

**SITUATED VOCABULARY BOARD GAMES: A MEANINGFUL APPROACH TO
ENGLISH**

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My eternal gratitude to all the people who contributed to my career. First, to my parents, my sister, and Jerry, for motivating me in this process of becoming a teacher. Besides, I thank the students who participated in this thesis work, which educated me and always had the best attitude. Finally, thanks to Universidad Pedagógica Nacional!

Abstract

This action research project presents a pedagogical proposal aims at revealing the impact of using a series of activities based on situated vocabulary board games for vocabulary learning in English as a foreign language classroom in Bogotá, Colombia. The participants in this study were third-grade students aged between seven and nine years from the public school Liceo Femenino de Cundinamarca Mercedes Nariño. To this end, throughout three intervention cycles, the students used five board games along with their corresponding pre- and post-activities to learn vocabulary and develop social skills. As a matter of conclusion, this document presents the implications, limitations, and considerations for future research.

Key words: Board games, situated vocabulary learning.

Resumen

Este proyecto de investigación acción presenta una propuesta pedagógica cuyo objetivo es develar el impacto que genera usar una serie de actividades basadas en juegos de mesa de vocabulario situado para el aprendizaje de vocabulario, en un aula de inglés como lengua extranjera en Bogotá, Colombia. Las participantes de este estudio fueron estudiantes de tercer grado entre los siete y nueve años del colegio público Liceo Femenino de Cundinamarca Mercedes Nariño. Para ello, a lo largo de tres ciclos de intervención las estudiantes usaron cinco juegos de mesa con sus pre y post actividades correspondientes para aprender vocabulario y desarrollar habilidades sociales. A modo de conclusión, este documento presenta las implicaciones, limitaciones y consideraciones para futuras investigaciones.

Palabras clave: Juegos de mesa, Aprendizaje de vocabulario situado.

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CHAPTER I

THE PROBLEM

Description of the setting and context

The present project was carried out at the Liceo Femenino de Cundinamarca Mercedes Nariño, a public School located in Bogotá D.C. specifically in the eighteen-locality called Rafael Uribe Uribe (Avenida Caracas No. 23-24 sur), in the San José neighborhood. This is a commercial zone with easy accessibility by the Primera de mayo and the Caracas avenue: near the Liceo Mercedes Nariño is the Restrepo's Transmilenio station and it is close to a center to control armed conflict victims. This is a big school where students can find multiple places for their personal and cognitive development such as an English laboratory, sports fields, three cafeterias, and a chapel with a magnificent structure that is the center of attention of this place. Also, this school is characterized as having large green spaces where the students share with each other playing, talking, or having lunch, while some dogs belonging to the institution walk around and the students have contact with them.

According to the web site of the Secretaria de Educación (2022), this place was founded in 1916 by Diego Garzón, a parish priest from the neighborhood of Las Cruces under the name "Escuela Sindicato de la Aguja y de las Artes y Oficios", which sought to train women for daily tasks, and since that year it has operated as an establishment that instructs women. Thanks to a protest that the students made in 2001, they managed to prevent the educational institution from closing, and they converted it into a district school due to article 715 of the 2001 law. García (2022) claims that this institution took the name of "Escuela Departamental Superior de Artes y Oficios para Señoritas". However, in 1941 the school moved to its current location and in 1958 it took the name of Liceo Femenino de Cundinamarca. Later, in 1960, the name of Mercedes

Nariño was added to the official name of the school, in honor of Antonio Nariño's daughter.

Today, the school seeks to form reflective and autonomous *liceistas*, transformers of society with scientific and technological perspectives. The vision of the school has to do with becoming a leading institution in cooperative teaching-learning processes and a model of the formation of responsible, autonomous, and critical women to their life project creation. The mission of the school is based on liberating thought to develop critical thinking which helps students to interact in all the spheres of life with quality and warmth. The school follows a holistic pedagogical model, trying to answer the question of “How does the brain learn?” using cognitive modifiability, development of creative thinking, and significant and cooperative learning. (García, 2022).

Now, the institution counts with morning, afternoon, nocturnal, extended, and Saturday shifts. In addition, in the area of languages, the school has a laboratory of English with a TV set, a projector, a computer, and the chairs and tables of the laboratory room were organized into groups. It is important to say, that the Liceo femenino teaches two foreign languages (English and French) since the students are in first grade. On the other hand, this institution has been ranked as one of the nine best schools in Bogotá and it is in the process of implementing the international baccalaureate, which means that teachers have an important role in training students in values and the learning of foreign languages to achieve the necessary level to continue in this innovative process.

Participants

This project was carried out over a period of one and a half years. The participants of this study were thirty-one girls from third grade (301) with whom this research project started when they were in second grade. The students studied on the schedule from 2:10 pm to 4:20 pm, they

had an English class once a week, specifically on Fridays, it means that girls had two hours and 10 minutes of English class. During this time, students ate their snacks and had a break for half an hour. After this, they asked to go to the restroom, and it was necessary to take ten minutes for the room to be calm after doing some concentration or activation exercises to continue with the English class, as the girls returned euphoric from the break due to, they had played and shouted with their companions.

From the beginning, the students were interested in learning a foreign language, in this case, English. However, it was noted that it was difficult to keep the students in order and quiet during class time. They only had good behavior when the head teacher raised her voice and draw their attention; but in a while, they shouted again and stood up from their seats. Therefore, the teacher had some singing strategies and choreographies, which the students received in an effective way, and they knew that after doing a round they should be quiet and organized to continue with their tasks. It is important to mention that these students' behavior increased because the tables were organized by groups of four students, and this facilitated some academic strategies, but at the same time, it was difficult for them to self-regulate, because they liked to talk to each other in the group.

The students liked their English classroom, which was the laboratory, where tables and chairs were arranged in groups and the dynamic in the English classes was to work together in groups and win positive points, continuing with the idea of working cooperatively. The students liked watching cartoons, drawing, coloring, singing, and talking about their individual experiences and hobbies. It is important to highlight that they did not work with an English textbook, but with guides and notebooks. Finally, most of the girls were going home on school routes, by reason the majority of the participants lived far from school, making them a floating

population.

Problem Statement

Based on what the diagnostic test did reveal made in the observation period; where students had to name objects seen in some flashcards, was found that the majority of the students had difficulties when naming the objects in English that surround them or that were in their context. This may be caused because the students did not have a significant first approach to this foreign language and they did not know how to name the objects in English, or it was difficult for them to name the objects even though they had already named them previously in class.

Therefore, this evidence differs from the expectations of what a third-grade student should be able to do, according to the Ministerio de Educación Nacional (2006). Within the standards division there is a special one for first, second and third grade. This section stipulates that they should have A1 level of English, and what must be achieved is that students understand short texts in English, also, that the pronunciation of the students has to be understandable, and they should write short texts in English about their environment. Another aspect to consider is that students have to learn vocabulary about their environment; in this sense, they will be able to express it from their immediate context and, in the same way, integrate it into their experiences.

Unfortunately, when looking at the educational reality of the girls from 301 of the Liceo Femenino de Cundinamarca Mercedes Nariño and the use they gave to the foreign language based on the diagnostic test, it was evident that the students did not have a broad lexical base in English, they were unable to say the word in English to

name an object when it was shown to them and much less, they could not communicate simple ideas, sentences or commands to express their ideas, requirements or feelings. Equally, they could not read short texts in English and listen to short sentences and understand them, processes that required a higher level of the language from the students, understanding that vocabulary refers to the comprehension of a minimum word in a sentence and they were not yet able to achieve this.

Undoubtedly, this problem was reflected in a more global manner since Colombia has been located in the lowest ranking of English levels in recent years. In accordance with Education first (2022), Colombia went from being in the extremely low category to being in the low one, as in 2022 this country took the position 77 among 111 countries which are learning English as a foreign language. In conclusion, Colombia continues to have a gap in the learning of a foreign language, especially in the writing and speaking skills, which are affected by the lack of solid vocabulary bases from childhood and by a significant approach to the language.

Rationale of the study

Commonly in research related to the learning and teaching of foreign languages, specifically in the area of English, the four skills are mentioned to achieve a good command of the language and to use it to communicate messages, ideas, and feelings. In accordance with Wangare (2015), communicative skills lead us to define communication as giving, receiving, or exchanging ideas, information, signals, or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions. These four skills are interconnected, since comprehension cannot be separated from production, and in

learning English, students must be exposed to these skills always through activities that contribute to the improvement or better manipulation of these four.

For the above reason, developing the four communicative skills is important to have a good vocabulary base; otherwise, students would not be able to communicate them or comprehend others' ideas if they did not have a broad vocabulary (Rashid et. al, 2022). This is, at the same time as working on each skill, it is important to have a space to work on vocabulary. If students do not have enough vocabulary, they will not be able to communicate their ideas fluently or correctly, which is essential when a student is learning a foreign language, because the results of comprehension and production will not be as expected of a student throughout their school process. Likewise, students in third grade are beginners in the use of English as a foreign language, they are thinking and creating new knowledge in a different language, they are getting closer and closer to being able to communicate themselves, their thoughts, and feelings with other people in the same language that is English. The most important thing is the way in which students have this first approach to the new language, because they are going to continue with this process for the rest of their academic lives. This first approach contributes to their learning bases, that must be solid, to have coherent vocabulary and close to the reality of each one, in other words, this first approach to the vocabulary, which will later allow the development of the four skills, must be meaningful.

Though, learning vocabulary can be a tedious process and, many times, the result is repeating vocabulary by simple memorization without any relationship or connection with broader concepts, it is necessary and useful to have a teaching tool that makes it possible to have a first approach and significant learning of vocabulary, an instrument that motivates and generates positive perspectives towards learning

English as a foreign language.

Consequently, the present research project proposed a set of activities based on situated vocabulary board games as a first approach to English as a foreign language. Board games are flexible and didactic materials with an educational purpose, which enable learning of vocabulary. They make possible communication of ideas, feelings, and messages, while people play and learn at the same time. Situated vocabulary board games are developed following a process with introductory activities and final activities to further strengthen the vocabulary that students were learning.

On the whole, the use of situated vocabulary board games might be a necessary and valuable tool to achieve vocabulary aims in students, with vocabulary learning being one of the most critical skills, as it is the fundamental way to use English efficiently (Rashid et. al, 2022). Board games are not only used for the simple fact of playing, but being such complete tools, they should be taken seriously and investigate what happens when these teaching materials are allowed in the English class as enablers of communication, fun, and learning, which concludes in a first meaningful approach to English as a foreign language. To conclude, board games are motivating and innovative, in which students can get a first approach to communicating with themselves while they are playing with sense and learning situated vocabulary. In addition, they are flexible, in order that they adapt to the aim of learning and teaching.

Research Question

What is the impact of using a set of activities based on situated vocabulary board games in a first approach to English as a foreign language?

General Objective

- To identify the impact of using a set of activities based on situated vocabulary board games in a first approach to English as a foreign language.

Specific Objectives

- To describe the roles of situated vocabulary board games in a first approach to English as foreign language.
- To analyze the students' responses to the implementation of situated vocabulary board games in a first approach to English as foreign language.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter presents the theoretical framework and the state of art that support this research project and highlights its importance. Firstly, in the state of art section there are five reviews of international, national, and local studies from a critical perspective. Secondly, the theoretical constructs are defined and characterized, namely educational board games, situated vocabulary learning, and young learners teaching.

State of Art

As mentioned above, this session contains important foundations that support the ideas of this research study. The following reviews are five recent international, national, and local works that serve as an observation and description of what happens in a classroom with young learners when board games are implemented as their first meaningful approach to English as a foreign language.

Firstly, about board games, the research made in a national university entitled *Interacting in English Through Games* by Ariza (2001) was proposed to help shy students to improve their oral production, or, basically, their participation in an English class. The population was eight children around six and seven years from second grade of the school Liceo de la Salle in Zipaquirá. The students who had the lowest level were selected for the project. The results after the process of the games' implementation showed that they participated all the time, but these students decreased their participation in classes in which board games were no longer used. Ariza's research showed in the results that games serve to develop participation in a fun way; also, it showed that with the use of games, students improved their oral skills, on participation and they presented less shyness when saying words in English or when they were exposing

themselves while playing board games.

This research study is relevant because it exposes the reaction that students had towards learning English as a foreign language, and how they behaved when a game was implemented, and there was a significant difference related to the interaction with the language. This research chose a sample of the population of eight students, who showed improvement in their approach to English, while in the present study all third-grade students were included, among those who had a good perception of learning English, and those who did not have it.

The second research project by Alonso et al. (2016) titled *The Impact of Guided Vocabulary Practice Through Board Games to Enhance A1 Sixth Graders' Oral Production in English*. It is a local research project which aims to review the effectiveness of guided vocabulary practice through board games to improve the level of oral production of sixth grade students. This was conducted with two groups from different schools in the south of Bogotá (San Carlos and Colegio Cundinamarca), each with 12 students, in total, 24 participants, between 10 and 13 years old. This action research was proposed because a lack of vocabulary was evident, which caused students to not participate in oral expression activities in class, and board games were proposed as an alternative to facilitate students' acquisition of new vocabulary and its retention in the long-term memory. The results presented that guided vocabulary practice through board games constitutes a new pedagogical tool to improve oral skills, because students changed their attitude towards oral activities and increased their vocabulary in English. In addition, collaborative work was promoted.

This project emphasized teaching vocabulary in context and reviewing it frequently, which allowed students to take part in oral production activities. It helped me reflect on how the themes and vocabulary were going to be introduced to play the board games, and on the need to

include activities before and after playing the board game that would encourage the best development of this and observe the favorite student's moment in English class. This also helped me to make that first approach to the foreign language meaningful and board games will not be implemented just for the sake of playing.

On the other hand, the authors say they considered that board games have other benefits, such as creating class environments and developing sub-skills such as autonomy and self-regulation in students, which opened my perspective in the multiple benefits of this teaching material to the students' first significant approach to English because they are very complete tools. Finally, the difference between Alonso's et al. (2016) research and the present academic study is that the first focuses on developing oral skills, while the second focuses on developing mostly vocabulary learning through the use of board games.

Another important study for this research project is the one carried out by Rohdiana (2017), titled *Developing Communicative Board Game in Speaking Descriptive Text to EFL Young Learners*, in an international university. The population was 24 students, and its main objective was to encourage the motivation of young students when it comes to communicating and to speaking descriptive text through the adaptation of the Monopoly board game, because one of the biggest problems in an English classroom is that students do not say a word in class, cause they feel under pressure and sometimes bored. From her perspective, board games create a fun and relaxing atmosphere, they enable the development of other skills, and they allow the students to show a little of their personality and create relationships with their classmates. In fact, she mentions that board games adapt to any goal that the

teacher wants to develop. The researcher uses the Research and Development method that is used with new educational processes that have been tested or evaluated and then its effectiveness.

Rohdiana's proposal is interesting and relevant to my research project because it includes four criteria for the creation of an effective board game for the stated objectives, three of which are: the board game must be proper for its design, applicability, and for its language. It made me reflect about the importance that there is a reward for the members who win or reach the goal of the board game, since this is part of playing a game. As a result, the expert validation showed that the game is appropriate for students to help to develop study aims, because they are more enthusiastic about learning. However, there were students who did not feel so hooked; in this case, the game was corrected and presented to these students again, since variations could be made. Likewise, it was clear that board games serve to develop the four communication skills.

In contrast, the difference between Rohdiana's project and mine is that she created a single board game on a large scale, that is, all the students sat around the board game and played it in the same game round, while in my research project, board games were played in three modalities (individual, pairs, and groups) and each one had the possibility of playing in a shorter period of time and with their own material or game board.

