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**DEVELOPING SPEAKING SKILLS THROUGH THE USE OF BOARD GAMES IN SIXTH
GRADERS AT UNIDAD EDUCATIVA “BILINGÜE”**

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RESUMEN

El propósito de este proyecto es dar a conocer que tan eficiente los juegos de mesa pueden ser al momento de ser utilizados en la clase para desarrollar la habilidad del habla en el inglés. Para este proyecto se han seleccionado 3 tipos diferentes de juegos de mesa que demandan un alto uso del habla que es el objetivo a desarrollar siendo estos Monopolio, Trivial Pursuit y Pictionary. Para lograr la aplicación de estos juegos de mesa, fue necesario la ayuda de métodos y estrategias tales como Content-Based Instruction y Cooperative Learning.. También se ha tomado en cuenta temas del Libro “Our Discovery Island” que es usado por estudiantes de entre 10 y 11 años de edad en la Unidad Educativa “Bilingüe Interamericana”. De la misma manera, las mismas planificaciones que han sido elaboradas por el docente de los estudiantes han sido usadas en la aplicación de los juegos de mesa con el objetivo de demostrar la diferencia en el aprendizaje que estos pueden aportar. Los resultados de la aplicación muestran que un porcentaje de estudiantes mejoraron sus habilidades en el habla mientras que otro porcentaje se mantuvo de igual manera.

Palabras Claves: Content-based instruction, Cooperative learning, Planificaciones, Métodos.



ABSTRACT

The purpose of this project is to show how efficient board games can be when used in the classroom to develop English-speaking skills. For this project, three different types of board games that demand high levels of speaking, which is the objective to develop, have been selected. These board games are Monopoly, Trivial Pursuit, and Pictionary. To extend the application of these board games, the help of methods and strategies such as Content-based Instruction and Cooperative Learning were necessary. The topic of the book *Our Discovery Island*, which is used by students between 10 and 11 years of age at Unidad Educativa "Bilingüe Interamericana", has also been taken into account. In the same way, the lesson plans that had been designed by the teacher of the class have been used for the application of the board games as well, with the objective of showing the difference in learning that board games can offer. The results of the application show that a percentage of students improved their speaking abilities, while another percentage remained the same.

Key words: Content-based Instruction, Cooperative Learning, Planning, Methods.



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DEDICATION

I want to dedicate this achievement to my wife, Susan; my mother, Graciela; and my brother, Kevin, who are the most important people in my life and whose support means everything to me. They have given me the strength I need to keep moving forward and be the best that I can be.



INTRODUCTION

Education has always been changing throughout time, and new methods and ways of teaching are constantly being incorporated in different institutions around the world. As education has been in constant change, our attitudes and beliefs have also been modified in order to adapt ourselves to this new world. Due to these important changes, I propose a new way of teaching that could bring benefits to the new educational society.

This project presents new fun and entertaining board games that will keep learners engaged and eager to participate in the classroom. Such board games offer opportunities for interaction and keep learners interested, while they also make the classes more meaningful. The benefits that these board games may have for the teachers and students at Unidad Educativa “Bilingüe Interamericana” are the following:

- ✓ Creation of an entertaining class atmosphere
- ✓ Enjoyment and participation in the classroom
- ✓ Increased level and encouragement of cooperation
- ✓ Enhancement of social relations
- ✓ Confidence learners gain in speaking skills

The main goal of this project is to give learners the appropriate tools to overcome fear and nervousness in the classroom as they learn new speaking abilities. Nowadays, classrooms around Cuenca are filled with 30 or more learners, making education more complex and sedentary. Also, the routines that each classroom may have could frustrate learners and lead to undisciplined behavior and a general lack of interest. For these reasons, I have come to the idea of developing



entertaining and fun games to be used in the classroom that could give more meaningful results in the acquisition of speaking abilities.



CHAPTER I. DESCRIPTION OF THE PROJECT

1.1 Problem Statement

Currently, children at Unidad Educativa Bilingüe learn English-speaking skills through repetition and memorization, following traditional methods. Students are not encouraged to explore the language in a fun way, as they would with games. So they quickly lose interest, and do not learn as well as they could. If entertaining methods were used appropriately, students would be more successful in the classroom.

1.2 Background and Justification

As our world becomes more interconnected, English knowledge can help people communicate on many levels. English-speaking adults have more opportunities in their professional lives. However, according to some researchers, adults have a more difficult time acquiring foreign languages than children. The best time to learn English is during childhood, but children do not always appreciate the importance that English can have later in their lives, so they might not want to study very much. Students would benefit from lessons designed to make learning a foreign language as engaging as possible. It would be better if children enjoy the learning process and the use of board games. Board games can help make lessons fun and interesting for them.

Researchers agree that board games can be helpful in a number of ways. “Board games can be a great, interactive learning tool. When children play board games, they learn valuable skills and they gain knowledge of basic concepts as they practice good listening, following directions, and responding appropriately” (Daymut, 2009, p. 1). It is worth mentioning that a board game is a game of strategy, played by moving pieces on a board and sometimes rolling the dice. Students would be able to



enhance speaking skills by using those games while in the comfort of a classroom environment.

Board games can be a huge contribution in the classroom because they offer a variety of advantages, like helping the teacher to create contexts in which the language is useful and meaningful, or encouraging learners to take part in these games to understand other players. Students do not even realize how much they are learning as they play games. As Rosenfeld (2010) found, “Just by virtue of playing them, board games can teach important social skills such as communicating verbally, sharing, waiting, taking turns, and enjoying interaction with others” (p. 122).

When developing reading, writing and listening skills, students can read books, write letters, and listen to music, but they need help from experts to improve their speaking skills. It is essential that speaking skills are taught at schools, in a way that will give students feedback and positive reinforcement.

