2). Based on this definition, the survey explored the extent to which the use of board games influenced students’ intrinsic motivation and the development of their speaking skills, specifically pronunciation.

Ethical issues

Key ethical considerations in participatory action research include ensuring informed consent and maintaining participant confidentiality, which require continual negotiation throughout the research process (Löfman and Pelkonen 2004). To facilitate data collection, students were informed in class about the project's objectives, procedures, and their roles in participating. In addition, an informed consent form was distributed to the students' legal representatives, who signed it. They were also informed that the collected data would be used for academic purposes and that the students' integrity would be protected and kept confidential.

In fact, this approach involves parents and students from the outset, giving them time to ask questions and contribute ideas. For that reason, assertive communication was key to having a good process between the researcher and the researched.

CHAPTER 4

Pedagogical instruction

This chapter describes the pedagogical intervention implemented to improve students' motivation and English pronunciation through the task-based learning (TBL) approach. The curricular, classroom, linguistic, and learning perspectives that underpin this research are Curricular Vision:

This project aims to foster motivation in English language learning among fifth-grade students by incorporating a Task-Based Learning model. As it is complex for students to memorize vocabulary and pronunciation, this project aims to teach basic topics in a dynamic way that helps students learn vocabulary and pronunciation naturally. Nevertheless, this project is not merely language-focused; this means that the topics will be taught to allow students to experiment with the language and speak without the pressure of the teacher or classmates. The idea is to reduce anxiety when participating and develop self-confidence when expressing themselves. In this sense, Harmer (2007) argues that there are three main reasons for getting students to speak in the classroom. The first one states that these activities provide opportunities to practice English in real-life situations. Secondly, immediate feedback from the teacher or classmates helps identify how well they are doing and how to improve in a specific area. Thirdly, the more students are exposed to the language, the more they will internalize English. (p.123)

Therefore, this project reflects a curricular vision that sees students as active learners rather than passive recipients of their own learning, informed by feedback. Consequently, the project will be developed through students' active participation in board games designed by the teacher.

Class Vision:

Since pronunciation is one of the most difficult skills students struggle with, it is expected that they will actively participate in the activities, especially when playing board games, as these require cooperative work. It is not about individual preferences; it is about negotiation with their partners at the moment of playing. It also involves coexistence with other members that students may not know or have shared with before.

In line with this, Brewer (2007) argues that, as Piaget's view suggests, play helps children reduce their egocentric tendencies. According to Piaget (1962), play pushes children out of egocentric thought patterns. That is, children in play situations are forced to consider their playmates' viewpoints and therefore become less egocentric.

The class vision for this project is to engage students while they learn English. It is essential to create an engaging environment to promote communication, collaboration, cooperation, and self-management throughout the activities.

Language Vision:

Considering the main objective of this research project, students are expected to improve their speaking skills with special emphasis on pronunciation. Therefore, students are expected to learn new vocabulary and put it into practice in the different activities. The idea is that after the intervention, students will be able to express their ideas with correct grammar. Most of them are simple, such as the verb to be, personality, and physical descriptions. In that order, it is hoped that students can identify professions, adjectives, and places and describe their basic characteristics with simple sentences.

Learning Vision:

This vision plays an important role when teaching since it sets specific learning outcomes. Thus, the importance of creating a vision before implementing helps to focus on accomplishing goals towards meaningful implementation. In this sense, Salite (2008) argues that

While creating a learning environment that would promote interest toward sustainability, the use of interest-sustaining means has a crucial importance for building a shared vision and for the form and content of sustainability used as a frame of reference. In educational action research, we can apply the alternating and participant-created view of sustainable development and sustainability and, by using certain means, broaden and deepen the existing outlook of participants. The means can generate various directions and, as such, either stimulate the participants' interest in the process of building their own and shared vision or suppress the interest in this activity. (p.14)

Therefore, taking into account this statement, this project aims to foster students' engagement and active participation by designing learning environments where the English language is productive, and sustain their interest throughout the process.

At the end of the project, students are expected to improve their English speaking skills, with emphasis on pronunciation, which is one of the main skills that needs improvement. The process will be carried out in a dynamic way using different formats of board games, which will also foster motivation. The topics will be chosen in a linear order, because the topics are specifically from the easy to the difficult ones. The reason why is that English topics such as descriptions require verb to be practice, and word order, so once students dominate them, the next tasks will be easier for them. In terms of topics' themes, such as professions, adjectives, and places are very common in real-life situations, so it is hoped that students see this vocabulary as part of their word and find them meaningful for the rest of their process in English learning, as those are some of the most basic topics.

Pedagogical intervention

The pedagogical intervention follows the Task-Based Learning (TBL) approach. The class procedures are detailed, including information about the different phases (pre-task, task, and language focus), the time allocated for each activity, and the materials used.

In terms of structure, the pedagogical intervention consisted of four board games: Guess Who, Domino, Roll and Say, and Memory Cards. Therefore, four units were worked on with an approximate duration of three sessions each. The units were structured in an interconnected way; this means that from the first to the fourth unit, the topics and vocabulary were always in continuous use. The first unit, Guess Who, introduced the main topic (adjectives), specifically describing the face. This vocabulary was recalled in the second unit, Domino, which consisted of describing professions using physical adjectives. The third unit, Roll and Say, consisted of adjectives related to personality traits, so students associated these adjectives with the vocabulary of professions learned in unit two. Finally, the last topic in the fourth unit, Memory cards, was places, so students applied this vocabulary to the last topics covered in the units. They used adjectives, professions, and places, applying all they had learned.

In the Guess Who unit, the pre-task consisted of explaining different adjectives used to describe the face through images in a memory game. On one hand, there were images, and on the other, the adjectives. Students had to find the matching pairs by relating each image to the correct vocabulary. When the cards matched, emphasis was placed on the pronunciation of the adjectives. All students had the opportunity to participate actively.

During the main task, students participated in the board game *Guess Who?*, which consisted of drawing a random classmate assigned by the teacher. (Artifact 1) The idea was that

students did not know who had chosen them. Afterwards, they were asked to draw their partner's face on a card and then write one descriptive sentence for each facial feature. The students were given a guide to help them write the sentences. (shape, eyes, nose, hair, and mouth) in their notebooks. (Annex 5)

Finally, in the language focus stage, there was an emphasis on correcting the mistakes identified in the process, an emphasis on pronunciation, and finally, students reflected on and shared their experiences related to the activity.