The second to last study, carried out by Sukaton et al. (2023) and entitled *Using a Customized Board Game to Improve English Learning's Experience and Effectiveness*, was aimed at students who did not have enough human resources in

their rural educational institutions in the village of Kucur, Indonesia. The authors implemented a supplementary program with a fun method to improve the learning of new vocabulary, since in a university study, it was shown that the most recurrent challenge for children is learning vocabulary. Also, three solutions were proposed; the first was to create a board game from scratch, the second was to adapt an existing board game and the third solution was to teach the use of board games to the volunteers at the educational center. From these three, a board game was created called “Kucur adventure” that was adapted from the famous Snakes and Ladders. Finally, in Sukaton’s et al (2023) project, students created their own game pieces which were animals.

The process of implementation of the “Kucur adventure” board game is of utmost importance for my degree project because it contributed to the planning of the interventions, and I considered the time necessary for a board game to be developed without obstacles. Because, in the research of Sukaton et al, there were difficulties for the students in following the rules and giving continuity to the board game. In addition, there were problems with some girls who did not demonstrate the learning of new vocabulary. Among other difficulties, the game must be made of a resistant material because the children damaged it without any bad intention. Despite these difficulties, it was identified that with the use of board games the students were interested in attending the educational center and play, and they participated and used their oral skills to play board games. As for the differences from one project to mine, six board games based on popular titles were proposed, and the students did not intervene in the creation of their game pieces, because they were already designed and

ready for them to play.

The last is a local study and it was conducted by Beltrán (2017) and titled *Vocabulary Learning Through Didactic Materials in a Cooperative Environment*. This analyzed and described the impact of using teaching materials together with a cooperative approach to ease the learning of new vocabulary. The target population was from a basic English 1 course at the Centro de Lenguas de la Universidad Pedagógica Nacional, with a total of 24 students between 9 and 12 years old, with which their needs, interests and ages were considered to implement didactic, significant, and motivating activities and materials. For this population, the use of teaching materials, cooperative work, and communication resulted in an adequate environment for learning new vocabulary, since the students were able to link the teaching material with the vocabulary they were learning, because it had a communicative and contextualized purpose. On the other hand, the combination of teaching materials created or adapted by the teacher and vocabulary made students interact and communicate with each other, thereby developing social skills.

Beltrán's research made me reflect on creating a meaningful class environment for the students, so that they could become interested in the vocabulary and then practice it by playing with board games. Within this environment, videos, image cards, songs and more resources can be included. This academic work differs from mine because one of the constructs that Beltrán considers is cooperative work, while in mine it is one of the positive results that was obtained with the use of situated vocabulary board games.

Theoretical Framework

Young Learners of EFL (English as Foreign Language).

The teaching of English as a foreign language to young learners has abysmal differences on the education of teenagers or adults. Cameron (2001) considers that teaching children is different from teaching older students, because the first ones are usually more enthusiastic and are eager to learn. But this does not mean that children never get bored or lose interest in something; this occurs particularly when they find that a task is complicated, and they do not understand how to solve it. On the other hand, children do not easily manage to use language to talk about language issues, while with adult learners this is possible. And finally, this type of student is called a young learner because he is still acquiring reading and writing skills to be able to connect ideas and have a fluid dialogue or correct expression in a foreign language. From this perspective, the teacher's role is to provide the child with exposure and opportunities to learn through different classroom activities that are connected among the same objective. In this proposal, a set of activities based on situated vocabulary board games was planned considering the life and learning stage of the participants.

Teaching a foreign language to young learners primarily targets primary school level (ages 5-12 years). However, the increasing demand for English at homes and schools has resulted in more parents who want their children to begin learning English before the age of 5. This trend is attributed to the advantages of early language acquisition. During the ages from 0 to 12 years, there is a “critical period” or a “sensitive period” in which children can acquire a foreign language more easily and with greater proficiency. But numerous factors could affect the effectiveness of the

teaching process to young learners such as the lack of effective programs models, appropriately trained teachers, culturally relevant materials, and curriculum continuity. In fact, the culturally appropriate materials “are those that encourage interaction, provide engaging activities, and build positive attitudes toward English language learning” (Shin & Crandall, 2013, p. 8).

Although children begin learning a foreign language at the age of 5 or earlier, the goal of teaching English at this age is not for children to instantly speak American or British English; what matters is that children make themselves understood when they try to communicate in English with another person. Finally, one of the objectives of using a set of activities based on board games is fostering interaction while learning occurs, and the second purpose is to utilize play as a means to acquire vocabulary. According to McNamee & Bailey (2010) “play is essential for a child’s development and for learning life skills” (p.1). Therefore, the teacher’s role is to explore their students’ characteristics to create an enjoyable classroom environment where children can learn through fun, social, creative and playful activities.

Educational Board Games in the English Class.

In recent years, board games have been considered a meaningful tool for classroom instruction, not only in the English classes, but also to learn mathematics, sciences and more subjects. This is because board games possess the qualities of being enjoyable, flexible, diverse, and innovative tools for teaching various topics. However, board games have also faced negative perceptions, as some people think that playing in the classrooms is a waste of time, or that students become distracted and fail to pay attention to the instructions which ultimately results in not achieving the goals proposed by the teacher. Nevertheless, educational board games serve as

a solution for the teachers to foster more active and creative learning activities. In this regard, the present proposal adapted some popular board games for each vocabulary topic, as they are flexible tools, with the intention to have active learning where students feel involved and interested in both the activity and in their learning process (Sulistianingsih et al., 2019). Also, in his experience as a teacher Uberman (1998) highlights that board games are not only enjoyable but facilitate learning without a conscious learning process while they are getting communicative competences. In conclusion, this material might allow the student to learn in an unconscious way, since they engage in the fun of the game and in participation during the classes that puts the student in an active role.

In addition, building on the idea of board games as flexible tools, Lee (2012) mentioned another feature of board games describing them as instruments for enjoyment and achieve the learning outcomes set by teachers. Board games can be adapted for all the topics and educational levels, they can be used at the primary or the university settings. It does not matter if university students have a more serious environment, nor should we assume that only primary students benefit from classes using this tool. Taking these definitions into account, DeSilva (2019) examined and modified the famous or traditional games to adapt them to the students' and the subject context. In this sense, board games are a changing, adaptable, and diverse instrument that can be used in various contexts. These arguments are significant when we consider the necessity of adhering to a process in class that has clear objectives to what is to be achieved through the use of games. In my project, board games gained value when I implemented them along with a series of activities that were performed before and after playing. As the same author mentioned, learning through board games can be displaced, and I consider this happens when we go to the classroom to implement board games without knowing their multiple benefits, as they should not

merely be used as objects for entertainment in class.

On the other hand, according to Lewis (1999), board games are important; they have value because they are fun, and children love to play. Playing is by nature a constituent part of the child that helps with his learning and development. They maintain children's motivation to learn and are the pretext for children to speak even if they do not yet have the solid structure of a foreign language. However, to mention other skills in accordance with my project that had the objective of investigating the board game's roles in an EFL classroom; those skills are critical thinking and decision making while playing individually and cooperatively. In this way, the present project was carried out with five board games that students played in individual and cooperative ways. Nonetheless, although the author mentioned that board games are fun, they also have rules that regulate students during play and incorporate strategic elements for utilizing the foreign language and other skills (Lewis, 1999). Given this consideration, it was relevant to establish rules not only for gameplay but also to help the healthy development of the game where all students can take part, and these must be consistently reiterated to facilitate their understanding.

In addition to what is said above, Hadfield had a similar perspective about the benefits of the tool (1999). He mentions that board games should be familiar so that children, especially the youngest ones, do not feel lost when playing, and the author adds that this activity must have clear rules, goals, and an element of fun. In addition, there are two types of games: cooperative games, which the students play to get a specific object or to win something, and competitive games, where students play individually to win without help from other people. Continuing with the same author, when students are engaged in play, the role of the teacher is as monitor and resource centre that is constantly moving from group to group or from pair to pair to listen to

them and supplying necessary language and identify and correct possible errors. In this way, the teacher's role in my investigation was as supportive one rather than being the center of the classroom. In conclusion, games have different benefits, and they should be considered in the language syllabus of a school, instead of an activity to play on Fridays at the end of the school year or as an extra activity without sense.

Situated Vocabulary Learning.

Learning new vocabulary is defined as a complex process, which occurs at the same time the communicative skills are developing when a child is learning English as a foreign language. According to Alcahtani (2015), people who are learning a foreign language need basic vocabulary to be able to communicate their message effectively. Vocabulary learning is not a new concept in acquiring English as a foreign language, and it is intertwined with learning grammar, speaking, writing, and reading; this is how vocabulary learning is connected with the four oral skills, and aids in their effective development. Thus, a series of activities that incorporate the aforementioned skills enhance vocabulary learning both before and after the implementation of board games. Without this process, it becomes challenging to achieve objectives using these tools which offer numerous benefits, but we do not exploit them due to a lack of activities surrounding these games.

In addition, vocabulary learning has been relevant since ancient times, from the silent method to teaching it through synonyms and antonyms or learning it from the definitions of the words you wish to learn. Therefore, learning new vocabulary is essential in any method or approach of teaching English. In fact, a solid vocabulary foundation aids in understanding and producing messages. Consequently, it is useful for communication among peers and to have fluid conversations. Even though the student may understand the structure of a sentence, and possess

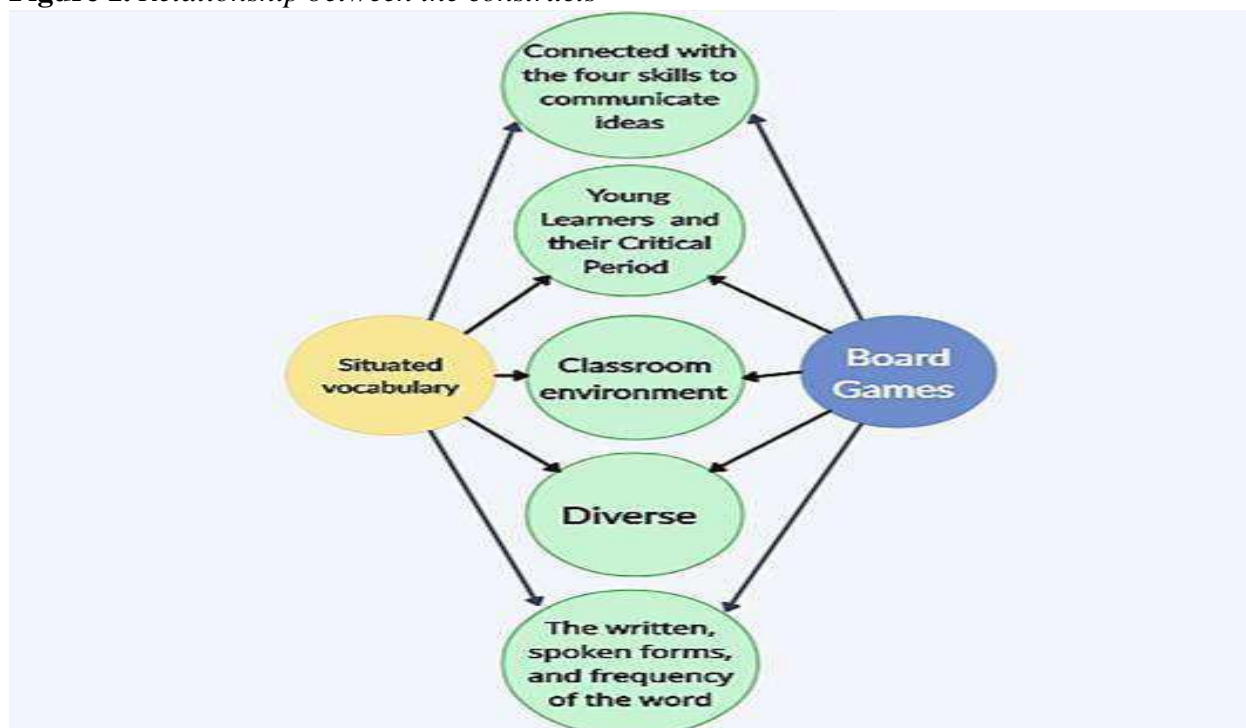
knowledge of some connectors, achieving fluency communication is challenging if the student falls short in vocabulary. He or she will frequently pause and ask for the correct way to name something, and only then will he or she continue to communicate its initial message. (Tamimi, 2018).

Considering this, the participants in my research study were young learners aged seven to eight years, beginners using English as foreign language who should have a solid vocabulary base to communicate their ideas. Schmitt (2002) discusses the propitious age of learners, and states that the process of learning new English words is a topic of research. However, one thing is certain: the older a person is, the more difficult this process is; as a result, individuals must expose themselves carefully to the new language and with frequency to the new word that they are trying to learn. The same author said that there are varying degrees of knowing a word. Understanding a word involves being able to read it, comprehend its meaning, hear it, recognize it, and use it in conversation. Thus, this indicates that the student has learned a new word.

In general, the process of learning an unfamiliar word is first receptive and then productive, although there are exceptions, as some students deduce and learn the word through the relationship with another similar one based on pronunciation or similar writing. Continuing with the author's ideas, there are different ways to understand a word and learn it. These include its meaning(s), written form, spoken form, grammatical behavior, collocations, register, associations, and frequency of the word; processes that were considered for the realization of the board games and the activities round these. However, these ways of learning words can occur in different orders and at different times; for instance, a student may grasp the meaning of a word but not its derivations, although he may learn those later. This does not influence the student's ability to learn and use the word when he wants to communicate or recognize it when he hears it.

Finally, to solve the problem of not knowing vocabulary to express our ideas, as mentioned by the previous author, Thornbury (2002), states that students face challenges when trying to communicate something in English not knowing the appropriate words to say or writing something in English and not knowing the words to write what they want. These challenges can be mitigated by teaching several words within the same context. For example, instead of just teaching “bananas”, it is beneficial to introduce various fruits to practice them in context. Here is the importance of developing board games with situated vocabulary that are flexible, and they can collect vocabulary in the same topic and teach it together. To unveil the relationship between the three constructs, figure 1 can be observed.

Figure 1. *Relationship between the constructs*



Note. The graph represents the relationship between the three theoretical constructs.

In this chapter, five research works were reviewed that contributed to the development of my study. Also, a deeper exploration was conducted into the following theoretical references: Young Learners of EFL (English as a Foreign Language), Educational Board Games, and Situated Vocabulary Learning. The set of these were crucial for the implementation of a set of activities around board games to learn situated vocabulary as the first significant approach to English as a foreign language. The next chapter delves into the type of research and the data collection instruments that were used in this research.

CHAPTER III

RESEARCH DESIGN

In this chapter the relevant aspects of the methodological framework are presented. Starting with the research paradigm, the type of research that was used in the study, and the data collection instruments, which are defined, characterized and were used to achieve the objective of this project. Later, a rationale that explains the use of instruments for data collection and why these are suitable for this research. Finally, a description of the data collection procedures is displayed.

Research Paradigm

The aim of this research project is to describe the impact that the implementation of a set of activities based on board games to learn vocabulary had in third grade students. In this way, the study was framed within a qualitative paradigm, which is the assumption interested in the meaning, in how people make sense of their lives, experiences, and their visions of the world. Also, qualitative research is descriptive, which means that the researcher is interested in the process, the meaning, and the understanding. The qualitative paradigm according to Kuhn (1997) quoted by Kwadwo & Hamza (2015), “refers to a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research” (p. 218). In this case, the qualitative paradigm, according to Mason (2002) quoted by Jaramillo (2021), refers to producing rounded and contextual understandings when the analysis of the data is done.

Among other characteristics of the qualitative paradigm are that reality is socially constructed, the purpose is contextualized, and it interprets the actors’

perspectives, and the role of the researcher is to have empathic understanding and personal involvement and partiality at the same time (UCONN, 2023). In my research project I participated in the educational environment implementing my purpose, but at the same time, I was doing my research using instruments to collect and analyze data all the time.