Nowadays, students in elementary schools tend to practice their speaking skills by repeating short and basic conversations among themselves. This is a good method to learn English, but teachers could improve this skill by using board games. Moreover, children need to learn to adapt their speech to listeners, by using a variety of ways to express themselves. Speaking should include putting thoughts into words and sharing them through games. Additionally, board games in the classroom would make children become less shy, and take more opportunities to speak while explaining their ideas in different situations by using gestures, aids, and symbolic devices.

Board games should be included in the curriculum. If students practice the language in a relaxed setting, it will be easier to remember what they have learned when they are confronted with real-life situations outside the classroom. Learning



through board games would give them the opportunity to conquer their fears in a more comfortable environment. By having fun while learning, they would become confident in their abilities, which is very important in speaking a foreign language.

On the other hand, students should have an interest in learning English, especially in the area of speaking; that interest could be inspired by making classes more fun. According to Ashwin (2005), “Games are great fun for students to play; they get students active, involved, moving and engaged. They encourage collaboration, team work and interpersonal and social skills” (p. 32). If students enjoy speaking English through board games in the classroom, they will be encouraged to develop their linguistic skills everywhere.

In conclusion, elementary school students should develop English-speaking skills in a fun way, and board games would help them do this easier and faster.

1.3 Objectives

1.3.1 General Objective

To develop speaking skills through the use of board games in the sixth-grade classroom at Unidad Educativa Bilingüe

1.3.2 Specific Objectives

- To analyze how the English language is used in an English classroom at Unidad Educativa Bilingüe through the use of an observation checklist.
- To use board games in class in order to enhance the oral skills of 6th graders.
- To compare the results obtained before and after the use of board games, using a pre- and post- oral test.
- To determine different aspects of using board games in the educational process.



CHAPTER II. THEORETICAL FRAMEWORK

2.1 Motivational Theories

2.1.1 Increasing student motivation

Motivation is one of the most powerful tools in education, because it is so needed inside the classroom. According to Theobald (2006) “One of the greatest challenges for teachers in the 21st century is to provide an environment and atmosphere that can stimulate a student’s desire to learn” (p. 01). Students are surrounded by a great variety of situations that keep them decentralized or without an interest in learning. However, motivation is essential when learning, and board games can be useful because they provide entertaining moments while learning.

In addition, Wlodkowski and Ginsberg (1995), pointed out that “Individual motivation is inseparable from culture” (p. 8). However, teachers need to create a comfortable atmosphere while making students feel motivated and engaged through entertaining situations. On the other hand, Theobald (2006) stated “The ultimate goal for teachers is to help all students succeed during their years of schooling so that they will also succeed throughout their adult years” (p. 01). This is the natural process by which students acquire their habits so that they can reach their objectives when they become adults.

Also, Theobald (2006) stated that there are two different kinds of motivation; intrinsic and extrinsic:

a. Intrinsic Motivation

This kind of motivation can be defined as preferable, due to the permanent state of learning that can be established in the mind. In this state of motivation, people feel a need to be challenged, to participate for deeper learning, or to be



successful. When students have intrinsic motivation, real learning can be achieved, resulting in joy and satisfaction. In this stage, learning occurs through a process of personal growth and acquisition of information. That is to say, this learning happens when there is a perceived value in the process of doing something (Theobald, 2006). Learning by heart would not help students develop intrinsic motivation compared to learning through meaningful moments like with the use of board games. Through new games and challenges, they could develop intrinsic motivation to the point that they would be excited to learn to speak English.

b. Extrinsic motivation

In contrast with intrinsic motivation, extrinsic motivation is the drive to learn for interests unrelated to personal growth. Extrinsic motivation can be developed with external purposes such as: the scope of a good grade, prizes and rewards. (Theobald, 2006). However, even if board games were used without any purpose, students could still develop extrinsic motivation and do tasks because of points or prizes.

The main purpose and goal of educators must be the development of intrinsic motivation, due to the personal effort and value it offers. It is the responsibility of the teacher to help students understand the need and value of foreign languages, through the implementation of different strategies and assessments, while maintaining high levels of performance in an effective learning environment. In this way, learners can fully realize their natural skills.



2.1.2 Motivation Fosters Independence

To fully understand what motivation is, teachers have to focus on individual students and how their minds work. According to Theobald (2006) “Some students achieve success only when allowed to achieve that success at their own pace. Independence is fostered when students are allowed to make decisions for themselves and live with the consequences of those decisions” (p. 48). This process will make students realize the importance of making decisions and the consequences of their choices. This will also make them focus on their own independence and think about future decisions as well. Board games can work on their personal confidence because they offer entertaining moments, and also develop their independence and capacity to work alone in the future. In addition to this, Bandura and Schunk stated that “From self-motivation related to goal setting and the evaluation of one’s own behavior” (as cited in Theobald, 2006, p. 48). Moreover, if students really want to succeed in anything they attempt, they will work hard to get it. This achievement depends on two different characteristics: the goal that students establish, and the motivation they have to achieve that goal.

Theobald (2006) proposed four important steps to nurture independence in students. Those are:

a. Teach goal setting

This fact has been mentioned with the purpose of emphasizing the importance of paying attention to students’ goals. They do not know how to set and reach goals, or have strategies that focus on how to think independently to achieve such goals (Theobald, 2006). Each time the application of board games take place in the classroom, they will have a purpose and a goal in mind that will make classes meaningful.



b. Encourage performance appraisal

This point refers to the development of new investigations and how they develop independent thinking. Students analyze their own performance and the way they contribute to reach their goals (Theobald, 2006). Also, independent thinking can be developed through individual participation with the use of content-based instruction

c. Provide self-reinforcement

Internal motivation and self-reinforcement are the keys to success and achieving objectives. Students will feed their own intrinsic motivation if they analyze and receive feedback on their performances (Theobald, 2006). They are more likely to retain information learned through meaningful situations; board games can provide these situations due to the interaction they offer.