In the Domino unit, the main topic was professions. During the pre-task phase, interactive games were used to present the vocabulary, specifically Wordwall as a colorful and striking tool for students. The interactive activity consisted of relating the profession to the correct option. When students answered correctly, emphasis was placed on pronunciation, and they were also asked which of the previously learned adjectives could be used to describe the person. Then, the structure of the sentence was introduced to show how to use the adjectives with a profession in a sentence. For example: "The nurse has curly hair," emphasizing the pronunciation.

During the main task, students played a domino game where they matched images with words (professions). This activity encouraged collaboration and engaged vocabulary comprehension. Students were divided into groups of four. Each group was given twenty domino pieces, so each student had five. They had to match a profession with an appropriate adjective and form a complete sentence in English. If a student did not have a matching profession or adjective, they lost their turn. Every time a student paired a profession with an adjective, they had to say a complete sentence out loud, for example: "The chef is creative" or "The nurse has curly hair."

Finally, in the language focus stage, students had to guess professions in English through a dynamic and interactive approach, in which each student was given a secret profession to present to the class using one of three methods. They could choose to act out the profession silently, using gestures and movements to represent it, spell out the name of the profession letter by letter for their classmates to guess, or draw the profession on the board with simple illustrations. This activity was both engaging and interactive, helping students practice their English skills while boosting creativity and class participation.

In the third unit, the board game proposed was Roll and Say. In the pre-task phase, adjectives and professions were introduced using interactive slides that included images and contextualized examples, allowing children to relate the vocabulary to visual elements in a dynamic way. Then, this was followed by a fun “hot potato” activity, in which the students passed a ball around to the rhythm of the music and answered questions related to professions or adjectives when the song stopped, for example: “Describe a teacher using an adjective.” Then, each student wrote descriptive sentences in their notebooks, accompanied by images of different professions, reinforcing grammatical structure and writing.

In the next stage, the third board game was introduced: “Adjectives to Describe Professions,” a memory game in which students had to match professions with appropriate adjectives. Finally, the game “Roll and Say” was played, in which students used a board and a dice to advance and produce vocabulary out loud. When they landed on a square, they had to say the sentence proposed in the board game or, if it was a special square, form a sentence with the cards of adjectives and professions.

In the fourth unit, the game proposed was Memory Cards. In the pre-task phase, students were taught vocabulary related to places so that they could relate the profession to the place. For

example, “The doctor is at the hospital”. Next, they were reminded how to make sentences to describe professions, “The policeman is polite,” and how to mention places, “The policeman is at the police station”, emphasizing that the preposition *at* is used for places and *is* for descriptions. As a class activity, a list of places was made on one side of the board and a list of professions in random order on the other. The objective was for students to come to the front of the board, match a profession with a place, and say the complete sentence. Therefore, emphasis was placed on pronunciation related to places.

During the main task, students played the board game Memory Cards, organized into groups of 3 to 4 people, each receiving 3 packs of cards. The first pack had 12 professions; the second had 12 adjectives; and the third had 12 places. Once they drew the profession, they had to form a sentence with the adjective (which could be any adjective) and then with a place (which did require memory). The students had to read aloud each association using the structure seen in class, and the student who formed the most correct sentences won.

Finally, in the language focus stage, students wrote a few sentences from the game on the board, such as “The nurse is patient” or “The nurse works at the hospital.” In this activity, students read the sentences aloud to reinforce pronunciation. The teacher then highlighted positive aspects of their performance and provided feedback to reinforce vocabulary and pronunciation for improvement.

CHAPTER 5

Data analysis

This chapter aims to explain how the data analysis was conducted, drawing on the Grounded Data Analysis method. It is crucial to emphasize that the instruments analyzed were field diaries, audio recordings, and motivation surveys. These instruments were chosen to capture diverse perspectives relevant to the research question, and provided all the necessary information to accomplish the objectives of this research and evaluate the students' pronunciation improvement and motivation performance during the sessions.

Procedures for Data Analysis

The Grounded Data Analysis proposed by Freeman (1998) is a method aligned with the principles of qualitative research, as it emphasizes the identification of themes and concepts that emerge directly from the data. For that reason, this process avoids preconceived categories to include relevant information from the data. In this research, the central theme was the impact of Task-Based Learning through board games on students' speaking skills and engagement.

Process of Gounded Data Analysis Freeman (1998)

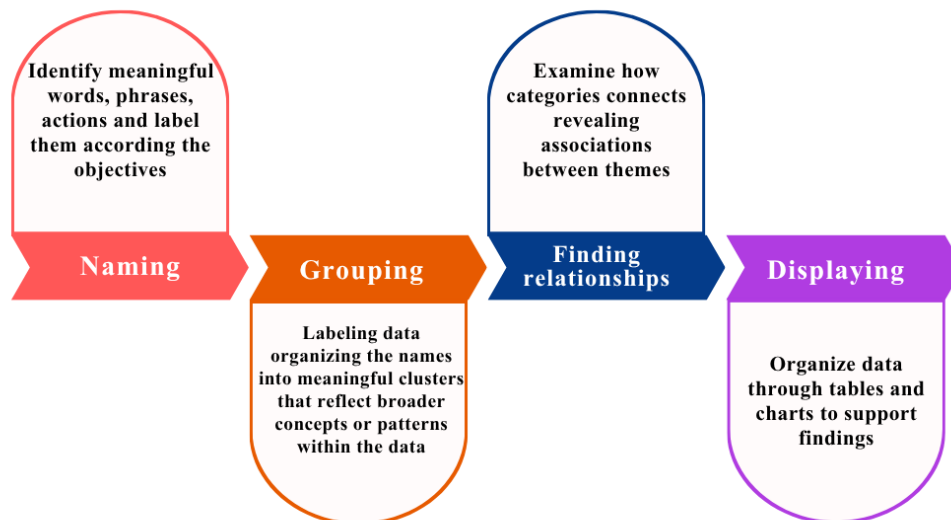


Figure 3. *Adapted based on Freeman's (1998) Grounded Data Analysis.*

The data collection process began with the collection and organization of data obtained from the instruments. Once gathered, the data were carefully read to gain a general understanding of the content and to identify initial patterns or recurrent ideas related to pronunciation and motivation.