According to the latest information, the qualitative paradigm in education focuses on observation and understanding of a group of students for purposes of teaching and learning. Because of all these benefits of qualitative research, this paradigm is used in this research project due to it allows the pre-service teacher to fully develop in the context of the participants. Thus, the qualitative paradigm facilitated the present research project to observe and analyze the students' responses towards a set of activities based on situated vocabulary board games as a first approach to English.

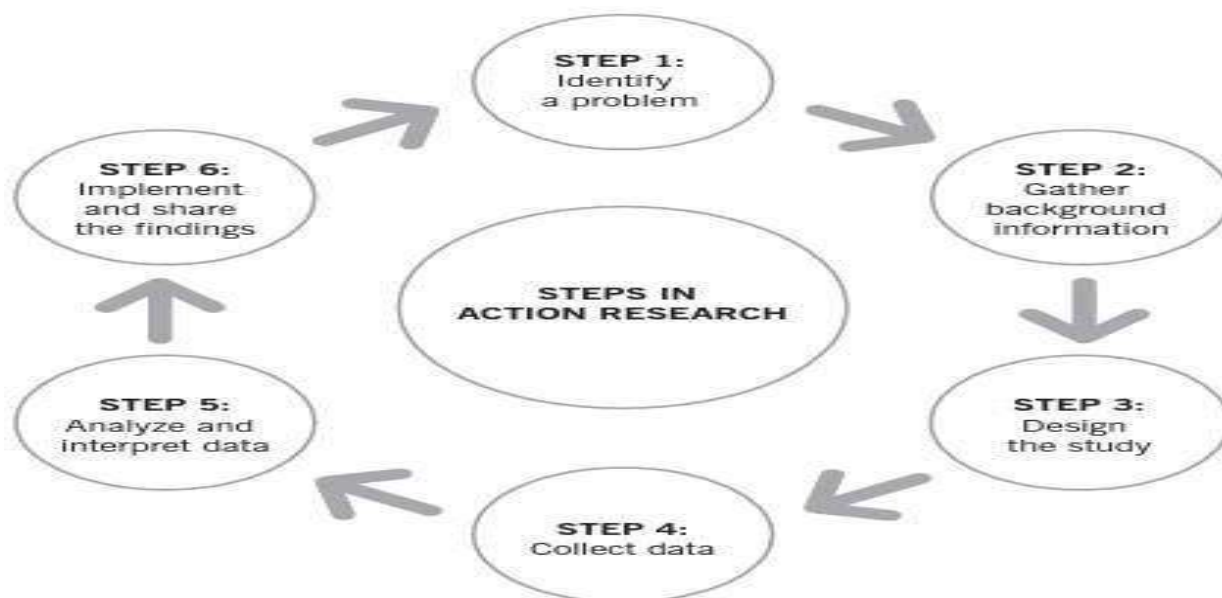
Type of Research

Action research is applicable in the areas of education, counselors, and business, which allows the purpose of implementing and evaluating a set of activities based on board games to learn situated vocabulary in an EFL classroom with third grade students. According to Introduction to Action Research (n.d.), the objective is to gather information about how people learned in that specific place, how teaching is, and what the environment is like or the operation of the school. The above-mentioned research follows six main steps to gain a better understanding of the causes of the problematic observed by the researcher, and to later increase the knowledge of the topic using new instructional strategies. After this, the researcher is going to collect and interpret the data, and finally assess the effectiveness of the research-based actions. (Efrat et al.

2013).

Figure 2 shows the process that the researcher should follow to do action research. In these are the six cyclical steps that were followed in this research to identify the impact of using a set of activities based on board games in a first approach to English: 1. To start; identify the problem with constant observation, in this way, I identified the participants' problem of having a lack of vocabulary to be able to communicate in the classroom, 2. Gather background information, 3. Design the study; using those three steps, I observed that the proper tool could be board games, 4. Collect the data, 5. Analyze and interpret it, and 6. Implement and share the findings; finally, using these three steps I obtained the roles and the students' responses to the implementation of board games in a first approach to English.

Figure 2. *Image of the six cyclical steps of action research*



Note: Adapted from *The six cyclical steps of action research* [photography], by Efrat et al. 2013.

Data Collection Instruments

In the following section, the six data collection instruments that were subsequently used to analyze and triangulate the positive and negative results of the implementation of board games with situated vocabulary are presented. According to Guion et al. (2011), data triangulation has the objective of increasing the validity of the study using different sources of information during the analysis stage where the data is compared to determined areas of agreement and divergence. Consequently, in the present study a wide variety of instruments was used such as a diagnostic test, field diaries, an interview, a survey, artifacts, and recordings, that will be explained in depth below.

Diagnostic Test. According to Lowry (2023), diagnostic assessments are intended to assist teachers to identify the students' strengths and determine what students know, helping them with their specific needs. To carry out a diagnostic test, it is recommended that the questions be in accordance with the school or academic students' context and with the topics that the girls are learning or practicing with the teacher; on the contrary, it would be asking on topics that are very advanced for the age and the school year that they are studying.

Considering that it can be done at the beginning or before implementing a work proposal, in order to identify the weaknesses and strengths that the population or group of students has for learning English, the diagnostic test was the first data collection instrument that was implemented with the girls in grade 301 and it helped to contextualize the weaknesses and strengths in the area of learning English, and thus, it was thought in strategies to implement. For the diagnostic test sample see Annex 1.

Field diary. It is an important instrument for data collection used by the teacher-researcher, in which notes are made completely, precisely and in as much detail as possible. It is relevant to highlight that “Fuera del marco exclusivo de la observación participante se encuentra poca literatura sobre el uso del diario de campo en el transcurso de una investigación cualitativa. Sin embargo su uso lo convierte en una herramienta muy útil, puesto que aporta información sobre el proceso de la investigación en la medida en que contenga una explicación detallada de lo que se estudia; por ejemplo, percepciones, intuiciones y sentimientos del investigador, dificultades y puntos fuertes del estudio, estrategias fallidas y efectivas, cambios en los guiones, resolución de conflictos etc.” [Outside the exclusive framework of participant observation, there is limited literature on the use of the field diary in the course of qualitative research. However, its application proves to be a highly valuable tool, as it provides information for the research process to the extent that it contains a detailed explanation of what is being studied; for example, perceptions, intuitions and feelings of the researcher, challenges and strengths of the study, failed and effective strategies, adjustments in the scripts, conflict resolution, and more. Own translation]” (Martínez, n.d., p.1).

The author stipulates three types of field notes: methodological, descriptive, and theoretical. However, the present research study will focus on the descriptive field notes. These consist of describing in detail the essentials of the object that is being observed. Some of the components of a field journal are a title page with the name of the institution and the research project; a request in case the field journal is lost, with the researcher's data so that it can be returned; and finally, the tasks carried out during the class which have the next items: date,

names of students, inconveniences, topic, and any other important aspect that contributes to the study. These notes contributed throughout the research process because it was possible to write attitudes and anything else important that helped or improved the process of implementing board games with situated vocabulary. For a field notes sample see Annex 2.

Interview. In research an interview is a common instrument in research for data collection. However, it is important to differentiate between an interview and a conversation to identify the purpose of using an interview in our research. As Sahoo (2022) says, the interview is not the same as a conversation, because the first one is purposeful, it is a directed conversation in which the interview has a date and a topic about what you want to investigate and learn a little more, that is, it has a specific objective.

Additionally, the author mentions that the interview takes place between two or more people exchanging information with questions and answers. The interview also has some specific ways to be done, for example, the questions and the answers serve to start a kind of conversation but not losing the objective of the interview. Also, the questions and the answers generate new questions that were not planned in the beginning. Nevertheless, the type of questions we ask must be open to obtaining a fluid dialogue with the interviewee, and not too close to cut the common thread of the interview.

In this research project an interview was applied a little after half of the intervention with the objective of collecting the opinions and perspectives of the students towards the use of board games and, thanks to their answers, improve the process to obtain better results. For the interview sample see Annex 3.

Survey. According to Ferber et al. (1980), the simple need to observe something in any area of life means doing a survey. Among the most relevant characteristics of this instrument, we

find that its sample or population with which data will be collected must have characteristics in common. Surveys can be virtual or physical, in either of which the researcher can include open or closed questions, and even repeat the same survey for a certain time to analyze the different responses over time. In this project, a survey was carried out shortly before total implementation, with the objective of reflecting on the implementation process itself and knowing the perspectives of each of the students. For the survey sample see Annex 4.

Artifacts. According to Nazim & Kishore (n.d.), the artifacts are various types of work and products created by the participants; they are products such as assignments, projects, tests, or other types of work. As Mavs Open Press mentions (n.d.) artifacts are important in qualitative research because they provide contextual information about a particular context or situation. In the present research study, all the outcomes of the activities carried out by students throughout the process of implementation of the proposal were considered artifacts. For an artifact sample see Annex 5.

Recordings. Rowan et al. (2020) claim that a video recording “is a medium for collecting, transmitting, and storing research data, just like photography or audio recording” (p.1). Although it is a tool that is rarely used in research, this has proven to be rigorous in obtaining information, especially when it comes to registering students’ oral interventions. On the other hand, recordings can be complemented with comments or field notes. In the present investigation, the recordings turned out to be of utmost importance for data collection, since they were carried out just when the students were playing board games, and they allowed the dynamics to be observed in more detail. For a recording sample see Annex 6.

Data Collection Procedures

Firstly, an informed consent form was sent to the students' parents, in which they were informed that during the intervention, photographs, video recordings, interviews and surveys would be taken only for respectful and ethical research purposes. This was an important step considering the underage population. For the informed consent sample see Annex 7. Secondly, a period of detailed observation of the participants' school context was initiated and a diagnostic test was carried out on May 18th, 2023, to obtain information about the English vocabulary that the students knew. This consisted of a series of flashcards on topics that had been taught in the classroom up to that point and that were appropriate for the school level. These were shown to the students, and they had to say the name of the object or situation in English. To finish the test, they were asked about other words that they knew in English that were not shown on the flashcards.

Finally, a pedagogical intervention was designed with three cycles to implement a set of activities based on board games with situated vocabulary in a first approach to English as a foreign language. The first cycle corresponds from September 19th, 2022, to April 12th, 2024; the second one was from April 19th to May 10th; and the last one was from May 10th to May 17th. An interview was executed a little after starting the last cycle on May 15th, 2024, that belonged to the data of the second cycle and had the objective of analyzing and reflecting on the process of implementing board games and considering the positive and negative perspectives of the students when they were playing and doing other activities that revolved around board games.

Likewise, a survey was conducted on May 24th, 2024, at the end of the same cycle of intervention, in order to reflect one last time on the process that had been carried out. During these three cycles, field notes were used to describe in detail what was seen in class before and

after playing the board game, and in the midst of this; recordings, photos, and artifacts were carried out, when the students played board games and interacted with each other with vocabulary that they were practicing and learning in class with each lesson.

This chapter explained the type of study that follows action research ideas and described the data collection instruments used in the present research project. Also, it was reported the moments in which the data collection instruments were employed, that are going to be described, triangulated and analyzed in detail later in another chapter. The next chapter presents the visions of language, learning, curriculum and classroom and the pedagogical instruction together with the cycles of intervention proposed to answer the research question.

CHAPTER IV

PEDAGOGICAL INSTRUCTION

This chapter presents the vision of language, the vision of learning, the vision of curriculum and the vision of classroom that support the proposal of using board games with situated vocabulary as the first approach to English as foreign language. Moreover, this chapter details the instructional design of the project, explaining the three cycles of intervention and the way they were planned and organized.

Vision of Language

This project considers language as the possibility that humans have to communicate messages and express feelings and thoughts, not only in their mother tongue but also in a foreign language. According to Tolibjon (2020), language has a connection with thinking, in which the thoughts are formed, and language is the way to express them. This means that a foreign language gives us the opportunity to communicate with more people using the same code or the same speech, as well as to express ourselves in different scenarios. Considering that language is conceived as a means for expression, board games become the stimuli for students to genuinely share their feelings and ideas while playing. As Chen (2014) claims, many learners are not provided with opportunities to express the language in genuine communication. However, students express their ideas and emotions as joy or anger, when they lose or win in games. In this sense, one of the main purposes of implementing board games is to help the students expand their vocabulary so they can practice and articulate their feelings and thoughts while playing and learning simultaneously, fostering genuine communication with others.

Vision of Learning

This proposal takes a vision of learning that promotes situated learning. Besar (2018)

claims that learning is embedded in contexts, which learners in daily life can use the knowledge. On the other hand, this theory is complemented with “experiential learning”, where experience is at the center of learning, and students create knowledge with the transformation of the experience (Kolb y Boyatzis, 1999). In this way, learning situated vocabulary is conceived as a process that presents useful vocabulary to use in the daily environment (Santos et al., 2018). With this process, students can form stronger associations between the word and real objects in the world (Ogata et al., 2008 quoted by Santos et al., 2018). Following, situated vocabulary and experiential learning can occur through board games that are set around vocabulary that participants use daily, and they have more chances to better acquire the words, because situated cognition argues that vocabulary knowledge cannot be separated from the activity, context or situation in which it was learned, transforming in this way the experience of learning (Brown et al., 1989 quoted by Santos et al., 2018).

Vision of Curriculum

One of the judgments regarding the use of board games in the classroom is that they can often be challenging to implement with many students or that there is no common thread between board games and the topic you need to work on. Therefore, the vision of the curriculum that guides this proposal has to do with a system of open and integrative contents that focuses on the central element of the class; these activities must be relevant, meaningful, and closely aligned. (Ministry of Education and Training, 2018). In this sense, this flexible curriculum is the one suggested by the basic standards of foreign language competencies for third grade, focusing on content that is commonly used in close contexts such as the classroom, family and environment. Thus, board games are tools that make it easier to put these contents into practice and learn them in a meaningful way.

According to Treher (2011), board games should be incorporated into the curriculum with subtle redundancy to reinforce learning and ensure better retention. For that, each topic is paired with the board game that best suits it in terms of best development of the same and the game is conditioned to include pre and post activities that allow students to practice and learn.

Vision of Classroom

Bearing in mind the dynamics of the current pedagogical proposal, it is essential to view the classroom as a space where students interact using the vocabulary they have learned. Considering that it is the place where students and teachers spend the majority of their time and they form bonds of companionship and friendship, it is necessary to make it a comfortable place to share. Besides, the classroom must be a dynamic and flexible space that accommodates work in pairs, groups or individually, depending on the type of activity. Also, the classroom must be a space of fun, participation, motivation, collaboration, and learning, which is favored by the use of board games. Thompson (2023) states that introducing board games into the classroom transforms passive learning into an interactive, collaborative, and stimulating environment. Moreover, the classroom has to be a place for dialogue and reflection to address class problems.

Instructional Design

In the light of my purpose of using a set of pre-activities, to place the vocabulary before playing the situated vocabulary board game, and post-activities to close the board game, being this the first significant approach to English as a foreign language, an intervention divided into three cycles was proposed. Each cycle had two lesson plans, and a total of six board games were designed. But due to time issues, only five were played, each one for each lesson plan. As the classes were implemented, the difficulty of the topic increased, being consistent and progressive with the students' level of English. For a lesson plan sample see Annex 8.

Each lesson plan was prepared for two or three sessions, since it was intended that in the first class the students became familiar with the topic and vocabulary, then in the second class the board game was used to practice and reinforce the vocabulary, and in the third class the final activities were developed after playing the board game to reinforce the learning of new vocabulary. In table 1 the intervention cycles mentioned in the first paragraph can be observed.