2.1.3 Motivation is Reflected in Victory

Victory is the result of effort and dedication towards something that has been desired with passion. Growth and development should be directed in a positive way where goals can be accomplished with inspiration. Eichhorn who has been a middle school educator for years wrote:

“A flexible learning environment enhances stage level mental development... experience is an essential ingredient for the growth of mental structures... in a flexional environment, youngsters are able to pursue personal curiosity, develop further interest, and increase opportunities for experience by means of a chain reaction effect, i.e. one experience providing the motivation for an additional experience” (as cited in Theobald, 2006, p. 60).



Educators need to provide an environment where learners feel that they can succeed, and board games can give learners satisfaction while they work together in order to win each game. The goal of victory becomes shared within teams, and success is a reflection of their effort and motivation. If the classes are done successfully, educators will feel that they have reached an important goal with their learners. For the achievement of these objectives, Eichhorn mentions two approaches:

a. Process leads to success

In this stage, the process could be more important than the product. Satisfaction is what motivates students. Strategies have been developed to encourage motivation, by taking into account that the process could be secondary (as cited in Theobald, 2006,). The strategies suggested by Eichhorn are:

- Help students form an interest in the topic
- Find out what students do well, and use that information in class
- Assess students' strengths and provide individual enrichment
- Give incentives and rewards when appropriate
- Allow students to resubmit their work
- Let students participate in activities that do not necessarily result in getting a grade
- Encourage students to participate by rewarding involvement
- Use "station" learning
- Incorporate games
- Give students a project, and then allow them to choose their own mode of presentation



- Praise student for what they accomplish outside of class

b. Success comes from finished products

Finished products could lead to the satisfaction of students and teachers, but maintaining motivation to finish a product can be a huge challenge for teachers because students tend to become demotivated during the developmental stage. However, the result of the finished product leads students to feel that they could succeed in that specific objective (as cited in Theobald, 2006). For this reason, it is very important that learners feel motivated during the whole process, and the use of entertaining interactive moments would help maintain a good level of motivation.

2.1.4 Motivation is natural, and board games aid motivation

During the learning process, having something different to learn is a good way to expand children's motivation in a foreign language. Their knowledge is increased with new information. Also, they have the opportunity to work with the language and this becomes in a great influence in their thinking. For this reason, board games are designed to provide the motivation they need and play with the language. They develop real communication, which is good for their cognitive development (as cited in Theobald, 2006).

According to Deckers "Students have a natural curiosity and will try anything. Motivation is natural, built-in, and innate if you will. Curiosity, emotions and basic instincts for survival are just a few internal factors which motivate our actions" (as cited in Theobald, 2006, p. 114). Besides this natural curiosity that humans have, experiences are built on it. In order to develop natural curiosity, extrinsic motivation is supported through prizes and rewards, forgetting sometimes that intrinsic motivation produces important effects as well. It is



necessary to mention that intrinsic motivation is the goal due to the success it provides to learners, and board games can help accomplish this through practice and fun oral board questions and answers (Theobald, 2006). In addition, Theobald (2006) mentioned that “Students are intrinsically motivated when they are interested in a subject or find usefulness and value in what they are learning” (p. 114). Furthermore, Glassers said that students must be interested and feel they are being benefited in what they are doing to develop a good work (cited in Theobald, 2006, p. 114). Moreover, students need to be prepared for challenges and pay attention to them. Motivation could be increased through attention and that would be a key for success.

Nevertheless, Marzano pointed out that “Teachers can help provide an environment conducive to increasing the natural desire for students to learn by challenging students. Success-oriented students are motivated by challenges and the anticipated emotional rewards received from engaging in new tasks” (as cited in Theobald, 2006, p. 114). The need for creating situations where students can think and discover solutions for themselves is important, and the answers that learners can get from questions that board games offer in context can guide them to discover these solutions, challenging them as much as possible.

Theobald (2006), she stated that:

“Students in early elementary grades naturally exhibit motivation through their energetic and enthusiastic actions and attitudes. Along the way to the middle and high school years, some students lose that natural enthusiasm for learning. Other students maintain acceptable levels of motivation either because of, or in spite of, teacher and the school environment. Yet, other students need a continuing undercurrent of reinforcement to maintain the



motivation needed to learn all they can while still in school. There are several strategies teachers can use to encourage the natural desire to learn that comes from within each student” (p. 114).

As a conclusion, motivational theories can help students learn in a more meaningful way, but they also need the combination of another method, such as content-based instruction, to make learning more active in the classroom.

2.2 Content -Based Instruction

As part of teaching methodologies, Content -Based Instruction has many different strategies to be used in the classroom and one of them is talking about popular topics like how the use of cars can destroy the environment. Also, the quality of this theory is based on research and its respective application, resulting in the conclusion that the more ideas are used in context, the more results will be obtained in communication.

2.2.1 What is Content -Based Instruction?

Learning another language has been compared with other activities like driving a car, riding a bike or swimming. Language, like these other activities, is learned by doing and not just through theory. Content -Based Instruction offers the opportunity to practice the four English skills, but mainly focuses on oral proficiency (Stryker & Leaver, 1997). Stryker and Leaver (1997) pointed out that “Content based foreign language instruction encourages students to learn a new language by playing real pieces, actually using that language, from the very first class, as a real means of communication”(p. 3). Content- based instruction reflects the practice of a language through context and real participation; when learners get information and immediately reproduce it through a game; they are acquiring and practicing new information without focusing on learning but instead



on playing. Also, these authors stated that CBI should be utilized from the first day of class in order to get learners used to the new language and encourage independence.