In order to interpret the data collected, Freeman (1998) suggests four basic steps to organize and analyze the data (naming, grouping, finding relationships, and displaying). Following this method, the data was named by identifying meaningful words, phrases, or actions, which were highlighted and labeled according to their relevance to the research objectives. Then, the data was grouped, and a main category was proposed to integrate the findings. After that, finding relationships involved identifying connections, patterns, and associations among the

categories, which helped to understand how different categories relate to each other and contributed to developing an overall interpretation.

Finally, the categories were visually organized through data displays such as tables and excerpts from field notes, audio recordings, and student opinions. These visual elements helped clarify relationships between themes and provided evidence for the findings presented in the following sections.

Categories of analysis

To present the analysis of the data collected, these are the categories, subcategories, and indicators that emerge from the data.

Category	Subcategory	Indicators
Pronunciation	Pronunciation of basic vocabulary	Students can use and pronounce basic vocabulary correctly to describe physical and personal features
	Grammar structure	Students recognize grammar structure to produce grammar interventions in a coherent way.
	Spanish influence	Students avoid the use of Spanish words to complete their ideas. Instead, accurate English language is more recurrent
	Invention of words	Students significantly reduce the invention of words to complete their ideas. Instead, accurate vocabulary is more recurrent
	Use of fillers	Students reduce the use of fillers in a significant way, improving fluency when speaking
Motivation	Atmosphere	The use of board games in the classroom provides a meaningful atmosphere
	Cooperative work	Working in groups allows students to gain confidence to speak
	Games mechanics	Board game mechanics engage students to do the activities and continue practicing, so they get more practice.

Figure 4. *Categories of Analysis*

Finally, the categories were visually organized through data displays such as tables and excerpts from field notes, audio recordings, and student opinions. These visual elements helped

clarify relationships between themes and provided evidence for the findings presented in the following sections.

Pronunciation

At the beginning of the project, during the diagnostic speaking test, students made pairs and were asked to describe each other physically in terms of face, clothes, personality, etc. The idea was that students use as many adjectives as they can. However, it was evident that students struggled significantly with basic vocabulary pronunciation and grammar structure. The mistakes are underlined. Here are some examples of these problems:

“S1: He is is brown

S2: Jhostin is tail

S1: He is shirt white

S2: Jhostin is elles bron

S1: He is black shurts

S2: He is jeans blue

S1: Jhostin is shirs blue”

Diagnostic test recording #3- Pair 3

“S1: She jave a..." (unintelligible)

S2: She jave a hair castan hair brown, is s black

S1: Che uses choe white"

Diagnostic test recording #4- Pair 4

S1: Fredy is pelo black"

Diagnostic test recording #12- Pair 12

In the previous examples, it was evident that several students had difficulty pronouncing common words such as shirt, shoes, jeans, and hair. For instance, the sentence "*He is black shurts*" (instead of shoes) demonstrates the need to practice speaking, focusing on pronunciation. On the other hand, the grammar structure in all sentences like "*He is jeans blue*" suggests the need to reinforce the correct English structure of adjective and noun, as well as subject and verb coherence. Despite this, the students tried to form complete sentences.

In addition, three elemental characteristics were identified: the strong influence of Spanish in English pronunciation, grammar structure, and lexicon. In terms of pronunciation, the words "*shirts, tall, elles*", the verb "*jave*" instead of "*have*" indicate that students produce and pronounce words like if they were writing in their mother tongue; the grammar structure in sentences like "*Che uses choe white*" instead of "She uses white shoes" reveals that students also have troubles with word order, which suggests a need to strengthen basic sentence structure. And the lexicon is evidenced in the use of words like "*castan*", "*pelo*" instead of "brown" or

“hair”, indicating that students sometimes dip into producing Spanish words when they lack English vocabulary.

Another aspect of the diagnostic test was that students invented words, trying to complete their sentences. This indicates a lack of vocabulary, leading them to create approximations based on the sounds or patterns of English, or influenced by their native language, as shown in field note #2: “In the speaking part, students worked in pairs and asked each other about describing a partner. However, it was difficult as they were slow to respond, as they did not know how to say certain words.” Similarly, the same difficulty emerged in their speaking activities.

S1: She jal tat tat (unintelligible)

S2: She jais brown

S1: He jai brown jair

S2: She jai line

S1: She jai nou (unintelligible)”

Diagnostic test recording #9- Pair 9

“S1: Blets its blue”

Diagnostic test recording # 1- Pair 1

As seen in the previous examples, students struggled with certain vocabulary and used the pronoun “she” incorrectly to refer to the male gender. For that reason, students dip into

producing unintelligible words. As a result, fluency was affected by the use of fillers like “eee”, and long silences when they did not remember a word, which reflected insecurity and hesitation while speaking, as “students often confused describing physical attributes and they often left sentences incomplete.” **(Field note #2)**

S1: She has blue color

S2: She has glass

S1: She has eee

S2: She has... (silence)

Recording # 2- Pair 2

S1: Jei is elles bron

S2: Jei is long..." (silence),

S1:She has choes black

S2: Jei is...(silence)”

Recording #7- Pair 7

Therefore, this common pattern of unfinished sentences suggests that students need structured speaking activities that support vocabulary, pronunciation practice, and confidence to improve their spoken fluency. On the other hand, these problems originate from the lack of

constant exposure to the English language because students only have English class once a week for two hours. Likewise, the teacher's methodology focused mainly on vocabulary memorization, leaving aside speaking practice.

“The teacher writes a list of 100 environment-related vocabulary words on the board. Students are instructed to copy them into their notebooks, translate each word, and study the alphabet, as they will have to go to the front and spell a randomly chosen word without looking at the board.”

Field note #3

Thus, the limited approach makes it difficult for students to learn English in a meaningful way, due to a lack of practice using the language in communicative contexts, which are essential for developing fluency and oral competence. So, board games were proposed to help students improve their pronunciation skills and address the difficulties presented earlier.