Table 1. Intervention cycles

Cycle	Lessons	Objectives	Board Game	Suggested Language
Cycle 1: my school and my family	Kevin and his school supplies:	General: To recognize the vocabulary of school supplies using the Jenga board game.	JENGA	Vocabulary: <i>Book, Notebook, Glue, Pen, Pencil, Scissors, Eraser, Ruler, Color pencil, Pencil case, Backpack.</i> Structure: <ul style="list-style-type: none"> • I have in my <i>backpack...</i> • It's my <i>notebook</i> • These are my <i>scissors</i>, I can cut paper • Is this your <i>pencil case</i>? Yes, it is • What's in your <i>pencil case</i>?
Cycle 1: my school and my family	Bluey and Peppa Pig's family:	General: To recognize the vocabulary of family members using the Guess who am I? board game.	GUESS WHO AM I?	Vocabulary: <i>Grandfather, Grandmother, Father, Mother, Uncle, Aunt, Brother, Sister, Cousin, pets, family.</i> Structure: <ul style="list-style-type: none"> • My <i>mother</i> takes care of me • My <i>father</i> has green eyes • My <i>sister</i> helps me • I love my <i>family</i> • Those are my <i>pets</i>
Cycle 2: My environment	Beautiful animals around the	General: To recognize the vocabulary of	LOTTERY	Vocabulary: <i>Bee, Spider, Whale, Turtle, Horse, Butterfly, Crocodile, Pig,</i>

	world:	animals using the lottery board game.		<p><i>Rabbit, Elephant, Hen, Cat, Dog, Cow, Lion, Snake, Mouse, Octopus, Crab, Rooster, Bird, Ladybug, Ostrich, Buffalo, Chameleon, Monkey, Cockroach, Scorpion, Flamingo, Hippopotamus, Giraffe, Tiger, Porcupine, Frog, Seal, Dolphin, Shark, Snail, Fish, Seahorse, Penguin, Kangaroo, Starfish, Donkey, Bear, Sheep, Panther, Deer, Worm, Owl, Iguana, Wolf, Turkey, Fox.</i></p> <p>Structure:</p> <ul style="list-style-type: none"> • My favorite <i>animal</i> is... • This is a <i>lion</i> • The <i>whale</i> lives in the sea
Cycle 2: My environment	The Pictionary of Ratatouille:	General: To recognize vocabulary of food using the Pictionary board game.	PICTIONARY	<p>Vocabulary: <i>Meat, Bread, Cake, Pastas, Fish, Water, Coffee, Chicken, Sausage, Milk, Butter, Cheese, Beans, Ice cream, Grapes, Apple, Lettuce.</i></p> <p>Structure:</p> <ul style="list-style-type: none"> • Is <i>lettuce</i> a vegetable? • Do you like to eat <i>ice cream</i>? • Drinking <i>water</i> is so important • <i>Fish</i> is a protein
Cycle 3: My changing world	The weather changes like snakes shed their skin!	General: To recognize the vocabulary of weather and the days of the week using the Stairs and ladders board	SNAKES AND LADDERS	<p>Vocabulary: <i>Winter, Spring, Autumn, Rain, Cloud, Rainbow, Wind, Cloudy, Icy, Hot, Sunny, Stormy, Monday, Tuesday, Wednesday, Thursdays, Friday, Saturday, Sunday.</i></p> <p>Structure:</p> <ul style="list-style-type: none"> • What's the <i>weather</i>

		game.		<p>like today?</p> <ul style="list-style-type: none"> • What clothes do you wear when it's <i>cloudy</i>? • Look at the drawing and say which <i>climate</i> it corresponds to? • Complete the word <i>R _ _ ny</i> • Spell the word "Stormy" • What day is after <i>Tuesday</i>?
Cycle 3: My changing world	Fast! the hours pass:	General: To recognize the vocabulary of the hours using the Domino board game.	DOMINO	<p>Vocabulary: <i>In the afternoon, In the evening, In the morning, O'clock, Half, Quarter, Minute, Second, One, Two, Three, Four, Five, Six, Seven...</i></p> <p>Structure:</p> <ul style="list-style-type: none"> • What <i>time</i> is it? • I go to school in the <i>morning</i> • It's <i>nine o'clock</i>

Note: this table shows the lesson plans, objectives, board game and suggested vocabulary for each intervention cycle.

Cycle 1: My school and my family

Cycle 1, called "My school and my family", consisted of two lesson plans and revolves around contextualized vocabulary which is closest to the student, in this case the family and school. The first lesson plan of the first cycle was "Kevin and his school supplies". It dealt with the school supplies vocabulary, and I implemented the Jenga board game to play it individually. In this lesson plan, the students had to help the stuffed animal Kevin to pack its suitcase to go to study; consequently, each girl rolled the dice and took out the block corresponding to the image without collapsing the tower. The students must write in a guide the name of the school supply

block that she managed to get out of the tower, and the student who had the complete guide with all the names of the school supplies won.

The second lesson plan is called "Bluey and Peppppa Pig's family" to learn the family member's vocabulary. The game adapted for this objective was "Guess who am I?" to be played in pairs and groups of four, that is, each couple faced another couple. The board game consisted of choosing a character from either of the two families and giving some physical traits of it, and the opposing couple had to guess the character by saying the family member's name.

Cycle 2: My environment

Cycle 2 is called "My environment" and contains two lesson plans with animals and food vocabulary. The first lesson plan was "Beautiful animals around the world", in which it was proposed to play Lottery in groups of four students. The teacher in training would take out the card and call out the name of the animal, and the group that had that card on their game board would raise their hand, the group would win if they had a full game card.

The second lesson plan is named "The Ratatouille's Pictionary" referring to the movie about a cooking mouse. It was designed for learning food vocabulary and intended to be played in pairs, The dynamics of this board game involve one member of the pair observing a key of images for a minute (one emoji plus another emoji) to guess the food that results from the sum of those two emojis. Afterwards, this student went to her partner and told her the name of the food in English, and she drew it on a mini board and wrote the food name under it. After one minute, the students must show their drawing and if it was the correct food, they earned a sticker of the Ratatouille character.

Cycle 3: My changing world

The third and last cycle is called "My changing world". In this, the first lesson plan is

"The weather changes like snakes shed their skin!" In which I proposed the board game Snakes and Ladders to learn vocabulary of the weather and days of the week, and it was played in pairs to win it individually. This board game consisted of rolling the dice and moving the game piece the corresponding number of boxes. If the student landed on a box with a question mark, her opponent should ask her the question that matched the number of box where the game piece fell. When the student answered correctly on a square with ladder, she would move up; but if the student answered incorrectly on a snake square, then the student lowered her game piece down to another square. The first student to reach the sun was declared the winner.

Finally, the second lesson plan is named "Fast! the hours pass" and the Domino board game was proposed to learn time vocabulary, to play it as opponents. The dynamic of the game was to place dominoes that matched the drawing or the word with the time on the domino that the other student placed. In other words, the student must look for one among her tokens that had the same time in writing, or the same drawing of the clock indicating the time in such a way that there were two equal hours together, either the time in writing or the time indicated in a drawing of a clock. The student who ran out of chips to play won. However, this last board game could not be implemented due to time constraints, and it is left as the full teacher's implementation option if she so wishes.

This chapter presented the visions of curriculum, learning, teaching, and classroom which contemplate board games as an appropriate tool for facilitating vocabulary learning in a first approach to English as a foreign language. Likewise, this chapter developed the implementation process of the didactic proposal, detailing the dynamics of each board game and the objectives for which they were proposed.

CHAPTER V

DATA ANALYSIS AND FINDINGS

This chapter describes the procedures which were used to analyze the data collected through this research project. In addition, this chapter presents the categories of analysis and discusses the findings that emerged from the analysis.

Procedures for data analysis

First of all, it is important to clarify how the information obtained through the implementation of this project was organized. On one hand, for this process, three folders were used. They included the pre-activities, photos and videos of the students using board games, the post-activities, the intermediate students' interview, the final students' survey, and the researcher's field notes. Each folder had the name corresponding to each intervention cycle as follows: *folder #1: My school and my family*, divided into Jenga and the "Guess who am I" board games; *folder #2: My natural environment*, which is also divided into Lottery and Pictionary; finally, *folder #3: My changing world*, which includes only the Snakes and Ladders board game. Then, from these same three folders another three are derived according to each concept to be analyzed, namely: *folder #1: vocabulary learning*; divided into the information collected from the five board games; *folder #2: behavior in class using board games*, finally in *folder #3: opinions of the students with the use of board games*.

Considering the above, the method that was used to analyze and examine what the data revealed throughout the implementation of this project is the grounded approach. According to Noble & Mitchell (2016), this is a qualitative research method that generates theories from data collection and analysis, that is, the categories of analysis arise from the data. Within this theory, interviews and observation methods are the most common instruments for data collection. This is

why this approach allows the researcher to go back and forth between the data that had been collected throughout the research process.

Whereas the process carried out in this analysis was inductive since according to Patton (1980) quoted by Bowen (2006), this is the main technique used along with the grounded approach, which consists of reaching the categories of analysis, the patterns or themes from the data, not imposing a theory from the beginning of the research.

As a complement to the above, the perspective employed in this study was the emic perspective, which, according to Xia (2011) as cited in Pilarska's document (2018), "is linked to the way of thinking that emerges in the researched environment, entailing a given person's beliefs, thoughts and attitudes. In other words, the local knowledge and interpretations are crucial for the emic approach" (p. 156). This was of utmost importance since the research considered the opinions and attitudes of the participants regarding the use of board games with situated vocabulary.

Besides, it is important to mention that the data that served for each category of analysis that emerged from the research data were highlighted with five different colors, each color representing each category, in this way, green represents data that indicates vocabulary learning, light pink indicates cooperative work data, neon pink indicates self-regulation data of the students, purple highlights data of positive opinions and blue for negative opinions towards the use of board games with situated vocabulary. As Bianco et.al say (2014), "The use of color for encoding information can greatly improve the observer's understanding of the information depicted by image and his/her capacity for remembering it" (p.85). In conclusion, this process helped to classify the data from which the categories of analysis emerged.

Categories of the Analysis

Considering that the main objective of this research project which was to identify the impact of using a set of activities based on situated vocabulary board games in a first approach to English as a foreign language, and the specific objectives were: to describe the roles of situated vocabulary board games in this initial approach, on the other hand, the second one was to analyze the students' responses to the implementation of situated vocabulary board games in a first approach to English as foreign language. Thus, the following categories and subcategories of analysis were proposed in relation to such aims, and at the same time, to respond to the research question "What is the impact of using a set of activities based on situated vocabulary board games in a first approach to English as a foreign language?"

The categories *The supportive role of situated vocabulary board games when following a process*, and *The enriching social role of situated vocabulary board games in a EFL classroom*, were carried out to the first specific objective, this last category is divided into two subcategories, the first one is: *Working together for better results using situated vocabulary board games*, and the second one is: *The self-regulating role of situated vocabulary board games in a EFL classroom*. Whereas the third category called, *Influential factors in the implementation of situated vocabulary board games*, emerged in relation to the second specific objective and this category is divided into two subcategories; *Positive attitudes toward the use of board games* and the second one is: *Barriers to achieving vocabulary learning using situated vocabulary board games*. Table 2 displays the organization of the categories and subcategories according to each specific objective stated in this research project.

Table 2. Representation of the three categories resulting from the analysis.

RESEARCH QUESTION		
What is the impact of using a set of activities based on situated vocabulary board games in a first approach to English as a foreign language?		
RESEARCH OBJECTIVE #1		RESEARCH OBJECTIVE #2
To describe the roles of situated vocabulary board games in a first approach to English as foreign language.		To analyze the students' responses to the implementation of situated vocabulary board games in a first approach to English as foreign language.
CATEGORY #1	CATEGORY #2	CATEGORY #3
The supportive role of situated vocabulary board games when following a process.	<p>The enriching social role of situated vocabulary board games in an EFL classroom.</p> <p>Subcategory #1 Working together for better results using situated vocabulary board games.</p> <p>Subcategory #2 The self-regulating</p>	<p>Influential factors in the implementation of situated vocabulary board games</p> <p>Subcategory #1 Positive attitudes toward the use of board games.</p> <p>Subcategory #2 Barriers to achieving vocabulary learning using situated vocabulary board games.</p>

	role of situated vocabulary board games in an EFL classroom.	
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Category #1: The supportive role of situated vocabulary board games when following a process.

This category demonstrates the supportive role of situated vocabulary board games when following a process when students used them to learn vocabulary in English as a foreign language in a EFL classroom, taking into consideration the vital importance of an educational process that includes pre-activities, the use of the board game, and post-activities with which each lesson plan was planned.

According to Tamimi (2018), one of the most favorable strategies for learning vocabulary is word repetition, while the least favorable strategy for students is looking up a word in the dictionary and using it only one time, because it is the least interesting strategy for students. In addition, students perceive teachers as responsible for exposing them to situated vocabulary, while they use the dictionary infrequently. Finally, an appropriate process of learning a new word implies listening to the word, repeating it, and subsequently writing it; additionally, the games facilitate this process of memorizing a new word. In other words, the students should be exposed to the vocabulary through various activities before, during and after the use of board games in class, which they can acquire vocabulary in a situated manner.

Considering the item in this proposal, the information gathered revealed that situated vocabulary board games when following a process became an appropriate educational tool for

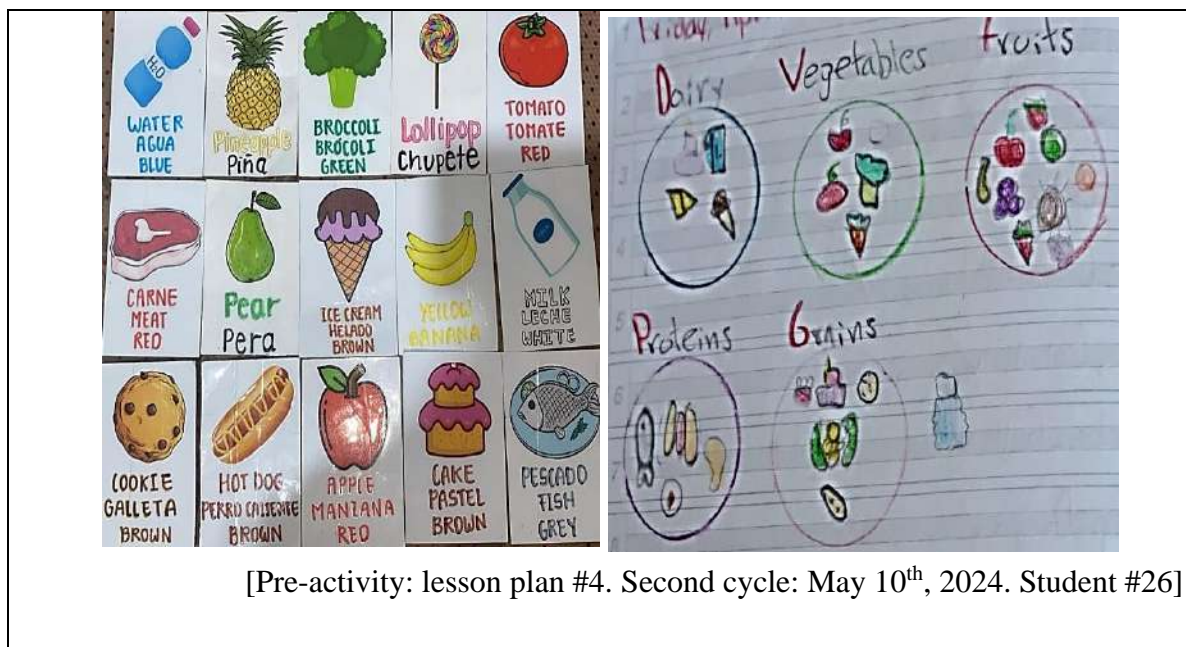
vocabulary acquisition, since the majority of participants obtained significant vocabulary learning. To support such claims, some excerpts of pre-activities are shown below.