Brinton, Snow, and Wesche defined CBI as “the concurrent study of language and subject matter with the form and sequence with the language presentation dictated by content material” (as cited in Cenoz, 2015, para. 8-24). Content -based instruction is strongly related to true social events that show the relation between content and language.

According to Stryker and Leaver (1997), it is necessary when discussing CBI to mention the three most important characteristics that accompany this method. Such characteristics can be related to board games because they offer the opportunity to play and introduce topics. They are:

a. Content -Based Instruction is based on subject matter core

CBI could be very useful in context as long as it is based on the subject matter rather than the language. Stryker and Leaver (1997) defined a subject matter core as:

“... derived from the subject matter, rather than from forms, functions, situations, or skills. Communicative competence is acquired during the process of learning about specific topics such as math, science, art, social studies, culture, business, history, political systems, international affairs, or economics” (p. 6).

Moreover, subject matter is an important factor in CBI, due to the emphasis it has on the content of topics rather than the language. According to the content, learners will learn what form and function of the language should be used. Indeed, board games play an important role in this area, due to the encouragement they

give learners to answer questions related to real events that happen or might happen around the world.

b. CBI uses authentic language and texts

CBI could help learners in many different ways; however, it must be used in an appropriate way. Stryker and Leaver (1997) concluded that using core materials, tape recordings, and visual aids are ways of using the language in the most realistic manner. In this way, learners would not struggle with the language when using it outside the classroom. Also, the messages they get into the classroom can influence the learning process by being meaningful and realistic. Additionally, understanding the culture is fundamental to understand the language. CBI, with the help of board games and questions in context, can make this learning authentic as they work with authentic material.

On the other hand, Bernhardt pointed out that “If the teacher knows how to effectively “shelter” the texts, making them accessible to the students at their level of proficiency, most students can benefit from the use of authentic material in any content area, even if their linguistic skills are minimally developed” (as cited in Stryker & Leaver, 1997, p. 8).

c. CBI is appropriate to the needs of specific groups of students

CBI could be used for many different purposes. This method can help learners in many different ways, like improving their vocabulary through oral conversations or giving them meanings in context about an important topic; however, not every teacher is capable of adjusting to this new way of teaching due to the challenge this method demands. Also, this is the stage where different learning styles need to be identified, and profiles need to be created. On this topic, the author Mohan said that teachers who use authentic strategies have a distinct



advantage in helping all students in the classroom understand the material through content-based lessons. One basic strategy for covering a broad spectrum of learning styles is to vary the presentation” (as cited in Stryker & Leaver, 1997, p. 10). For the success of this method in different groups of learners, it may be beneficial to vary the methods between lectures, readings, discussions, presentations, dramatizations, real situations with native speakers, and interacting orally by throwing the dice and asking and answering questions for points to win.

2.2.2 Importance of CBI and Board Games

Important research has shown that learning can be entertaining and fun. CBI helps learning be interesting and active in every moment (Stryker and Leaver 1997). On the other hand, Yuen Yi Lo (2014) said “In content -based instruction (CBI) programmes, students learn content subjects through a second language (L2), so that they can incidentally learn the language” (para. 4). Meaningful learning is evidenced when learners are capable of using the language as naturally as possible, giving reasons why they said something. Language is learned as they try to communicate opinions based on topics like the consequences of using cars instead bicycles can cause in the environment. When learning a language, practice also offers real moments, and CBI together with board games allow students to exchange ideas based on different topics by practicing the language.

CBI works in classrooms, as well as outside them. Learners prepare to face situations where the foreign language is needed. Furthermore, Stryker and Leaver (1997), mentioned that “Content -Based Instruction as sheltered content approaches can make connections that stimulates the interest of students, adjunct courses can enhance the self-confidence of students with a feeling of using the



new language to accomplish real tasks” (p. 4). The power of using CBI through the use of board games in the classroom is different than just repeating or reading material without context. Moreover, CBI is also well-known for increasing motivation and autonomy in students with fears and shyness to speak foreign languages. It also exposes students to a wide cross-cultural knowledge at the same time they are entertained by learning the language. When CBI is well-organized, the experience is unique, and board games become more interesting due to the engagement to the topic (Stryker & Leaver, 1997). According to Genesee and Leary;

“There are alternative forms of CBI depending on the educational level, the organization of the curriculum and the relative emphasis on language or content. CBI can take place at all educational levels: preschool, primary, secondary or higher education levels. Regarding its role in the curriculum, it can refer to total immersion (approximately 90% of the school time in the second language) or it can just refer to content-based themes in language classes” (as cited in Cenoz, 2015, para. 8-24).

2.2.3 CBI at “Novice” Levels of Proficiency

CBI has been utilized in Canada with the intention of helping learners achieve language proficiency in a meaningful way. According to Stryker and Leaver (1997), CBI was developed with two stages, “textbook supplementation and textbook replacement”. Taking textbooks out to make learning more realistic little by little through new material. That is to say, the old traditional material was being replaced by new realistic material through the use of CBI. This was done to help learners overcome fears and nervousness in the classroom. The purpose of these two stages was to make them concentrate on the content and using the



language unconsciously (p. 35). Also, the use of new material can lead learners to different levels of participation; board games could develop active participation as they discuss different topics through questions.

Genesse and Lindholm defined CBI programs as one of the most immersive programs, and it was chosen as a model due to the effectiveness of its first model “Content -Based Instruction L1”. (as cited in Cenoz, 2015, para. 6-8). Also, Genesse and Lindholm said that “Canadian immersion education has received a lot of attention and it has spread to different parts of the world. Immersion requires the use of the additional language for at least 50% of academic instruction in primary school” (as cited in Cenoz, 2015, para. 59).