During the tasks, it was evident that the initial mistakes in the diagnostic test were gradually reduced. Below, the students' progress will be shown according to the five aspects identified in the diagnostic test.

During the first two tasks, there was a high frequency of errors in words such as eyes (eis, aits, ayes), small (esmall, esmall, esmeill), and professions such as engineer, photographer, veterinarian, and politician. However, some words were pronounced correctly (glasses, freckles, short hair)

The scientist has small nose.

Guess Who recording #1 -Group 1

The footballer has short jair.”

Guess Who recording #3- Group 3

On the other hand, in the last two tasks, there was an improvement in these aspects. In the games Domino and Roll and Say, the incorrect pronunciation of “has” began to disappear, and in the last game, Memory Cards, this mistake was nearly eradicated because most students used “has” with better pronunciation. In addition, survey results show that several students reported improved pronunciation and expressed interest in learning more through games. Students frequently highlighted pronunciation as one of their favorite parts.

Student 18: “-Me gustó la actividad por lo que me ayuda a pronunciar bien las palabras en inglés. Yo no cambiaría nada por lo que toda la actividad estaba divertida”

Survey 1—Guess who

Student 5: “Lo que más me gustó fue que aprendí a pronunciar las palabras, no cambiaría las reglas del juego”

Survey #5—Memory cards

In addition, it was interesting to notice that students worked cooperatively by providing feedback to their partners who made pronunciation mistakes. “During pre-task activities, students often helped each other by repeating the correct pronunciation, modeling the word, or correcting their partners.” (**Field diary #10**) This kind of attitude shows that students feel more

confident to speak, and not only reinforces language learning but also fosters a collaborative classroom environment.

It is important to mention that at the diagnostic test, the student's speech was unintelligible due to the lack of speaking practice and vocabulary. Despite this, little progress has been made in the use of the verb to be, definite and indefinite articles, prepositions of place, and basic structure (subject + verb + complement):

“The painter has a small nose.”

Guess who recording # 3- Group 3

“The singer has medium length hair.”

Roll and Say recording #3 -Group 3

“The doctor is at the hospital.”

“The carpenter is at the workshop.”

Memory game recording # 3- Group 3

As indicated previously, the continuous practice of the proposed structures within the board games made students more willing to speak and try to finish their ideas. The main structure practiced within the games was simple present. Some of these utterances describe physical characteristics and indicate the place where the noun can be found. Therefore, the correct way to express these statements implied placing the adjective in the correct order (before nouns and pronouns), and the use of the preposition “at” before the place. Consequently, students were able to produce their own expressions with a correct grammatical structure.

At the beginning, several errors reflect a clear Spanish influence, especially in pronunciation and word formation. The use of Spanish words like “pelo” and “castan” was removed, and they began correcting themselves cooperatively more often. Through the games, Spanish influence was reduced in comparison with the speaking test. Only one mistake was found in the last game.

"Guillermo using i collar"

Diagnostic test- Pair 10

"Fredy is pelo black"

Diagnostic test -Pair 12

"The veterinaria has..."

Guess who recording #1- Group 1

“The police is estación, oval fas”

Memory game recording # 6- Group 6

However, in contrast to the presence of Spanish in some responses, other groups demonstrated a complete use of English, showing clear progress in vocabulary acquisition and grammar practice. For instance, in the last game, Roll and Say, the following sentences were produced:

“The scientific is at the laboratory.

The scientific has thin lips

The carpenter is at the workshop.

The carpenter is strong.”.

Roll and Say recording # 1- Group 1

As evidenced in the previous examples, this contrast shows that as students expanded their vocabulary and engaged in continuous practice through games, their use of Spanish decreased notably. Learning keywords related to physical descriptions and professions helped them formulate sentences entirely in English.

It was observed that the creation of words was minimal compared to the speaking diagnostic test, as students developed their speaking skills through the dynamics of the games, which were based on continuous practice and repetition. For that reason, they learned new vocabulary and avoided, in a significant way, the invention of words.

“The clan has long air.”

“The mayin has short hair.”

Domino recording #1- Group 1

The dains has fringe.”

Domino recording #6- Group 6

The politich has square face.

Memory game #5- Group 5

As seen in the previous examples, students mispronounced cleaner as clan, hair as air, and magician as mayin. Similarly, the phrase “The dains has fringe” reveals a mispronunciation of dancer as dains. Despite these errors, it is important to highlight that the students tried to use the correct vocabulary, demonstrating progress in their speaking, reducing word invention, even if the pronunciation still needs reinforcement.

The use of fillers decreased because students produced shorter and more concrete sentences. As students advanced in board games, many of them tried to complete their ideas without resorting to filler words. Although a lack of fluency was still noticeable at the beginning, this started to change with the Guess Who board game. By the last game, students completed sentences more confidently, and the use of fillers such as “eee” or long pauses was significantly reduced.

“Security ... eyes fringe.” – Lack of fluency

Guess who recording #5 -Group 5

“The plumber has a small nose.” – Complete sentence without pauses

Guess who recording #6- Group 6

“The artist has long hair.

The artist is at the gallery.

The mechanic is smart.”

Memory Cards recording #3 -Group 3

As shown above, students confidently used complete and grammatically accurate sentences. These examples showed significant improvement in fluency and sentence construction. As a result, students were able to produce their own sentences without hesitating.

Motivation

The second category, motivation, was measured through field notes and an intrinsic motivation survey, conducted after students participated in each board game. Each survey was designed with multiple-choice questions and one open question, “Escribe lo que más te gustó de la actividad o lo que cambiarías”, in which students wrote how much they liked the games and how their experience playing them was. Furthermore, the open question was included in all the surveys in order to obtain qualitative information that complemented the information from the closed questions. The options were designed to range from very positive to negative ratings, which made it easier to measure the degree of motivation in a clear and quantifiable manner.

In these terms, the survey’s results show that board games improve students' motivation, as the majority of their comments reflect a positive and meaningful experience. Their responses reflect high levels of enjoyment, self-confidence, motivation, and learning, especially in vocabulary and pronunciation. As shown in the field diary # 5, *“The game is appealing, and even the students who were most reluctant to participate gave it a try.*

Additionally, it was found that students showed interest in repeating the games and learning through various activities, suggesting a sustained impact on their attitude toward the subject. This demonstrates that, beyond the grammar and pronunciation progress, board games promote confidence by enabling students to participate in speaking activities.