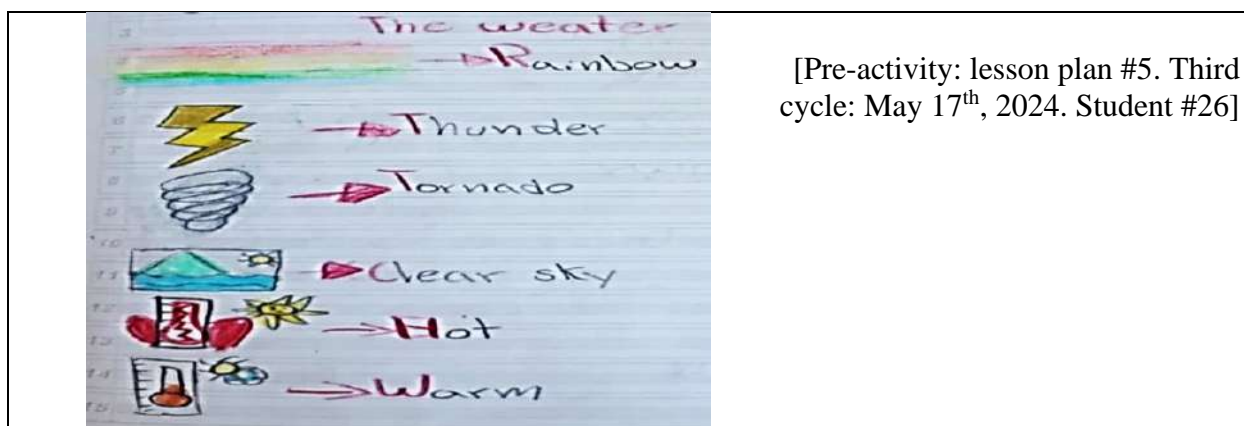
(...) I started the session with a presentation of my family, and they were very attentive to the photos of my family members and my pets. When I described the physical appearance of my family, they enthusiastically commented on the physical appearances of their relatives and told the names of their pets... they were very happy to be able to share something about their personal lives... At the moment of the video, they recognized all the members of the Bluey's and Peppa pig's families and repeated the vocabulary.

[Field note #3. First cycle: March 22nd, 2024]

The idea of the “Who am I” board game was to learn vocabulary of family members in English. For this reason, the pre-activity was carried out to contextualize what was going to be done in the board game, the videos of the Bluey's and Peppa Pig's families that were shown in the pre-activity were then viewed in the board game. Moreover, the students were engaged in this pre-activity looking at the different families and using the new vocabulary.



In the above excerpt we can observe the pre-activity corresponding to the board game “Pictionary”. I used the food vocabulary which was later to be situated in the board game, classifying it using flashcards between dairy, proteins, vegetables, fruits, and grains. Later, the students classified these foods by making drawings in their notebooks and at the end of the class we reviewed the pronunciation of each word.



In the pre-activity of the Snakes and ladders board game, the students copied all the vocabulary of the weather and days of the week into their notebooks, and data revealed that due to this pre-activity, children were able to play the board game without the teacher's guide all the time, they played it autonomously. As stated by McCaughey & Rosenberg (2024) the use of board games lets students lead the game and not the teacher; in this way, the students can be free to use the vocabulary or to speak with more opportunities in the classroom. Nevertheless, the game would not have been played correctly if the students had not been supported by the vocabulary of the pre-activity.

(...) Today I implemented the first board game called Jenga of school supplies, I wanted to ask them if any of them had already played the board game that we were going to use today, and I was surprised that **none of them had played it before...**

[Field note #2. First cycle: September 19th, 2023]

These excerpts show that following a process was really important to introduce a new board game to learn vocabulary in an EFL classroom. Without a procedure the board game could be confusing because students had never played some of the board games like Jenga, Pictionary, and Snakes and Ladders, and the students did not know all the vocabulary to play the game in a foreign language. Hence, the students must be familiar with the vocabulary seen in the pre-activities, vocabulary that was used during the board game.

Secondly, data revealed that students were able to play board games with the situated vocabulary seen in the pre-activities. Since, the students were able to use them in a more fluent and autonomous way. We can observe this proposal in the following excerpts.



[Board game #1. First cycle: September 19th, 2023. Student #19]

(...) the purpose of this game was to help our friend Kevin to prepare his school bag with all the school supplies... the students showed a lot of effort in helping Kevin, because the board game was developed properly and **most of the students filled out their game guide...**

[Field note #2. First cycle: September 19th, 2023]

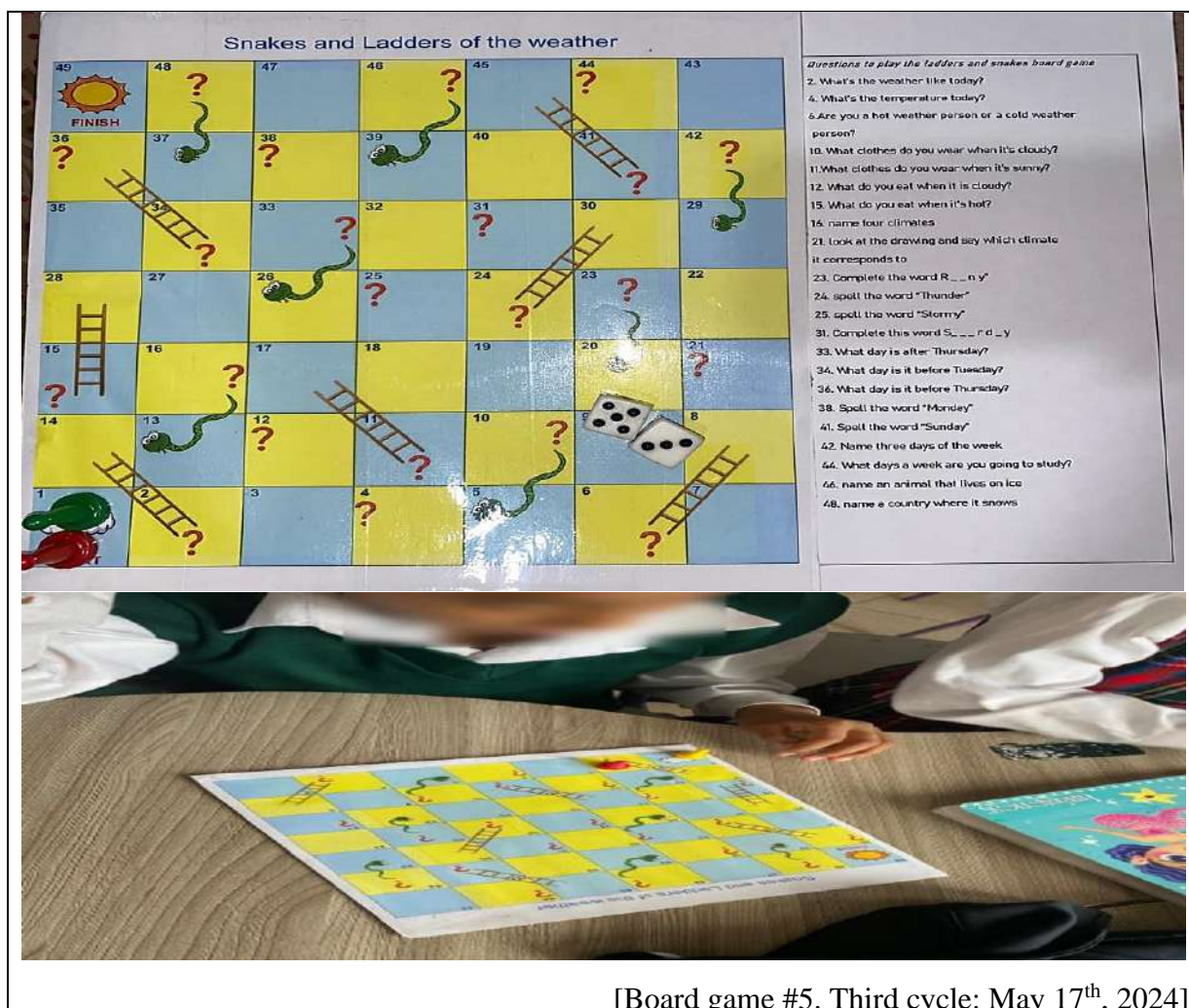
In the Jenga board game, the students played in groups, but each student completed a school supply vocabulary sheet each time they removed a block from the tower. Thus, the students looked up vocabulary in their notebooks that was seen in the pre-activity and carried out the board game that was aimed at helping our friend Kevin, seen in the pre-activity video, to bring all the school supplies to school. In this way, the students were familiar with the vocabulary they would need to play the board game and were able to write it on their game sheets.



(...) At the moment of the board game the students **read the vocabulary** of family members in English, and they associated it with the character from each cartoon... Their classmates, who were also game opponents, listened to the family member in English and say yes! yes! it is the character that we chose...

[Field note #3. First cycle: March 22nd, 2024]

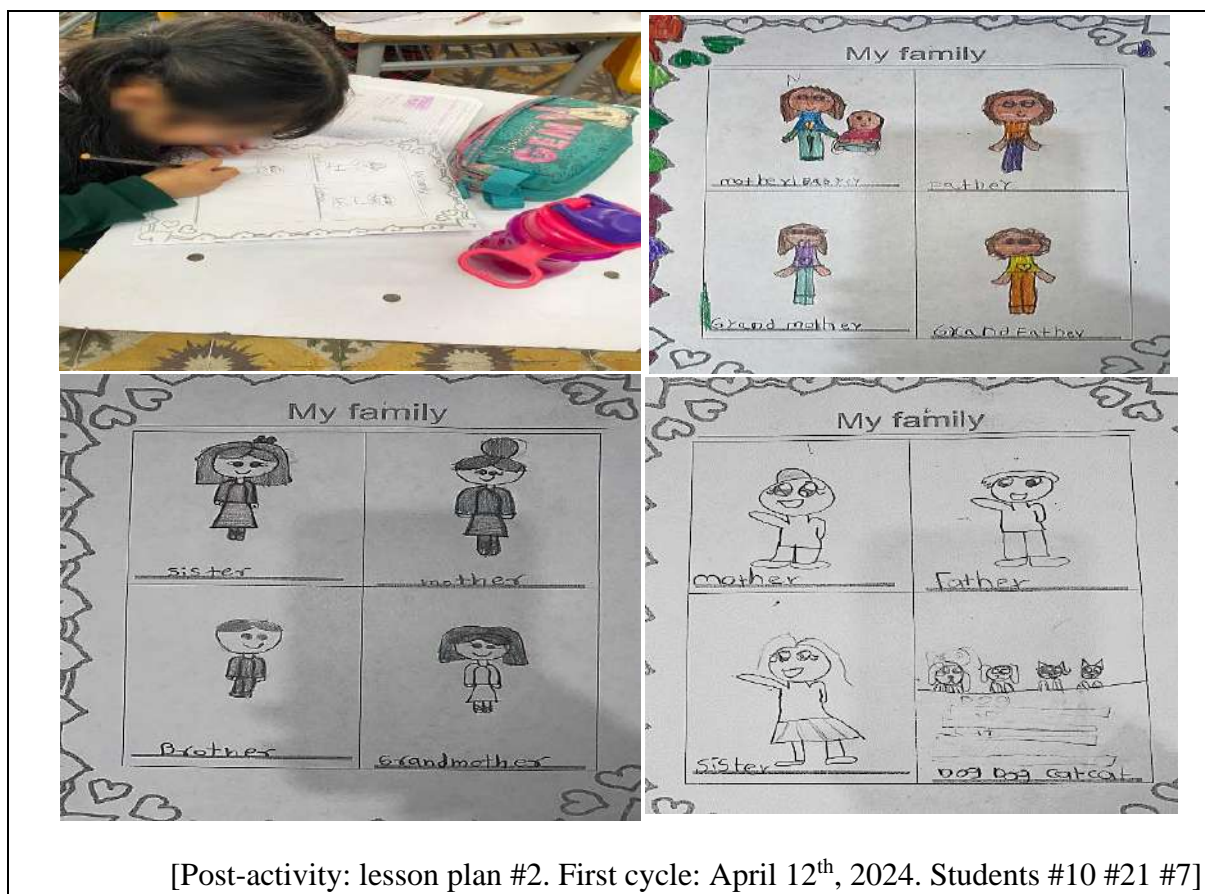
In the previous extract from the board game "Who am I" which aimed to guess the family member, the students relied again on the vocabulary of family members they wrote in their notebooks in the pre-activity. Similarly, the board game was played with the same television characters Bluey and Peppa pig that we saw in the pre-activity videos. Thus, the pre-activity and the board game were connected by placing the vocabulary.



In this final excerpt regarding the board game of Snakes and Ladders focused on the topics of weather and days of the week, the students played it in a fruitful and fluent way since they already had the relevant vocabulary written and illustrated for the game. This consisted of moving the token up the ladder if the student answered the question correctly or sliding the token down the snake if the answer was incorrect. This game was played in pairs; the students rolled the dice and moved their tokens. If a token landed on a question box, they read it in English and answered it using the vocabulary seen, if they did not remember the correct word, they checked their notebooks to be able to answer. This is, as O'Neill & Holmes say (2022), a board game can

be a very effective tool to promote active learning and the retention of knowledge when children are engaged with this activity, and the board game forces them to reflect upon ideas. In this way, the implementation of board games requires a process that contextualizes the vocabulary to be worked on, ensuring that the students' approach to using the game more naturally and not using board games just for the sake of playing. As the same authors say (2022), teachers should use board games as learning tools, not just time-eating tasks for special occasions.

Finally, to finish this process where board games play a supportive role, post-activities are important too. Data showed in the “Guess who am I” board game that the students were able to recognize family member vocabulary during the post- activity. Later the students said some words in the final survey from the whole process, as we can see in the following extracts.



In the last example corresponding to the post-activity of the board game “Who am I” the students drew and wrote the vocabulary corresponding to the family members. It is important to mention that post- activities were developed individually, which allowed me to identify the students’ needs and provide feedback to close the class in the best way and solidify the vocabulary seen in the board game. According to Malcová (2006) closing activities give important feedback to both students and teachers regarding the effectiveness of the selected methods used in the class.

Similarly, when students were asked in the survey about what they had learned in the area of English, they said vocabulary such as “mother, grandfather, grandmother, sister, father, brother” corresponding to the process of the board game “Guess who am I”, as can be observed in the first following excerpt. Later, students were asked what their favorite board game had been, and some students answered “Who am I” board game, because they had learned family vocabulary, as shown in the last two examples.

4. ¿Qué aprendiste en el área de inglés con el uso de los juegos de mesa?
 Mother, father, grandmother, grandfather.

[Survey #1. Third cycle: May 24th, 2024. Student #4]

6. ¿Cuál ha sido tu juego de mesa favorito? ¿Por qué?
 Who am I: porque uno aprende a decir toda la familia en inglés.