2.2.4 Textbook Development

According to Stryker and Leaver (1997), textbooks were introduced in conjunction with CBI in 1986, and CBI was more effective with new materials implemented to supplement the textbook. As a result, learners received a lot of benefits due to the efficiency of this new method of using CBI. In fact, the textbook was subsequently modified twice, to include more authentic material, and to gather different types of learning styles. Through this new material, board games could even be adapted and used to look for new methodologies and strategies, due to the flexibility they offer through their fun activities and moving pieces.

On the other hand, according to Genesee and Baetersbeardsmore “Most CBI programs only have one second language of instruction, but teaching through the medium of two additional language that are not the students’ L1 is common in double immersion programs in Canada and European schools” (as cited in Cenoz, 2015, para. 8-24). The use of a medium language could generate difficulties when starting a program through CBI, due to the effort and efficiency it demands in the



classroom, such as the use of both productive and receptive skills. However, this may be accepted by students; they pay attention to the language as well as to the context to give their ideas and fulfill the expectations of the program. As they have two things to focus on at the same time, they could also play and have entertaining interactions through the use of board games as they learn the language unconsciously and naturally.

2.2.5 Evaluations and Conclusions of Content- Based Instruction at Novice Levels

CBI at novice levels proved to be efficient and useful due to the favorable gains students achieved, such as gaining confidence at the moment of speaking, expanding their knowledge of different topics, increasing their vocabulary and knowing how to use it in different situations. Feedback was effective due to the complexity of exercises based on real materials. Statistics showed that an increase of knowledge and mastery of the language rose from 52% to 83%, and after the next use of CBI it increased to 90%. Even during the first weeks of the program, improvements were seen. Learners experienced the negative sensation of a loss of proficiency when they returned to traditional non-Content -Based Instruction programs (Stryker & Leaver, 1997).

CBI gained popularity throughout the 1980's; more learners were getting into the program and they achieved rapid improvement in their skills. A large number of conferences were developed to analyze the positive impact that CBI caused in the people who used it.

According to Leaver and Thompson (1997), 88% of learners saw a huge improvement four months after they started the program. This shows how important realia and motivating learners and use of the language in any classroom



situation is. With these results, learners are more encouraged to continue speaking the target language due to the easy way CBI has adjusted to their learning styles.

Besides learning an additional language through the use of CBI, learners could obtain other kinds of benefits, such as having the opportunity to get to know people and their thoughts. Cenoz (2015) suggested that “The idea is that by becoming multilingual, students will be able to communicate with other people, to get a better understanding of other cultures, to be better prepared for the job market and, in some cases, to contribute to the development of minority languages” (para. 8-24). This is an interesting characteristic of getting deeper into a language; the process can go beyond learning a language to learning about the culture through new knowledge that board games give, as well as identifying easier ways to develop other minority languages that are involved in the additional foreign language

2.2.6 Content -Based Instruction at “Intermediate” Levels of Proficiency

To fully understand how CBI works in the acquisition of information, it is necessary to think about the level of the learners. For example, at a basic level, they would have more difficulty using appropriate vocabulary or grammatical patterns to express their ideas than more advanced learners would. According to Ryding and Stowasser, CBI is found in different cognitive stages and proficiency. The cognitive ability of learners is more developed due to the experience they have had with the language. However, in this stage, teachers must remind themselves about the range of learning styles; to do this, teachers have taken different approaches, especially at the beginning of intermediate programs. One of the most used methods is “The Application Integration”, because this method uses



warm-up exercises for a couple of days or weeks, where learners break the ice and develop a deeper friendship. The application integration strategy works due to the two important components; the first one is the “area studies program” where learners focus on the topics and content of the program, and the second is the “language areas program” where students focus mainly on the use of the language. Also, lectures were developed to challenge their abilities and prove their cognitive development. After these lectures, they were asked specific questions about them to complement such programs (as cited in Stryker & Leaver, 1997). Also, CBI at intermediate levels can be adapted to board games, with a range of more advanced vocabulary and topics. Board games can work together with CBI at any level and with any kind of vocabulary due to the flexibility the games offer.

2.2.7 Content -Based Instruction Today

CBI has been a major topic of investigation in linguistics for several years, and has received attention from important researchers and teachers around the world since its invention in 1985. Ryding and Stowasser stated that today, CBI has developed many sophisticated and integrated strategies to be used in the classroom, but despite those improvements, there is still a need to develop more advanced strategies. For instance, CBI could further adapt itself to different needs and learning styles; an example would be Arabian learners, who had a complete lack of vocabulary when they started with the program and had not seen improvements by the time they raised to intermediate level. They do not have any similitude with languages derived from the Indo-European framework, such as English. That is to say, they do not have any cognates and this stunts vocabulary development. Learners lack fully developed language skills due to the lexical and



morphological complexity the additional language has for them. CBI needs to adapt two different stages in order to solve this situation: (as cited in Stryker & Leaver, 1997). When board games are applied together with CBI, learners raise interest and work in a more active way.

a. Program Background and Design (Text Development)

The program background and design as part of the integration approach was developed with the intention of integrating and engaging learners to the language, as well as gaining commitment from them. However, this approach was intentionally undertaken with the purpose of capturing learners' attention and involving them in a competitive use of the language (Stryker & Leaver, 1997).