Student 13: “Sí me gustó mucho porque he aprendido mucho inglés también trabajamos compartimos y además me diverti un pocoton”

Student 18: “Me gustó la actividad por lo que me ayuda a pronunciar bien las palabras en inglés. Yo no cambiaría nada por lo que toda la actividad estaba divertida”

Survey #1— Guess Who.

Another aspect to show about motivation is the importance of group activities that not only strengthen linguistic skills, such as vocabulary acquisition and pronunciation, but also enhance confidence, enjoyment, and social interaction. Moreover, the students’ opinions reveal that the games created a learning environment where cooperative learning naturally facilitated language practice. As stated in the field diary # 11: *“When students were unsure about the pronunciation of a word or mispronounced it, their classmates supported them by repeating the sentence until it was pronounced correctly. For example, when one student said, ‘The dancer has short jair?’, another corrected by emphasizing, ‘Short hair.’”*

Therefore, the board games allow students to interact comfortably, meaning that applying them makes students perceive English as a means of communication rather than an academic requirement. Consequently, motivation emerged from the sense of achievement and belonging generated through teamwork.

Student 7: “La verdad me gustó mucho y no le cambiaría nada, lo que más me gustó fue que podíamos jugar con nuestros compañeros”

Student 26: “Que después de jugar pude pronunciar mejor las palabras en inglés y pude divertirme mucho con mis compañeros

Survey # 2 —Domino.

On the other hand, it is important to highlight that students found the mechanics of the board games attractive: "When a student landed on the square that required drawing, the activity became enjoyable for the group, as many of the drawings were amusing." Field diary #11. These mechanics make the game exciting and engaging; for that reason, a prominent level of participation was observed, as most of the board games included challenges that motivated students to continue playing until they achieved the goal. For example, in the Memory Cards board game, the student with the most pairs wins, which not only adds a competitive element but also motivates students to pay close attention and practice vocabulary repeatedly throughout the activity.

Student 27: “Me gustó mucho cuando jugamos el juego de buscar parejas y pronunciarlas”

Survey # 1— Guess Who

Student 27: Me gustó que tocaba dibujar

Survey # 3 —Roll and Say.

Student 7: “Me gustó porque el juego es mental”

Survey # 4 —Memory cards.

In addition, students' motivation increased because the methodology of teaching was distinctive from a regular class. The use of games created a peculiar atmosphere that involved elements such as round-table interaction, changes in classroom organization, like seating order, drawing, and manipulating cards and board game materials.



Figure 5. *Classroom organization. Memory cards game*

It is also important to note that students' preferences expressed in the characterization survey were taken into account. For instance, in response to questions such as "What would you like to do in English class?" and "What kind of materials would you like to use in English class?" Most students mentioned activities such as acting, drawing, and especially board games.



(Artifact #1, unit 1: Guess who Game)

The fact that the classroom activities aligned with their preferences was a key factor in fostering motivation, as students enjoyed the games and therefore participated more actively.

Student 2: “A mi me gustó que nos enseñas más que una clase común y corriente y no quisiera cambiar nada”

Student 10: “Lo que más me gustó fue la pronunciación y los dibujos y no cambiaría nada”

Survey #1 —Guess Who.

Student 19: “Me gustó mucho el aprender de manera fácil y divertida con el dominó”

Survey #3 —Domino.

The random combinations they had to draw seemed funny to them. *“The cleaner has full lips.”*

Field diary #11

However, in the last two games, difficulties were identified in terms of cooperative work, as not all students showed the same level of commitment to participating in the activities. Their opinions revealed that negative experiences were related to a negative perception of board games. Despite this, most students enjoy board games and have fun playing them.

Student 28: Me gustó porque es un estilo de monopolio y lo que cambiaría es hacerse con los compañeros que uno quiera

Survey #4 —Roll and Say.

Student 4: “Me gustó jugar con mis amigas y no me gustó que con el niño con el que estábamos jugando se enojó y no quiso jugar. Y no cambiaría nada del juego.”

Student 18: “No me gustó nada y yo cambiaría las personas”

Student 19: “Sí me gusto es divertido aprender con juegos, pero le cambiaría los compañeros porque hay uno muy mal portado”

Survey #5 —Memory cards.

As seen in the previous paragraphs, students' motivation was linked to cooperative work, the mechanics of the activities, and the alignment between their preferences and the methodology used. The findings demonstrate that board games foster intrinsic motivation by creating enjoyable, meaningful experiences that promote both language learning and social interaction.

CHAPTER 6

Conclusions

The Guillermo Cano Isaza school's fifth-grade students' pronunciation improved with the Task-Based Learning approach. For that reason, the significant improvement in student performance between before and after the intervention shows that these activities not only enhanced pronunciation but also gave students an effective English learning experience.

Considering the diagnostic developed before the implementation, it was observed that students had difficulty expressing coherent sentences on topics such as physical descriptions and personality traits, due to a lack of vocabulary and grammatical structure. This aspect affected their confidence when speaking, as they hesitated frequently and resorted to using Spanish or invented words to express their ideas. In addition, pronunciation was one of the skills with which students struggled the most. They had difficulty pronouncing basic vocabulary (short, shoes, tall) and different grammar structures. The most common mistake was to pronounce words as they were written.

After the implementation of Task-Based Learning through board games, there was a clear improvement in pronunciation, word order, and vocabulary. Students were able to produce more accurate sentences using the correct structure, given the fact that the games allow students repetitive exposure to vocabulary, which encouraged natural communication and helped them internalize pronunciation patterns. Therefore, students became more fluent, speaking with better confidence and reduced hesitation during the games.

Furthermore, the analysis revealed that board games promote the practice of linguistic structures within an engaging and accessible context, which increases students' motivation to

communicate in English, especially in oral skills, where pronunciation and vocabulary are essential.

On the other hand, the influence of group dynamics on motivation is important. This means that future implementations should consider strategies that promote coexistence and teamwork to minimize interpersonal conflicts. In conclusion, the use of board games within a Task-Based Learning approach effectively improves students' pronunciation skills while promoting engagement and motivation.