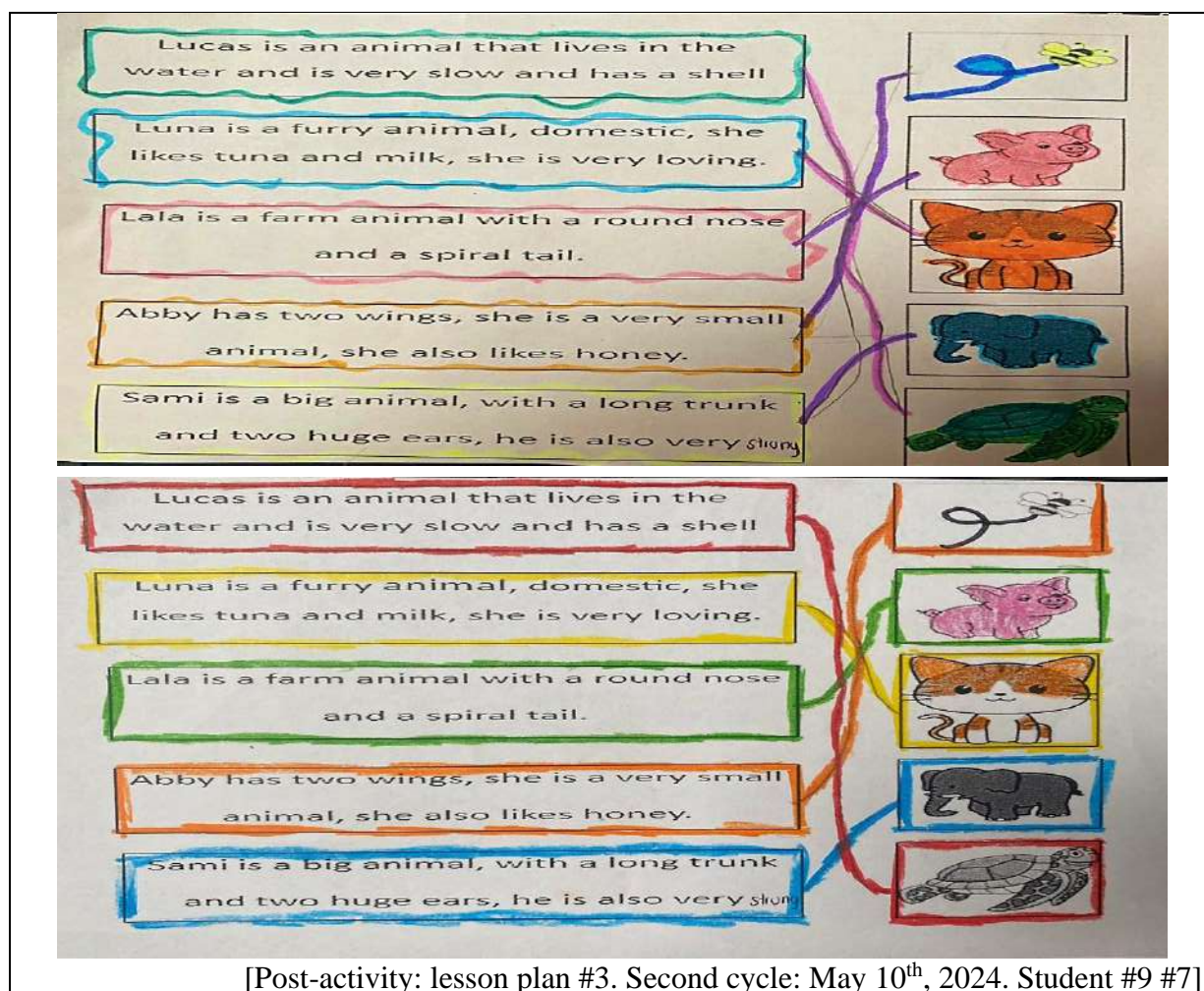
[Survey #1. Third cycle: May 24th, 2024. Student #17]

4. ¿Qué aprendiste en el área de inglés con el uso de los juegos de mesa?
 Sissors, mother, father, sister, cow, deer, horse, grandmother, grandfather

[Survey #1. Third cycle: May 24th, 2024. Student #3]

In other matters, data revealed that following a process in the Lottery board game allowed the students to learn vocabulary in different ways which is shown in the post-activity and in the survey. According to Schmitt (2002), the students must be frequently and carefully exposed to

new vocabulary in order to learn it. The students must be exposed to the vocabulary in different ways so that it can be said that the person learned the word. The author states that a word is learned when the student is able to read it and know its meaning; also, when he hears the word and recognizes it, and finally when he uses the word to communicate an idea to another person.



In the excerpts above, it is evident that during the post-activity of the Lottery, the students successfully read descriptions and matched them with the corresponding animals. Furthermore, when students asked about vocabulary they learned through board games, some students responded that they learned animal vocabulary such as: horse, hen, bee, dolphin, fish, turtle, sheep, cow, deer, crocodile, cat, dog, and pig; as shown in the following excerpt.

4. ¿Qué aprendiste en el área de inglés con el uso de los juegos de mesa?

Vocabulario de animales: Hound, Hen, bee, dolphin, fish, turtle, sheep

[Survey #1. Third cycle: May 24th, 2024. Student #7]

In this last excerpt about the post-activity of Snakes and Ladders board game, students completed a crossword puzzle by following some clues and writing the corresponding food vocabulary.

Vertical

- Product that comes from cows ✓
- It is put in the middle of the bread, and it becomes a hot dog ✓
- Typical of Colombia ✓
- We eat it roasted or fried ✓
- We eat it when we have birthdays ✓

Horizontal

- We eat it when we go to the park ✓
- Comes from Italy ✓
- We eat it in salads ✓
- Lives in the ocean ✓
- We put it inside the arepas ✓
- The fruit that Snow White ate ✓

Excellent!

Vertical

- Product that comes from cows ✓
- It is put in the middle of the bread, and it becomes a hot dog ✓
- Typical of Colombia ✓
- We eat it roasted or fried ✓
- We eat it when we have birthdays ✓

Horizontal

- We eat it when we go to the park ✓
- Comes from Italy ✓
- We eat it in salads ✓
- Lives in the ocean ✓
- We put it inside the arepas ✓
- The fruit that Snow White ate ✓

Excellent!

[Post-activity: lesson plan #4. Second cycle: May 10th, 2024. Students #7 #22]

Besides, they were asked in the survey what they learned in English using board games, and some students noted that their vocabulary learning focused on food. One response illustrates this, as the participant indicates that she learned words such as apple, banana, water, milk, hamburger and pizza.

4. ¿Qué aprendiste en el área de inglés con el uso de los juegos de mesa?
 Apple, banana, water, milk, hamburger, pizza.

[Survey #1. Third cycle: May 24th, 2024. Student #11]

In conclusion, the information gathered showed that the supportive role of board games when following a process was an educational tool to learn new words, and took relevance because we cannot play a board game with an educational objective without first contextualizing the students of what they are going to see in the board game, and without evaluating what they learned thanks to the board game or doing a closing activity with which the students record the vocabulary they learned or practiced. As McCaughey & Rosenberg say (2024), gameplay will appear chaotic without a class-management plan, and teachers will not see the benefits of this tool. Moreover, the information shows that students were able to use the vocabulary in different activities to finally learn it.

Category #2: The enriching social role of situated vocabulary board games in an EFL classroom.

This category refers to the social role that situated vocabulary board games had in third-grade participants in an EFL classroom, taking into consideration the students' cooperative and self-regulatory attitudes using board games to learn situated vocabulary. According to Radu & Mateescu (2018), board games facilitate communication and the understanding of behaviors, teamwork and cooperation moments in the class. To support such assumption two subcategories were conducted: *Working together for better results using situated vocabulary board games* and

The self-regulating role of situated vocabulary board games in an EFL classroom.

Working together for better results using situated vocabulary board games. This subcategory gathers data concerning the cooperative role of third grade students using situated vocabulary board games. This enriching role that was identified in the data is underpinned by the Salen & Zimmerman concept of systemic cooperation (2003), games have a conflict between winning and losing, or competition and cooperation aspects. Nevertheless, without this conflict meaningful play is impossible, since games do not have a goal, and students are not motivated to play the game. Just because games are competitive does not mean that they are not cooperative as well. The same authors say that competition and cooperation are not contradictory terms, in view of to play a game is necessary to submit the student's behaviors to the game rules, to enter in the special meanings of the game, in conclusion, to play is to participate with the other players in the same discourse to communicate the meaning of the game, playing is an act of cooperation.

In this sense, data revealed that the use of educational board games had an important cooperative role between students, as noted in the following excerpts. The students were asked if they liked learning English with their classmates and all the students answered that they liked it, saying that their classmates helped them solving and explaining things that they did not understand during the class. Likewise, in the field notes I recorded that I noticed a cooperative attitude of the students while playing.

1. ¿Te gusta aprender inglés junto con tus compañeras?
Si, porque me ayudan, me explican.

[Survey #1. Third cycle: May 24th, 2024. Student #10]

1. ¿Te gusta aprender inglés junto con tus compañeras?
Si, porque si no entiendo cosas ellas me pueden ayudar.

[Survey #1. Third cycle: May 24th, 2024. Student #3]

1. ¿Te gusta aprender inglés junto con tus compañeras?
 Sí, porque ellas me enseñan mucho inglés.

[Survey #1. Third cycle: May 24th, 2024. Student #4]

(...) While the students were playing in their groups, I went around the groups to solve doubts and supervise mistakes that the students made in the lottery vocabulary. But I noticed that some students **were helping others** with the same question they asked.

[Field note #5. Second cycle: April 26th, 2024]

The analysis of the data showed that students developed cooperative attitudes while using situated vocabulary board games, since the students had a clear objective, which was to win the board game, but this implied that the students helped classmates or opponents in the game to solve doubts about the game mechanics or the vocabulary they were learning about each topic. According to Farzaneh & Nejadansari (2014), recent studies show that students prefer to play cooperative games because they relate to each other to ask for help and they feel more confident in their own abilities, and as can be observed in the data, the students stated that they liked playing board games with their classmates because they helped each other, as we can see in the following excerpt of the interview where I asked them if they liked board games and one of them said that yes because she worked in a group and they could talk to each other.

1. **Teacher:** ¿Te gustan los juegos de mesa?
2. **Student #20:** Sí.
3. **Teacher:** ¿Por qué?
4. **Student #20:** Porque **trabajamos en grupos**
5. **Teacher:** ¿En qué te ayuda trabajar en equipo?
6. **Student #20:** A jugar con otras niñas
7. **Teacher:** ¿Y sientes que aprendes más de esta manera?
8. **Student #20:** Sí.
9. **Teacher:** ¿Por qué?
10. **Student #20:** Porque podemos **hablar entre nosotras**

[Interviewed #2. Second cycle: May 15th, 2024. Student #20]

In the same way, they responded in the survey that they liked to learn English together with their classmates because they felt they learned more in this way, as we observe in the following examples.

1. ¿Te gusta aprender inglés junto con tus compañeras?
 Si, porque quiero aprender y **compartir con ellas** para aprender
 juntas.

[Survey #1. Third cycle: May 24th, 2024. Student #6]

1. ¿Te gusta aprender inglés junto con tus compañeras?
 Si, **aprendemos todas** a hablar inglés.

[Survey #1. Third cycle: May 24th, 2024. Student #17]

1. ¿Te gusta aprender inglés junto con tus compañeras?
 Si, porque podemos **aprender más**.

[Survey #1. Third cycle: May 24th, 2024. Student #1]

1. ¿Te gusta aprender inglés junto con tus compañeras?
 Si, porque si **comparto** inglés con mis **compañeras** **aprendemos más**

[Survey #1. Third cycle: May 24th, 2024. Student #11]

The above data revealed that students manifested that they learned more using cooperative work while the situated vocabulary board games were used. Farzaneh & Nejadansari (2014), say that an effective way to improve intellectual ability is by incorporating cooperative learning into the classroom, where the students work together to a specific objective or target. And as we can observe, the students said that by sharing with each other they could learn more and speak English together.

The following excerpts are about opinions of the students about the same question in the survey, and they said that they liked learn English with the classmates because they learned more while they get fun.

1. ¿Te gusta aprender inglés junto con tus compañeras?
 Si, porque en mi otro colegio no veíamos inglés, y me gusta el
 inglés y el francés, y más con mis **compañeras**.

[Survey #1. Third cycle: May 24th, 2024. Student #16]

1. ¿Te gusta aprender inglés junto con tus compañeras?
Si, porque aprendo a tres idiomas y me divierto aprendiendo.

[Survey #1. Third cycle: May 24th, 2024. Student #9]

1. ¿Te gusta aprender inglés junto con tus compañeras?
Si, porque es muy divertido y aprendemos mucho más.

[Survey #1. Third cycle: May 24th, 2024. Student #9]

Likewise, in the following excerpt from the interview I asked a student about her favorite board game, and she answered that it was the lottery because she was able to play it as a team and it was great.

1. **Teacher:** ¿Cuál ha sido tu juego de mesa favorito?
2. **Student #25:** Yo creo que el de la lotería
3. **Teacher:** Por qué?
4. **Student #25:** ¿Porque fué muy chevere jugarlo en equipo

[Interviewed #1. Second cycle: May 15th, 2024. Student #25]

Consequently, the use of situated vocabulary board games to learn vocabulary in an EFL classroom was considered by the students as a way to learn with classmates and develop cooperative work. Moreover, the participants manifested that it was meaningful for them because they enjoyed and learned together, and they developed mutual support to be in the same dynamic of the game.

The self-regulating role of situated vocabulary board games in an EFL classroom.

This subcategory presents data concerning the self-regulating role that situated vocabulary board games had in third grade students. According to Klayman (2023) quoted by McCaughey & Rosenberg (2024), who says that children quickly learn that board games are not necessarily about skill acquisitions in grammar but more about how children can change and face behaviors in a playful environment. Thus, the data showed that third grade students regulated their

behaviors when they were using board games to learn vocabulary in an EFL classroom, and this concludes in the learning of classroom rules to play together.

On one hand, the information gathered revealed that participants acquired behaviors or rules to regulate their participation in classes where the board games were used. The following excerpts are about the acquisition of the first rule.

5. ¿Qué valores o normas aprendiste con los juegos de mesa?
 No hay que romperlos ni botarlos, también toca cuidarlos.

[Survey #1. Third cycle: May 24th, 2024. Student #16]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?
 No dañar los juegos, entregarlos completos, no gritar entre nosotras.

[Survey #1. Third cycle: May 24th, 2024. Student #18]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?
 No dañarlos y no romperlos.

[Survey #1. Third cycle: May 24th, 2024. Student #1]

In the previous examples, the students responded in the survey that one of the values or norms that they learned through the use of board games was to take care of the materials, such as handing them in complete, not damaging them and not throwing them away. Also, the following field note explains what was done before the start of the game.

(...) Before distributing the board games to each group, I explained the basic rules to be able to use them without inconveniences, these three rules were: Take care of the board games since they are delivered in perfect condition to each couple, or team and they must be returned in this way...

[Field note #2. First cycle: September 19th, 2023]

As data showed, the participants acquired the first of three rules in total, that is: take care of board games and return them completely. According to Juul (2005) quoted by Luliana & Juhász (2020), “A game is “a rule-based system with a variable and quantifiable outcome” (p.3).

On the other hand, they acquired the second rule that was: regulating their voice so that everyone can participate and be heard, as the following excerpts show.

5. ¿Qué valores o normas aprendiste con los juegos de mesa?
 No romper los juegos de mesa
 Compartirlos y levantar la mano cuando uno vaya a hablar.

[Survey #1. Third cycle: May 24th, 2024. Student #9]

No gritar en clase y aprender inglés.

[Survey #1. Third cycle: May 24th, 2024. Student #8]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?
 No dañar los juegos, entregarlos completos, no gritar entre nosotras.

[Survey #1. Third cycle: May 24th, 2024. Student #16]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?
 No pelear, no quitarles las cosas porque las podemos romper, no gritar porque nadie se va a escuchar.

[Survey #1. Third cycle: May 24th, 2024. Student #12]

As can be seen in the previous excerpts where I asked them the same question in the survey, some students mentioned that they acquired the second rule for playing board games, which consisted in regulating the tone of voice to achieve a suitable classroom environment for playing. This is also evidenced in the following field notes in which I described that we paused in the middle of the game to remember the three rules and that the students eventually began to remind each other of the class rules.