On the other hand, Stryker and Leaver (1997) said that at the beginning of this approach, there were issues that did not allow learners to use their language skills to the fullest, because real material was not allowed and lectures took place in most of the classes. Content discussion revolved around grammatical points and examples. The approach did not work well because there was a free open conversation format, instead of a model that could guide them and function as a model. In order to improve these issues, CBI was modified and adapted to the real world in the learners' environment. The use of board games falls under the classification of 'real material' due to the strategies students required to play. Also, board games create an ability to speak in context by providing cards with questions. Additionally, the boards can be adapted to the topics in any book.

b. General Theory and Design of Training (Pedagogical Procedure)

It is important to mention that CBI was created with the objective of training learners in language skill development. However, learners face another important situation, they learn a language whose pronunciation is not intuitive from the



writing. They have the challenge of learning two languages at the same time. They have issues developing both abilities simultaneously and tend to make mistakes in the novice levels. At this level, challenges are bigger and disappointments are common. CBI tries to face these situations and adapt new points of view. One of them is the introduction of dealing with affect and community language learning. This method talks about facilitating relaxation in learners, so they do not feel threatened by making mistakes when expressing their ideas. For the success of CBI in this field, the community language learning was about having more than one student learning at the same time and sharing information with each other. In this way, learners would not feel anxious or intimidated, and would be able to share their opinions openly and using the language freely (Stryker & Leaver, 1997).

Integration application method is also related to pedagogical procedures and principle design; for this reason Barbara Stowasser (n.d.) developed four important aspects of CBI at intermediate levels:

- Communicative functions and situations
- A great amount of comprehensible input is structured into activities
- The pre-production stage is designed for the first three weeks
- No translation is allowed

2.2.8 Evaluations and Conclusions of Content- Based Instruction at Intermediate Levels

Tests were, are, and will be importance in learning and through tests, learner improvement can be measured. The principal mission of CBI is to increase the level of each learner who takes the program. The introduction of media was a



huge advance for CBI, and the teaching profession is now full of opportunities for skill development.

CBI was created to increase motivation through realia and opportunities for role play of authentic situations. Intermediate level tests in CBI have the advantage of asking learners' opinions about each topic; in this way, it is easy for the teacher to assess the proficiency of their learners. CBI at advanced levels has shown that learners could be ready for the next level and increase their capacities even more. From CBI at a novice levels, learners are in more touch with the language and participation as well. One more time, CBI has shown its power and importance in the classroom and outside it (Stryker & Leaver, 1997). As shown, CBI at intermediate levels can be used with board games due to the similarity both methods have. Board games are based on CBI and play through questions that need answers related to a topic in context. The adaptation of board games depends on the level and purpose of the class and topic. There are a variety of ways for board games to be used with CBI

2.2.9 Content- Based Instruction at “Advanced” Levels of Proficiency

This is the last stage of CBI, where learners give everything and show their knowledge and the skills they have acquired during the study time. In this stage, according to Norman Klahn “Any teacher who undertakes this kind of CBI project must be an experienced language teacher who understands teaching for proficiency and is very knowledgeable about literature, history, geography, laws, economy, politics, current events, and culture” (as cited in Stryker & Leaver, 1997, p. 203). CBI consists of a series of steps that involve knowledge in every way. Teachers need to be prepared and know how to teach according to the use



of this approach. In order to guide learners, classes need to be well developed and master the language and context according to each topic.

Norman Klahn suggested the following subdivisions in order to better understand CBI at advanced levels with a list of topics that could be helpful: (as cited in Stryker & Leaver, 1997, p. 204)

a. Teaching for Communicative and Cultural Competence

Of course, culture and traditions form part of a language and CBI is not an exception. Learners are introduced to the language as well as parts of the culture and traditions. Board games could work as a medium for this process, providing cultural entertaining topics to engage learners as they practice another language. The author Norman Klahn said that “In order for students to conduct significant research about other countries, extensive knowledge of the culture, the politics, the economics, the literary history, and the sociology of those countries is essential” (as cited in Stryker & Leaver, 1997, p. 204). However, it is not necessary to travel abroad to learn those aspects and characteristics of other countries. Also, the same author said that research is sufficient to understand part of a culture and its traditions. With this system that is involved as part of CBI, learning would be deeper and faster. Also, it would be easier for learners to learn about the society by discovering how the culture works; one way to begin to understand a culture and its traditions is to simulate the cultural environment through research and studies, in addition to the language (as cited in Stryker and Leaver, 1997).

b. Set up Ambitious Goals and Objectives at Advanced Levels

People who continued with CBI at advanced levels were already showing high proficiency on some topics. However, not everybody was successful due to



the complexity of some topics. The modified system got to a wider approach where it was taken like any other native speaker classes but with a foreign or additional language. The goals were to reach the highest levels of proficiency, and to strive for native speaker pronunciation, or at least try to speak the language like native speakers. Games would give satisfaction through the process of learning as they do not require memorization or traditional forms that traditional methodologies in the past have used (Stryker & Leaver, 1997).

c. Outcomes

Also, the work developed by the author Norman Klahn mentions that CBI showed interesting results that could be beneficial for many content based learners. They increased their knowledge and their abilities improved. The intense pressure and time of CBI led to successful results in the acquisition of the language by learners who focused on improvement. A combination of different methods and strategies helped learners gain fluency and facility of interaction among themselves, and with native speakers of the language. Motivation was increased and learners were eager to practice and utilize the language every moment that it was required. CBI used different approaches where different methods were adapted and in this way improved upon courses taught by many other language instructors and area studies specialists (as cited in Stryker & Leaver, 1997, p. 209). This has an important relationship to board games, because of the oral activities and proficiency they demand as part of learning. Games can also inspire and motivate learners to acquire knowledge and put it into practice. Also, the combination of CBI with board games can contribute a lot and take learning to another more realistic level because learners would put



everything they know into context and show how much and the quality of language they can use through oral games.

2.3 Cooperative Learning

Cooperative learning Methodology has been the result of many investigations and practices with learners around the world. It has been discovered that this method is capable of developing the minds of language learners. Also, the participation and cooperative work board games offer can give more facilities to learn and acquire unknown phrases in English that they did not know before. According to Sharan (1990), the objective of cooperative learning is to see how a set of particular instructional methods can have an impact on the minds of learners, and how it can help or impede their educational process.