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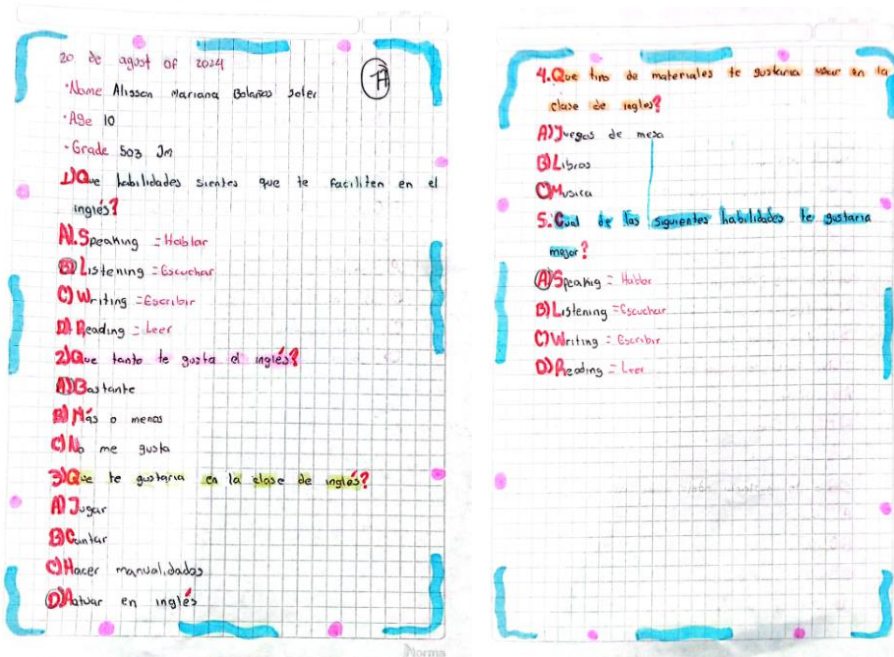
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ANNEXES

Annex 1. Students' Survey



Annex 2. Diagnostic test

DIAGNOSTIC TEST

PART 1. READING

1. ¿En qué lugar puedes ver estos avisos? Marca con una "x" la respuesta correcta.

1. Don't feed the animals. Please, put the books on the desk.

A) Hospital
 B) Living room
 C) Zoo
 D) School

2. Please, don't take pictures with flash. Do not pick the flowers.

A) Park
 B) Museum
 C) Kitchen
 D) Bakery

A) Library
 B) Fire station
 C) Museum
 D) Hospital

PART 2. PARTS OF THE HOUSE

2. Señala y escribe las partes de la casa en inglés.

Living room, Bathroom, Kitchen, Garden, Bedroom, Garage, Dining room.

PART 3. GREETINGS

3. Escribe el saludo en inglés debajo de cada imagen.

(Buenos días), (Buenas tardes), (Buenas noches), (Hola), (por favor), (adiós).

PART 4. ADJECTIVES


4. Completa las oraciones teniendo en cuenta las palabras que están subrayadas.

- She has long hair. long/straight
 - He has short hair. short/long
 - She has black hair. black/brown
 - He has dark hair. dark/blonde
 - She is tall. tall/small
 - He is short. short/small

Annex 3. Motivation survey

★ ★ ★ ——— ★ ★ ★	★ ★ ★ ——— ★ ★ ★
<p>Intrinsic motivation survey 🇬🇧</p>	
<p>1 ¿Te divertiste jugando "Domino" en inglés?</p> <p><input type="checkbox"/> Me divertí mucho</p> <p><input type="checkbox"/> Me divertí un poco</p> <p><input type="checkbox"/> No me divertí tanto</p> <p><input type="checkbox"/> No me gustó</p>	
<p>2 ¿Te resultó interesante aprender las profesiones con los adjetivos mientras jugabas?</p> <p><input type="checkbox"/> Sí, mucho</p> <p><input type="checkbox"/> Un poco</p> <p><input type="checkbox"/> No mucho</p> <p><input type="checkbox"/> No, no me interesó</p>	
<p>3 ¿Participar en este juego te ayudó a pronunciar mejor las profesiones y adjetivos en inglés?</p> <p><input type="checkbox"/> Sí, mucho</p> <p><input type="checkbox"/> Un poco</p> <p><input type="checkbox"/> No mucho</p> <p><input type="checkbox"/> No, no me ayudó</p>	
<p>4 ¿Te gustaría volver a jugar "Domino" en inglés para seguir practicando las profesiones y adjetivos?</p> <p><input type="checkbox"/> Sí, me encantaría</p> <p><input type="checkbox"/> Tal vez</p> <p><input type="checkbox"/> No me importa</p> <p><input type="checkbox"/> No, no me gustaría</p>	
<p>5. ¿Te resultó más fácil pronunciar palabras en inglés después de jugar?</p>	
	<p><input type="checkbox"/> Sí, mucho</p> <p><input type="checkbox"/> Un poco</p> <p><input type="checkbox"/> No mucho</p> <p><input type="checkbox"/> No, no me ayudó</p>
	<p>6. ¿Te gustaría aprender más profesiones y adjetivos usando otros juegos en inglés?</p> <p><input type="checkbox"/> Sí</p> <p><input type="checkbox"/> Tal vez</p> <p><input type="checkbox"/> No, prefiero aprender de otra manera</p> <p><input type="checkbox"/> No me interesa</p>
	<p>7. ¿Cómo te sentiste trabajando con tus compañeros durante el juego?</p> <p><input type="checkbox"/> Me gustó mucho</p> <p><input type="checkbox"/> Me gustó un poco</p> <p><input type="checkbox"/> No me importó</p> <p><input type="checkbox"/> No me gustó</p>
	<p>8. ¿Crees que este tipo de actividades hacen que aprender inglés sea más divertido?</p> <p><input type="checkbox"/> Sí, mucho</p> <p><input type="checkbox"/> Un poco</p> <p><input type="checkbox"/> No mucho</p> <p><input type="checkbox"/> No, no me parece</p>
	<p>9. Escribe lo que más te gustó de la actividad o lo que cambiarías:</p>
★ ★ ★ ——— ★ ★ ★	★ ★ ★ ——— ★ ★ ★