(...) the second rule for using the board games was no shouting... the students got excited playing and raised their voices, so we paused and remembered the rules of the game.

[Field note #2. First cycle: September 19th, 2023]

(...) Over time, the students internalized the rules for using board games in class, and now they were the ones who repeated the rules to their classmates when they were breaking a rule.

[Field note #5. Second cycle: April 26th, 2024]

As we can see in the excerpts, the students internalized the second rule of the use of

board games, and they reminded their classmates of it to have a positive play space, as Coffey & Anderson say (2006) quoted by Radu & Mateescu (2018), “the focus moves from the instructor to the learner” (p.359). In this way, the student is being autonomous in the decisions and rules they decide to follow, since it is no longer necessary for the teacher to constantly repeat what they should and should not do in the English class when a board game is implemented. Finally, the third rule of class that participants acquired to play board games in the classroom was to share with playmates, as the following excerpts show.

5. ¿Qué valores o normas aprendiste con los juegos de mesa?

Hay que respetar el turno de mi compañera y compartir con ellos.

[Survey #1. Third cycle: May 24th, 2024. Student #11]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?

Aprender a compartir con mis compañeras.

[Survey #1. Third cycle: May 24th, 2024. Student #7]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?

No toca pelear, toca compartir, toca divertirse no siempre ganar.

[Survey #1. Third cycle: May 24th, 2024. Student #5]

5. ¿Qué valores o normas aprendiste con los juegos de mesa?

Debemos compartir, no debemos ser egoístas, y tratar de no pelear con nuestras compañeras.

[Survey #1. Third cycle: May 24th, 2024. Student #6]

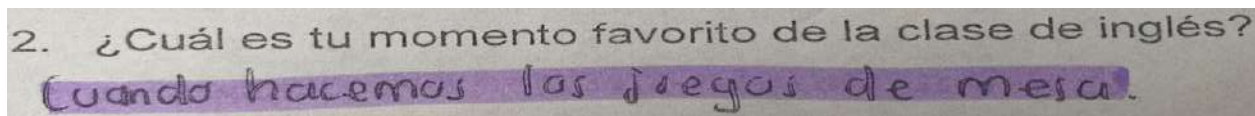
In those excerpts the students highlighted the companionship rule to play a board game, and they emphasized fun over always winning. According to Cojocariu et al. quoted by Luliana & Juhász (2020) “board games promote a positive attitude towards learning and develop self-regulated learning skills [4], develop their social skills [26], as how to interact with their peers [22] and how to follow game rules.” (p.3). In conclusion, the participants stated that they acquired three rules throughout the implementation of board games with situated vocabulary and

applied them whenever necessary so that the games could be played naturally in the classroom with a large number of students.

Category #3: Influential factors in the implementation of situated vocabulary board games.

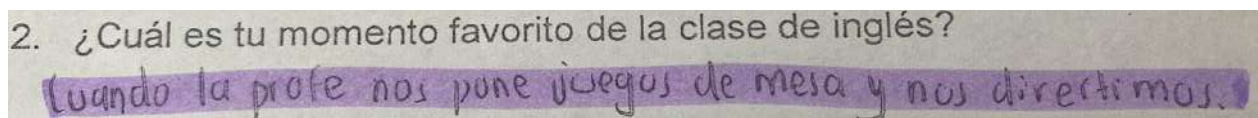
This category pointed out the influential factors when using situated vocabulary board games to learn vocabulary in a EFL classroom. Data gathered about students' opinions regarding the proposal showed positive attitudes but also barriers that need to be considered. Accordingly, the two subcategories that emerged: *Positive attitudes toward the use of board games* and *Barriers to achieving vocabulary learning using situated vocabulary board games*, will be illustrated.

Positive attitudes toward the use of board games. This subcategory gathers data concerning the positive attitudes that were observed in classes and the positive opinions that were collected around the use of situated vocabulary board games in an EFL classroom as shown in the following excerpts.



2. ¿Cuál es tu momento favorito de la clase de inglés?
 Cuando hacemos los juegos de mesa.

[Survey #1. Third cycle: May 24th, 2024. Student #17]



2. ¿Cuál es tu momento favorito de la clase de inglés?
 Cuando la profe nos pone juegos de mesa y nos divertimos.

[Survey #1. Third cycle: May 24th, 2024. Student #12]

In these excerpts we can observe the students' opinion towards the questions of What is your favorite moment in the English class? And what was your favorite board game? And they said that their favorite moment was when they played board games and had fun, and other

students said that their favorite moments were when they shared in groups as also shown in the next examples.

3. ¿Te gustan los juegos de mesa?
 Si, porque son muy divertidos y aprendemos más inglés jugando con ellos.

[Survey #1. Third cycle: May 24th, 2024. Student #3]

3. ¿Te gustan los juegos de mesa?
 Si, porque son divertidos y chéveres.

[Survey #1. Third cycle: May 24th, 2024. Student #5]

In the above extracts and in the following field note, it is observed that in the survey question about whether they liked board games, they answered “yes” because they had fun and learned English by playing board games. This was also evidenced in the field note where I said that the students were quite excited when they went to play a board game.

(...) The girls **enjoyed** the class; I looked their faces and actions when I announced that today was a board game day, and they were very excited to play and to know what board game they were going to play... when I said we were going to play lottery, **they got excited** because it was a game they knew.

[Field note #6. Second cycle. April 26th, 2024]

Whereas, when asked about their favorite board game, most students said that their favorite board games were the lottery and “Who am I,” noting that they were the most fun because they included TV cartoons.

¿Cuál ha sido tu juego de mesa favorito? ¿Por qué?
 Lotería. porque uno se divierte más y es divertido jugar con las compañeras.

[Survey #1. Third cycle: May 24th, 2024. Student #2]

¿Cuál ha sido tu juego de mesa favorito? ¿Por qué?
 Who am I: por los muñecos y por las familias.

[Survey #1. Third cycle: May 24th, 2024. Student #8]

6. ¿Cuál ha sido tu juego de mesa favorito? ¿Por qué?
 Lotería: Me divertí.

[Survey #1. Third cycle: May 24th, 2024. Student #16]

Also, their positive attitudes to one of these board games is evidenced in the following field note, as I observed that the students really enjoyed the “Who am I” board game because it was about characters they had seen on television, and they asked me to play it again.

(...) I implemented the second board game “Who am I” and the students were so happy to see in the board game the characters that they watch on TV... The students laughed when their opponents guessed the family member and finished the round and started over again, so much so that at the end of class they asked me if we were going to play it again next class.

The data showed that the students enjoyed their English classes with board games to learn vocabulary and stated that they had fun with their classmates while learning. On the other hand, the lottery and “Who am I” games were the two that they stated they liked the most, either because of their design with cartoons, or because they were the ones in which they had the most fun or learned the most.

In conclusion, students expressed positive aspects of using situated vocabulary board games in an EFL classroom, as they highlighted that they learned more English by playing board games and that these were their favorite part of English class. Therefore, it is concluded that the participants had a significant and positive approach towards this tool.

Barriers to achieving vocabulary learning using situated vocabulary board games. This subcategory is intended for data that revealed the barriers that students had towards the use of vocabulary board games in an EFL classroom. The most frequently mentioned barriers of board games are the difficulty of playing them in grades with large numbers of students because the

classroom can become noisy and uncomfortable for some people. Also, another difficulty is the coexistence of the students when playing board games, since discussions or misunderstandings may arise among them and because of this, they may have negative experiences with the use of this tool, as the following excerpts show.

7. ¿Qué te gustaría cambiar de la clase de inglés?
Que las niñas no griten tanto.

[Survey #1. Third cycle: May 24th, 2024. Student #9]

7. ¿Qué te gustaría cambiar de la clase de inglés?
Que las niñas no peleen.

[Survey #1. Third cycle: May 24th, 2024. Student #8]

7. ¿Qué te gustaría cambiar de la clase de inglés?
Que mis compañeras no griten tanto.

[Survey #1. Third cycle: May 24th, 2024. Student #2]

In the previous excerpts we can see that when I asked about what they wanted to change about the English class they responded that they did not like that the girls yelled so much and that they fought over the board games. These same answers were given by some students in the interview as can be seen below.

- | |
|---|
| <ol style="list-style-type: none"> 1. Teacher: ¿Que te gustaría cambiar de la clase o de los juegos de mesa? 2. Student #20: Que en los juegos de mesa no gritemos mucho |
|---|

[Interview #1. Second Cycle: May 15th, 2024. Student #20]

In fact, In the following field note I wrote that on that board game day some students told me that they had a headache because of the noise in the room.

(...) some of the girls **complained today about the headache** because there was so much **noise** in the classroom, so we paused and reflected on what was going on... and we repeated the three rules for playing board games.

[Field note #4. Second cycle: May 3rd, 2024]

Data showed that the students had some barriers in the use of board games with situated

vocabulary, the biggest barriers were the noise in class when using the board game, and the internal discussions in each group or game pair. According to Luliana & Juhász (2020), it is difficult for the teacher to observe the play of all students, or each group and this activity could be very noisy in a classroom [18]. On the whole, the students said that there were also barriers to the full development of vocabulary learning board games to learn vocabulary in an EFL classroom, since the noise did not allow them to hear each other, and some participants even expressed discomfort when exposed to a noisy environment.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the main conclusions of this study based on the data analysis and findings, as well as the implications that arose from implementing situated vocabulary board games in an EFL classroom with third-grade students. Finally, this chapter exposes the limitations of the study and offers some suggestions for further research.

Conclusions

This qualitative action research focused on the impact of situated vocabulary board games on vocabulary learning. The guiding research question for this study was: What is the impact of using a set of activities based on situated vocabulary board games in a first approach to English as a foreign language?

Considering this research question, the data analysis first showed that the use of situated vocabulary board games when following a process in class had a fruitful impact as it was a meaningful approach for the students towards learning vocabulary about topics related to their immediate context. In this regard, data revealed that adhering to a carefully planned process prior to engaging with the game itself, this is to say, that the fact that they had participated in the pre-game activities, during the board game activities, and in the post-game activities helps the students to learn and retain new vocabulary.

In addition, data indicated that students felt a stronger affinity for certain board games over others, and in some instances, they considered their favorite games helped them learn more vocabulary than the others. Similarly, data showed that participants reported acquiring more English or vocabulary through the use of situated vocabulary board games than with the

activities they used to do in class in the past.

Furthermore, the use of situated vocabulary board games seemed to have fostered an environment of cooperation among the students, enabling them to assist one another with unfamiliar vocabulary. They did this by sharing their notes or saying the English word that the other classmate needed. Likewise, the data revealed that the students learned while playing and interacting with their classmates. Besides, all the participants mentioned that they liked to share with their peers, and even though some were shy or did not feel comfortable in a group, they integrated and played together.

Moreover, the data showed that over time, the students began to be more autonomous and self-regulated in class when using the situated vocabulary board games, because they internalized the three main rules for being able to use the tool in class, and the students always sought among themselves to ensure that these three rules were followed by repeating them among themselves without the teacher's control.

Lastly, the participants expressed positive attitude towards the use of situated vocabulary board games, stating that it was a fun way to learn English especially when the games were related to animals or cartoons, they watch on television, which made them feel more familiar.

All in all, the implementation of situated vocabulary board games turned out to be a helpful tool in the EFL classroom due to the board games allow and promote vocabulary learning, cooperative work and self-regulation.

Implications

This section presents the implications that emerged from the implementation of situated vocabulary board games. First, for the context of a Colombian EFL classroom on vocabulary

learning topics; second, for the participants and the institution where this project was developed; and finally, for me as a researcher and teacher in training.

First of all, in the Colombian EFL classroom, it is necessary to allow play or the use of tools that promote play, such as board games, since these infer that students have a positive approach to learning a foreign language. On the other hand, it is important to develop creative and attractive tools for learning vocabulary, with which students have fun while learning at the same time. Finally, the use of these tools allows the classroom to be a flexible place where students can interact with others by working in teams or pairs.

Secondly, situated vocabulary board games imply that students will become more united when they help each other to have a good development of the activity in the board game. On the other hand, the use of this tool implies the autonomy of the students when they begin to solve doubts among themselves, and they play board games without constant guidance from the teacher. Also, the implementation of board games fosters self-regulation among participants when following games throughout the process. Ultimately, students will work in a cooperative manner, as they will be allowed to work in different groups, ensuring that all the students are integrated.

Thirdly, regarding the implications that this study may have in the Liceo Femenino de Cundinamarca Mercedes Nariño, it is important to mention that the implementation of this project requires that the institution trusts in the students' capabilities providing them with tools such as board games to learn following a process. Moreover, this research project employed materials that imply that the institution provides sufficient board games to ensure that each student has the opportunity to use it frequently in class. Likewise, the educational institution should train teachers so that they know the benefits of using board games in the classroom and

provide them with equipment and materials, in this way, the project will be successful, and board games will no longer be seen as a timewaster. Furthermore, as previously mentioned, board games require preparation and a follow-up process with pre-activities and post-activities, necessitating more class time to develop them in an adequate way to achieve the specified objectives.

The final implication is related to me as a researcher and pre-service teacher using a set of activities based on situated vocabulary board games. I must become a guide and not the center of the education when implementing board games in an EFL classroom, because students will be the center of the whole process. Apart from that, since it was my first experience of teaching in person, in a public school with a large number of students, I would say that the application of this proposal demanded imagination and creativity for creating board games in a way that all the students felt comfortable using them. In the end, this project involved time doing research because the teacher is a constant observer in his classroom, testing the board games, recording their effects on the students, and refining the materials and the praxis to obtain better results.

Limitations of the study

Throughout the entire implementation process, there were multiple challenges that significantly affected the research project. Firstly, the implementation of each board games' processes required more time, the students did not have a definitive teacher at the beginning of the practice, and the time to start the observation and diagnosis period was prolonged. This influenced the fact that the six board games that were planned could not be implemented, leaving only five, and some activities that revolved around the board games that the students enjoyed and asked for more time to finish had to be done quickly. Also, in the educational institution there were cultural days or festivities, and the implementation period was delayed. It is also important

to mention that the English class hours were reduced, since the students had only two hours per week, and within this time frame, the students took their breaks.

On the other hand, the high number of students and the lack of rules in class heightened indiscipline in the classroom. Students were characterized by having abundant energy, which increased with the introduction of the situated vocabulary board games. They screamed a lot, and we often had to pause the game to remind them how to play in a more orderly manner, because some students complained of headaches. Subsequently, the students' low level of English and their lack of weekly language practice made it difficult to advance the curriculum and, likewise, to make progress in implementation.

Finally, it is important to note the challenges faced with the materials. Due to the large number of students and five board games, a lot of time was required to create and adapt the materials. Financial resources were also needed to ensure there were enough board games for all participants, making sure they were large and sturdy and colorful, which required color printing.

Despite the various inconveniences, the participants had a significant approach to engagement with the foreign language in an EFL classroom using situated vocabulary board games. This is supported by indicating that the participants recognized the board games as tools for learning vocabulary while having fun, allowing them to share and learn together and, in the end, they realized the development of social skills, including class rules.

Further Research

This proposal focuses on the impact of using a set of activities based on situated vocabulary board games. Although there is extensive research on board games as an educational tool for learning foreign languages, this research project provides insights into designing board games adapted from existing ones specifically for vocabulary learning. Likewise, this project

places importance on following a process both before and after the implementation of board games to ensure they serve a meaningful purpose. The first suggestion for future research is to incorporate vocabulary board games into higher grades, to evaluate classroom coexistence before and after in terms of encouraging motivation, enjoyment, and the development of social skills, which are qualities often sought to enhance in adolescents. Finally, a second recommendation is to implement vocabulary assessment tests at the conclusion of each post-activity to gain deeper control and see progressive progress of each board game, as well as to evaluate how much vocabulary students retain over the long term.