Nowadays, education faces significant changes in different areas, including economic, cultural, and age differences in the classroom, migration, and technology; for these reasons, it has been created four challenging crises that educators and learners have to overcome (S. Kagan & M Kagan, 2009). It is worth remembering that board games have a wide variety of adaptations that can be used in any context or methodology in order to improve education and make it easier to deal with.

These educational crises are:

a. The Achievement Crisis

Achievement is the goal of every program and cooperative learning is no exception. Among those achievements, being the first one to acquire knowledge is foremost. Many learners could be discouraged because they do not find classes as interesting as they would expect. (S. Kagan & M. Kagan, 2009,). However, board games are the perfect tools to use in the classroom, due to the active oral



exchange of information that they utilize in order to develop communication. When learners feel they can communicate in a foreign language, they tend to be more motivated, and feel more confident. For this reason, board games encourage learners to use the language 100% inside and outside the classroom.

b. The Achievement Gap Crisis

The achievement gap crisis refers to socioeconomic, cultural, and social aspects. Of course, there are differences among classes like a person from a higher economic class might attend a better institution with more technology and academic rigor than a person of a lower economic status. Moreover, this leads to the exclusion of learners who are economically disadvantaged. These people tend to quit school and work because they do not find themselves motivated to fulfill such task as education. However, salaries tend to be lower for those who quit education (S. Kagan & M. Kagan, 2009).

c. The Race Relations Crisis

This aspect refers to race and groups being apart from each other. This creates rivalry and of course this affects education. This aspect can also be seen in other countries whose race relations issues are ongoing (S. Kagan & M. Kagan, 2009). However, board games create union and fun activities create and reinforce friendship. The social interaction inside the classroom allows education to create stronger relationships among learners. Board games have the advantage of taking learners' attention away from the language, and concentrate more on the context and social environment, creating better relationships in the classroom.

d. The Social Skills Crisis

Social skills include students' ability to communicate in the classroom, and express their emotions and opinions in their environment. This is an important



point in education because of this, motivation could increase. Students with a higher emotional intelligence tend to have better relationships than other learners (S. Kagan & M. Kagan, 2009). They can acquire social abilities with their peers playing Monopoly, Trivial Pursuit or Pictionary. As they continue their foreign language education, learners will pay little attention to how much they have been learning, instead, they will remember the topic and conversation that were discussed in the classroom.

2.3.1 Why does Cooperative Learning Work?

Cooperative learning is a unique method in which learners collaborate to demonstrate their academic abilities and share knowledge with their classmates. They form teams with the purpose of learning. S. Kagan and M Kagan (2009) said that:

“With cooperative learning, students have the opportunity to do what most students want to do - interact in positive ways with peers. Students hold each other on tasks and regularly receive encouragement, tutoring and praise. They feel included. Students form part of a community of learners: They experience joy in working and learning together. They see the teacher as someone who coaches and assists them, someone on their side, not someone who stands back and evaluate them. Students who work in teams feel better about themselves - not only because their need of inclusion is met, but also because they are more successful academically. And of course, learning becomes more fun - for the students and for the teacher” (p. 4.1).



With the implementation of board games, teamwork would increase compared to regular classes, because they are competitive and learners work harder to help their team win.

2.3.2 Cooperative Learning and the Seven Keys for Success

Cooperative learning, according to S. Kagan and M. Kagan (2009), is the new innovative and successful teaching method implemented in recent years, due to the benefits it offers. The cooperative learning method varies from traditional or group work method in many different ways. For example, in the traditional method, learners do not talk in the classroom; they obey the teacher and remain quiet. In the cooperative learning method, learners interact in the foreign language in a healthy way, with the purpose of acquiring new ideas. Through the use of board games, students learn how to manage healthy noise in order to get new information instead of getting distractions.

There are seven keys for the success of cooperative learning, according to the researchers. Those keys are:

a. Structures

Structure is defined as organization; everything follows a specific way. In cooperative learning, there are structures that help the method be more efficient. Structures are tools that organize both learning and teaching. Students require structure for cooperative learning, just as a builder requires tools to build a house. Other examples of structure are the instructions that the educators give in the classroom, and exercises based on clear objectives (S. Kagan & M. Kagan, 2009). Structures are defined in three parts: achievement, social English and required participation and engagement.



b. Teams

When entering a cooperative classroom, the first aspect to be noticed is how learners are seated and the teams they form. According to S. Kagan and M. Kagan (2009) said that “Working cooperatively in teams is a wonderful experience for students and provides opportunities for students’ social and life skills that will serve them well throughout life” (p. 7.1). This is the perfect opportunity for board games to work because they can only be played in teams. One member asks another member of the team a question and the second one answers through the clues that the first one gives. If the question is answered correctly, both continue to the next level until they get to the end of the board game, showing cooperation and teamwork.

Of course, there is a process and analysis to form groups and work together as teams. According to McPherson, there are four ways to form those teams:

- Heterogeneous teams
- Random teams
- Student-selected teams
- Homogeneous teams (As cited in S. Kagan & M. Kagan, 2009, pag. 5.5)

Heterogeneous Teams

Heterogeneous teams are considered the most appropriate way of selecting teams because students are mixed in a group. In this mixture, learners with different races, religions, beliefs, skill level, social and economic status are found, which helps students learn good social skills at the same time, as they help each other reach the same goals in the classroom (S. Kagan & M. Kagan, 2009)

Random Teams

Random teams are when teams are selected by the teacher randomly and work together during the class period. According to Blane, Stephan, Sikes & Sanapp,



“Random teams add excitement and suspense to the classroom. Who will I get to work with today?” (as cited in S. Kagan & M. Kagan, 2009, p. 7.11).