Annex 3. Field notes

 UNIVERSIDAD PEDAGÓGICA NACIONAL	UNIVERSIDAD PEDAGÓGICA NACIONAL DE COLOMBIA			Field Diary
	<i>Educadora de educadores</i>			
Field diary N. 1	Date: 20/08/2024	Place: Colegio Guillermo Cano Isaza	Time 7:30 to 9:20	
Observant:	Laura Valentina Guevara	Class: English	Grade: 503	
Objective:	To apply the questionnaire to students of seventh grade. To characterize students of fifth grade			
MOMENT	Description of the observation		Analysis of the observation	

Begging	<p>There are 33 students in the class, the children are placed in lines.</p> <p>The students were given the questionnaires and proceeded to answer by asking questions about the questionnaire.</p>	
Development	<p>When students finished answering the questionnaire, the teacher continued with the class and wrote names of the animals and adjectives to describe them on the board. Then, the teacher asked to students to use the dictionary and translate each word.</p> <p>Students don't use English in class; most of the time, they always use Spanish.</p> <p>Also, the teacher doesn't speak English, he is always given instructions in Spanish.</p>	<p>Students are not in the best mood for English class.</p> <p>Students not to concentrate on the activities.</p>
	<p>On the other hand, is repetitive that students are constantly asking for permission to go to the bathroom.</p> <p>The class finished</p>	

Reflections	Spanish is a great language to understand, but there is no significant use of English.
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Annex 4. Lesson plan Unit 1

Model Lesson Plan Template	
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Lesson Plan No.	1
Topic:	Describing face features
Lesson Title:	Guess who
Unit	1
Duration of the class:	1 hour 30 minutes

Teaching Objective

Students will use adjectives to describe facial features through the game "Guess Who", with emphasis on their correct pronunciation.

Learning Outcome

By the end of the class, learners will be able to:

- Identify and use a variety of adjectives related to physical appearance to describe people's faces accurately.
- Construct simple descriptive sentences using correct grammatical structures
- Express physical characteristics orally and in writing

Task-Based Learning Cycle	
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Timing	Activities to be done
50 min	<p style="text-align: center;">Pre task</p> <p>Explain different adjectives used to describe the face using images through a memory game. On the one hand, there will be images, and on the other, the adjectives. Students have to find the pairs.</p> <p>Show how to use these adjectives in sentences. For example: "She has big eyes" or "He has a small nose." Afterward, the children will be asked questions such as: "What are this person's eyes like?"</p> <p style="text-align: center;">Main task:</p> <ol style="list-style-type: none"> 1. make pairs 2. Each child in the pair must describe their partner using at least three adjectives that they have learned about. Example: "Sara has big eyes."

1 hour	<p>3. Each child will take a piece of paper with the names of his partners randomly, and draw the face of a classmate, highlighting the physical characteristics.</p> <p>4. Then, the children will do it in groups, 5 groups of 6 people</p> <p>5. In the groups, a child reads aloud the description of his partner (without showing the drawing) using the adjectives learned, and the others have to guess who it is.</p>
20 min	<p style="text-align: center;">Language focus</p> <ul style="list-style-type: none"> • Make emphasis on correcting the mistakes identified in the process, an emphasis on pronunciation, and finally, students reflected on and shared their experiences

Materials and Resources

Cards

Annex 5. Lesson plan Unit 2

Model Lesson Plan Template

No.	2
Topic:	Professions
Lesson Title:	Domino
Unit	2
Duration of the class:	1 hour 30 minutes

Teaching Objective

Students will express sentences through interactive and collaborative activities that integrate vocabulary and pronunciation practice related to professions.

Learning Outcome

By the end of the class, learners will be able to:

- Identify and use vocabulary related to professions
- Associate adjectives with professions to describe people's characteristics accurately.
- Express ideas creatively through role-playing, spelling, and drawing, using English to describe professions in different ways.

Task-Based Learning Cycle	
Timing	Activities to be done
50 min	<p style="text-align: center;">Pre task</p> <p>Introduce vocabulary about professions with an interactive activity in wordwall. Each student answers the question of the wordwall resource.</p> <p>Show how to use the adjectives with a profession in a sentence. For example: "The nurse has curly hair" putting emphasis in the pronunciation.</p> <p>Then, each student writes a sentence in their notebook describing a profession, following the structure. For example: "The doctor has short hair."</p> <p style="text-align: center;">Main task:</p> <p>1-Make groups of 4 people. 2- Students mix the cards. 3- Then, each student chooses 5 cards. 4. Students must match a profession with an appropriate adjective and form a sentence in English. Every time a student pairs a profession with an adjective, they must say a complete sentence aloud. For example, "The chef is creative." or " The nurse has curly hair."</p> <p style="text-align: center;">Language focus</p>
1 hour	
20 min	<ul style="list-style-type: none"> • 1-Introduces vocabulary related to professions and key adjectives (intelligent, strong, creative, patient). • 2-Each student receives a card with a secret profession (e.g., doctor, teacher, artist, firefighter). • 3- Students write 2-3 sentences describing the assigned profession using the adjectives covered in the warm-up • 4.Each student takes turns presenting their profession in one of the following ways: <ul style="list-style-type: none"> • Dramatization: Act out the profession with gestures and movements. • Spelling: Spell out the name of the profession in English. • Drawing: Draw the profession on the board. • The rest of the students guess the profession based on the presentation.

Materials and Resources

Paper and pencils, TV, Wordwall

Annex 6. Lesson plan Unit 3

Model Lesson Plan Template

Lesson Plan No.	3
Topic:	Professions
Lesson Title:	Roll and Say
Unit	3
Duration of the class:	1 hour 30 minutes

Teaching Objective

Students will use adjectives to describe facial features through the game "Roll and Say", with emphasis on their correct pronunciation.