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ANNEXES

Annex No.1- Diagnostic Test



La presente es una prueba diagnóstica que servirá para identificar cuanto vocabulario en inglés saben las estudiantes de primer grado, y su habilidad oral.

Colegio: Liceo Femenino Mercedes Nariño de Cundinamarca

Nombre:

Edad:

Instrucciones:

- La investigadora estará con cada una de las estudiantes de 203 individualmente aplicando la prueba diagnóstica. Para esto se le mostrara a la estudiante una serie de imágenes (9), de las cuales siete de estas imágenes son sobre vocabulario que las niñas deben saber porque aparecen en los objetivos de la clase de inglés para el primer periodo escolar, las dos imágenes restantes son de vocabulario que no está en el cronograma, pero quizás las hayan aprendido por fuera del contexto escolar.
- La estudiante tendrá que decir la palabra que se usa en inglés para nombrar el objeto o la persona.
- En la siguiente tabla se indicará al lado del nombre en inglés si la estudiante dijo la palabra correcta o si no lo hizo, marcando con una X.
- En la parte de abajo habrá otra casilla para que la estudiante diga otras dos palabras adicionales que ella sepa en inglés.

Palabra en inglés	La dijo	No la dijo
Head		
Wake up		
<u>Eat</u>		
Black		
Pink		
<u>We</u>		
I		
<u>Grandfather</u>		
<u>Knee</u>		

Annex No.2- Field Diary

Date: April 13, 2023

Activity: Members of the family

Important findings: about the board games

- ❖ Girls are very determined to write their name correctly
- ❖ The girls excited when the teacher tells them that are going to play
- ❖ There are girls who ask permission to go to the bathroom and return 30 minutes later, that is, they go to other classrooms
- ❖ It is better to take everyone out to go to the bathroom before class starts, then there is no excuse that they need to go to the bathroom and that is why they cannot be in class
- ❖ The game cards are too small for all the girls to see the pictures on them
- ❖ Some images are ambiguous, so they answer something different than what the teacher really wants them to say
- ❖ There are girls who do not feel comfortable at the table they are at; this is why they do not participate in the game with motivation
- ❖ Girls who earn points for their team are motivated to keep playing
- ❖ In each group is evident that there is a leading student who encourages the rest of the group to help and concentrate to earn points

Annex No.3- Interview- Transcription

Date: May 31st, 2024. **Place:** Liceo femenino de Cundinamarca Mercedes Nariño

Hour: 3:40 p.m.

1. **Student:** Hello, my name is Luciene.
2. **Interviewer:** Lucien, ¿te gusta la clase de inglés?
3. **Student:** Yes.
4. **Interviewer:** ¿Por qué?
5. **Student:** Porque aprendemos cosas, jugamos, hacemos actividades y realizamos cosas con las compañeras.
6. **Interviewer:** ¿Cuál ha sido tu juego de mesa favorito?
7. **Student:** El pictionary
8. **Interviewer:** ¿Por qué te gusto ese?
9. **Student:** Porque me gusta dibujar y también aprendo ahí como se escriben las palabras en inglés.
10. **Interviewer:** ¿Que palabras has aprendido en inglés con los juegos de mesa?
11. **Student:** He aprendido el vocabulario de los animales
12. **Interviewer:** ¿Que animales aprendiste?
13. **Student:** Dolphin, dog, crab, butterfly, bee, hen, horse.
14. **Interviewer:** ¿Y qué frutas aprendiste o alimentos?
15. **Student:** De frutas grapes, watermelon, banana, pineapple, y de comida corn.
16. **Interviewer:** ¿De los miembros de la familia que aprendiste?
17. **Student:** Me sé todos, pero voy a decir algunos e... Father, mother, grandmother, grandfather, uncle, cousin.
18. **Interviewer:** ¿Por qué te gusta jugar juegos de mesa?
19. **Student:** Porque aprendemos, nos divertimos y estudiamos mucho.

Annex No.4- Survey



UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores

Nombre:

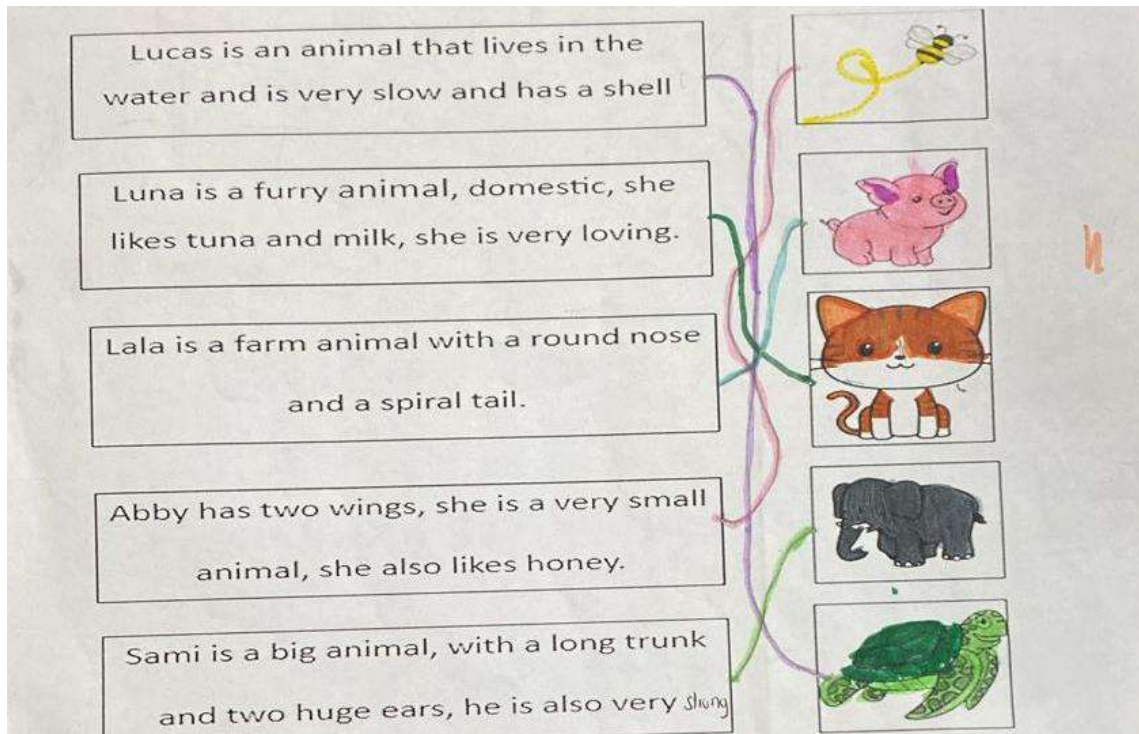
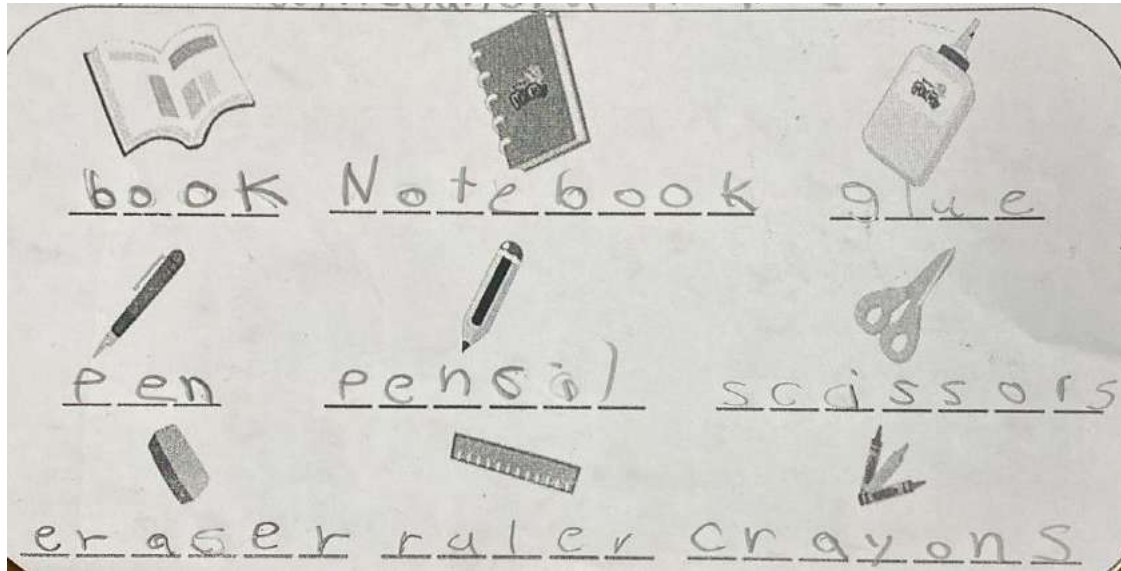
Edad:

Encuesta para estudiantes

La siguiente encuesta que será aplicada a las estudiantes de 301, del Liceo femenino de Cundinamarca Mercedes Nariño, tiene como objetivo reflexionar sobre el proceso de implementación llevado a cabo por la maestra en formación Jeimy Vanessa Niño sobre el proyecto de grado que tiene como título "The use of board games as the first significant approach of the students of the Liceo femenino de Cundinamarca Mercedes Nariño, to learn English as a foreign language".

1. ¿Te gusta aprender inglés junto con tus compañeras?
2. ¿Cuál es tu momento favorito de la clase de inglés?
3. ¿Te gustan los juegos de mesa?
4. ¿Qué aprendiste en el área de inglés con el uso de los juegos de mesa?
5. ¿Qué valores o normas aprendiste con los juegos de mesa?
6. ¿Cuál ha sido tu juego de mesa favorito? ¿Por qué?
7. ¿Qué te gustaría cambiar de la clase de inglés?

Annex No. 5- Artifacts



Draw the weather

1. Today it's sunny
sunny

2. Today it's windy
windy

3. Today it's cloudy
cloudy

4. Today it's rainy
rainy

5. Today it's snowy
snowy

WICH DAY COMES NEXT?

Friday Saturday Sunday Monday

Sunday Monday Tuesday Wednesday

Monday Tuesday Wednesday Thursday

Saturday Sunday Monday Tuesday

Wednesday Thursday Friday Saturday

Tuesday Wednesday Thursday Friday

Monday ✓ Tuesday Wednesday ✓
 Thursday Friday Saturday
 Sunday ✓

Annex No.6- Recordings

Video transcription No. 1 (Snakes and ladders board game)

1. **Student 1:** Ahí no hay pregunta, y tienes que avanzar acá... número cinco no hay pregunta, sigo yo. (Tira el dado) cuatro, un, dos, tres y cuatro.
2. **Student 2:** Yo te hago la pregunta What is the temperature today?
3. **Pre-service teacher:** Chek the vocabulary
4. **Student 1:** (Mira el cuaderno) Cold
5. **Student 2:** (Tira el dado) No hay pregunta
6. **Student 1:** (Tira el dado y corre dos casillas)
7. **Student 2:** Are you a hot weather person or a cold weather person?
8. **Student 1:** Cold, tiras...

Annex No.7- Informed Consent

Bogotá, 7 de noviembre de 2023

Estimados padres de familia y/o tutores,

Nos dirigimos a ustedes en nombre de la universidad Pedagógica Nacional para informarles acerca de un proyecto que se ha estado llevando a cabo en el área de inglés con el propósito de mejorar las habilidades comunicativas.

Solicitamos su autorización para realizar grabaciones audiovisuales durante las clases de sus hijas, las cuales serán utilizadas con fines investigativos y de mejora continua.

Agradecemos su apoyo y participación en el proyecto. Su colaboración es fundamental para el desarrollo de sus hijas.

Atentamente,

Jeimy Vanessa Niño Bustos

Estudiante de licenciatura en español y lenguas extranjeras de la Universidad Pedagógica Nacional

Bogotá, 7 de noviembre de 2023

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD		
<small>Resolución 787 de 18 de junio 2018</small>			
FOR025GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____
 Yo, _____ identificado con C.C. C.E. No.
 _____ expedida en _____ representante legal del menor
 _____ identificado con T.I. NUIP No.

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.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la UPN, obtenidos 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.

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La Universidad garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de los 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.

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: _____

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² Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelan 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 garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 8° Ley 1581 de 2012, art. 2° Decreto 1377 de 2013).

Annex No. 8- Lesson plan

Lesson plan N°1: school supplies

Lesson plan: 1	Session: 1	Time: 2 hours 4:00 to 6:00 pm
Grade: Second.	Institution: Liceo femenino de Cundinamarca Mercedes Nariño	
Date: September 23 st 2023 (Tuesday).		
English teacher: Angela.		
Pre-service teacher: Jeimy Vanessa Niño Bustos.		
Language Contents:		
<ul style="list-style-type: none"> School supplies vocabulary: <i>Book, Notebook, Glue, Pen, Pencil, Scissors, Eraser, Ruler, Color pencil, Pencil case, Backpack.</i> 		

Objectives:
<ul style="list-style-type: none"> By the end of this lesson, students will be able to visually recognize eleven main words related to school supplies vocabulary: <i>Book, Notebook, Glue, Pen, Pencil, Scissors, Eraser, Ruler, Color pencil, Pencil case, Backpack.</i>
<ul style="list-style-type: none"> By the end of this lesson, students will be able to write some of the school supplies.

Procedures	
TIME 30 minutes	<p>Demonstration and guided practice I: Let's enjoy and learn! Kevin and his school supplies</p> <p>The teacher will now introduce two videos. The first one is more complete than the second one, with the objective of comparing them. Kevin is the protagonist of the activity, he must have all the school supplies to go to school, and he needs our help to do it. The teacher will ask students to write on a piece of paper some of the school supplies that they remember from both videos, looking at the board on which the vocabulary of all the school supplies will be written.</p>



Kevin



30 minutes

Activity: recognizing the school supplies with help of the colors

For this activity, the teacher is going to give a guide to color the images of the school supplies according to the color that is indicated in the photocopy. This activity will be done slowly, where all the girls solve the guide while the teacher gives the explanations, in this way, it gives way to some questions that the students have.

NAME.....
 DATE.....

1.- COLOREA LOS UTILES ESCOLARES SEGÚN SE INDICA

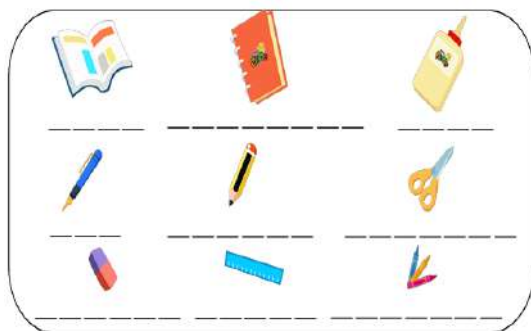
- THE PENCIL IS GREY
- THE SCISSORS IS YELLOW
- THE PEN IS BLACK
- THE CRAYON IS GREEN
- THE ERASER IS RED
- THE COPYBOOK IS BLUE
- THE BAGPACK IS PURPLE

1
Hour

Jenga face: It's time to play a board game and learn the school supplies vocabulary.

The teacher is going to explain the board game:

- The students are going to play in groups of 5 people.
- Each one will have a guide with an activity about the writing of the school supplies words
- Jenga will have the images of the school supplies vocabulary. The student has to take card by card throwing the dice and writing the word of the school supplies on the guide, without the tower falling. The student will have to complete all the guides to the vocabulary.
- The game can be repeated so that the student completes the guide if the tower falls.
- The school supplies words will be written on the board to help the students with their writing part of the board game.



- Farewell to the class: Time to say goodbye!