Learning Outcome

By the end of the class, learners will be able to:

- Identify and use a variety of adjectives related to physical appearance to describe people's faces accurately.
- Construct simple descriptive sentences using correct grammatical structures
- Express physical characteristics orally and in writing

Task-Based Learning Cycle

Timing	Activities to be done
	Pre task

50 min	<p>Make an introduction of adjectives and professions in group through interactive slides.</p> <p>Dynamic: Use a ball or object as a "hot potato." While music plays, the students pass it around.</p> <p>When the music stops, the student with the ball answers a question about professions or adjectives. For example: Describe a teacher using an adjective.</p> <p>Then, each student writes a sentence in their notebook with images of different professions and writes sentences describing them using adjectives.</p> <p style="text-align: center;">Main task:</p>
1 hour	<p>1 Students roll the dice and advance on the board.</p> <p>When they land on a square, they must say aloud the word that corresponds to the picture (for example, "firefighter").</p> <p>If they land on a special box, they must make a sentence using a profession and an adjective (for example, "The firefighter is brave").</p>
20 min	<p>Whoever reaches the finish line first wins.</p> <p style="text-align: center;">Language focus</p> <p>Write sentences on the board and guides students to identify grammatical patterns as the use of <i>to be / has-have</i>.</p> <p>Practice pronunciation and intonation, repeating sentences aloud and correcting common pronunciation errors.</p> <p>Provide feedback, highlighting positive aspects of participation and motivating students to self-correct and improve.</p>

Materials and Resources

Power point slides, Internet, TV

Annex 7. Lesson plan Unit 4

Model Lesson Plan Template

Lesson Plan No.	4
Topic:	Places
Lesson Title:	Memory Cards
Unit	4
Duration of the class:	1hour 30 minutes

Teaching Objective

To introduce and review vocabulary related to professions, adjectives, and places, and to model sentence structures.

Learning Outcome

By the end of the class, learners will be able to:

- Identify and use a variety of adjectives related to physical appearance to describe people's faces accurately.
- Construct simple descriptive sentences using correct grammatical structures
- Express physical characteristics orally and in writing

Task-Based Learning Cycle	
Timing	Activities to be done
50 min	<p style="text-align: center;">Pre task</p> <p>Introduce vocabulary about places using visuals, and students repeat each word to practice pronunciation.</p> <p>Remind students how to form descriptive and locative sentences:</p> <p>“The police officer is polite.”</p> <p>“The police officer is at the police station.”</p> <p>Emphasis is placed on the use of “is” for descriptions and “at” for locations.</p> <p>On the board, write a list of professions on one side and a list of places on the other in random order.</p> <p>By playing music, students take turns coming to the front to match a profession with its place while saying the complete sentence aloud.</p> <p>Pronunciation is corrected and reinforced collectively.</p>
1 hour	<p style="text-align: center;">Main task:</p> <p>Students are divided into small groups of three or four. Each group receives:</p> <p style="padding-left: 40px;">Twelve profession cards</p> <p style="padding-left: 40px;">Twelve adjective cards</p> <p style="padding-left: 40px;">Twelve place cards</p> <p style="padding-left: 40px;">The person who forms the most correct sentences wins.</p> <p>Instructions:</p> <p style="padding-left: 40px;">One student draws a profession card.</p> <p style="padding-left: 40px;">They then choose any adjective card to describe the profession and must form a complete sentence aloud.</p> <p style="padding-left: 40px;">Example: “The doctor is kind.”</p>
20min	

Next, they draw a place card and must recall and say the complete sentence combining all elements.

Example: “The doctor is kind. The doctor is at the hospital.”

If the pronunciation and structure are correct, the student keeps the cards.

If not, the cards go back to the table for others to try.

The game continues until all cards are matched.

The student with the most cards at the end wins.

Language focus

Pronunciation review:

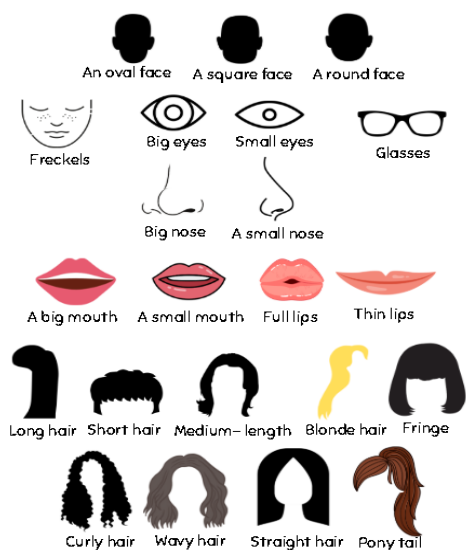
Write a few sentences from the game on the board (The nurse is patient. The nurse is at the hospital.) and asks students to read them aloud to reinforce pronunciation. The teacher Highlight positive aspects and reinforce vocabulary and pronunciation to improve

Materials and Resources

Cards with pictures of professions, adjectives, and places.

Annex 5. Describing the face guide

Describing the face



Annex 6. Consent Form

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
<small>Resolución No. 10 de junio 2018</small>			
FORO/RSO:	Fecha de Aprobación: 18-05-2018	Versión: 01	Página: 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

Ciudad y fecha _____
 No. identificado con C.C. C.E. No. _____
 expedido en _____, declaro que he sido informado por LA **UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 - 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web www.upn.edu.co, actúa como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que tratan de datos sensibles o menores de edad.

Mis derechos como titular de los datos son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tratadas a través del e-mail atencionalumno@upn.edu.co

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar mis datos personales de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____
Nombre: _____
Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de sus datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.
² Son datos sensibles aquellos que afectan la intimidad del Titular y cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que promuevan los derechos y libertades de cualquier partido de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 17 Ley 1581 de 2012, art. 7º Decreto 1377 de 2013).

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
<small>Resolución No. 10 de junio 2018</small>			
FORO/RSO:	Fecha de Aprobación: 18-05-2018	Versión: 01	Página: 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha _____
 No. identificado con C.C. C.E. No. _____
 expedido en _____, declaro que he sido informado por LA **UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 - 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad disponible en la página web www.upn.edu.co, actúa como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que tratan de datos sensibles o menores de edad.

Como representante legal del menor, debo velar por los derechos consagrados en la Constitución y la Ley sobre sus datos, especialmente el derecho a conocer, actualizar, rectificar y suprimir información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales del menor, en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de dichos datos, pueden ser tratadas a través del e-mail atencionalumno@upn.edu.co

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Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA _____
Nombre: _____
Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de sus datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.
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Artifact 1