Student- selected Teams

Student-selected teams are when students pick their own teammates and work together. However, this type of team selection might not be appropriate to do every day, because it's possible that one group may be only low achievers, and another group only high achievers, which eliminates the possibility of helping each other appropriately. On the other hand, Slaving said that “When given the opportunity, students usually select partners and teammates that they know and like. This familiarity can be a big plus for team dynamics. Students having similar interests facilitate team decision making. Students have already bonded so less time for teambuilding is required” (cited in S. Kagan & M. Kagan, 2009, p. 7.17).

Homogeneous Teams

Homogeneous teams are those that contain learners with the same abilities and knowledge in the same group. The advantage of this type of team is that since learners are at the same level, they can understand each other better and have a successful exchange of information.

S. Kagan and M. Kagan (2009)

For all these types of teams, board games are welcomed. The flexibility of the games allows them to be adjusted to any kind of groups or teams, as long as they play them actively and follow the instructions. Board games can be a great tool in the cooperative learning process, to help achieve high participation and entertainment.

c. Management

Many traditional educators have the belief that students should be silent in the process; however, the reality is that language is something that demands practice



and needs to be learned through participation. In order to perform the necessary practice, healthy noise and conversations are welcomed. For this reason, cooperative learning shows its different points of view compared to traditional methods. If learners are quiet during the use of board games, interaction will not happen, and the games become useless. Board games will always help learners talk actively and make healthy noise that facilitates their acquisition of oral skills through natural development.

d. Class Building

Team building is important due to the assistance learners can provide among themselves, but that is not enough for a cooperative classroom to be successful. Class building is important as well, because it provides a more complete assistance and guidance for students. They also learn the importance of working together as a class; the use of board games can make it meaningful through the assistance and feedback that learners would give to one another on topics that are not clear. Jack Canfield pointed out two important approaches; Class Building Structure and Activities and Class restructuring where the first one explains how students give assistance to one another and the other one how their seats are placed so, they can scaffold successfully (as cited in S. Kagan & M. Kagan, 2009)

e. Team-building

The word teambuilding refers to getting along in teams. This has been done to make the proficiency of teams more accurate and successful. In order to reach this, learners must cooperate. There might be learners from different races, cultures, or economic situations that may generate disgust in class.

Continuing with this research, the author S. Kagan and M. Kagan (2009) said that "Teambuilding structures are great for teambuilding whether the content is social



or academic. In the Kagan Teambuilding Structures, the basic principles of cooperating learning are “built in” that ensures that as we use teambuilding structures, we are not only doing good teambuilding, but also good cooperative learning” (p. 10.3).

Teambuilding activities have the power to improve social relationships and help learners enjoy subjects more; the use of board games can help this process be more efficient and productive. If there is tension in the classroom and conflict among learners, it is time for teambuilding activities. In traditional classrooms, “More years in school result in poorer social relations and an increased need for teambuilding” (S. Kagan & M. Kagan, 2009 p. 10.4).

f. Social Skills

The term ‘social skills’ refers to the ability to exchange information in every single way and condition. If a student’s social skills are lacking, it could be for lack of teambuilding activities. In order to avoid this, team and class building exercises, as well as board games and entertaining activities, should be utilized in the classroom.

g. Basic Principles (PIES)

These principles are engaged in a set of strategies for gaining positive results.

“Research, theory and years of implementation have led us to conclude that consistent success depends on four basic principles. When these basic principles are in place, cooperative learning consistently produces academic gains, improves race relations, develops social skills, educates for character, promotes self- esteem, enhances class climate, and fosters leadership and teamwork skills”(S. Kagan & M. Kagan, 2009, p. 12.2) . The four basic principles are:



- Positive interdependence: It is the perception that success is dependent on cooperation.
- Individual accountability: It is based on how learners perform alone, or how they improve comprehension or performance on a studied topic
- Equal participation: It refers to the attitude of learners to information exchange in public or teams.
- Simultaneous interaction: It refers to the participation of learners at the same time or different times during the class

Many Forms of Simultaneity

Simultaneous Organization	Example	Percent Overtly Active
Student to student	A student presents to her partner	1-in 2 (50%)
Student to teammates	A student presents to his teammates	1 in 4 (25%)
Team to team	A team presents to another team	4 in 8 (50%) 1 in 8 (13% if one at a time)
Team to class	A team presents to the class	4 in 30 (13%) 1 in 30 (3% if one at a time)

Note: The data are adapted from *Kagan Cooperative Learning*, (2009)

2.3.3 Assessment and Grading

Assessment and grading have two different meanings. According to Rowe, assessment is when teachers evaluate students' knowledge and identify areas for improvement, without giving them a grade. (as cited in S. Kagan & M; Kagan, 2009).

Assessment may be done in 4 ways:

a. Formative and Summative Assessments



Formative assessment is based on the way learners get knowledge and acquire skills. It answers the question, how, what and how students learn? On the other hand, summative assessment is done at the end of the semester and it answers what students learn (S. Kagan & M. Kagan, 2009).

b. Authentic Assessment

Authentic assessment focuses on the way real learning takes place based on real situations set up by the teacher in the classroom. The teacher has the opportunity to hear high and low achievers, in order to understand how their cognitive abilities are developing (S. Kagan & M. Kagan, 2009).

c. Representative Assessment

This type of assessment is to get a general picture about how students' participation is while working in cooperative groups (S. Kagan & M. Kagan, 2009).

d. Multi-dimensional Assessment

Multi-dimensional assessment tracks the progress of learners' performance in different contexts, while their personal experiences can show them how language works. (S. Kagan & M. Kagan, 2009).

As a conclusion, different methods can be used together to offer the best ways to improve skills. The combination of motivational theories, CBI and cooperative learning works as a tool to activate different areas of the brain, raising motivation, participation and engagement.



CHAPTER III. BOARD GAMES

3.1 Reasons Board Games are Important

The use of English has become very important around the world. There are more and more people trying to learn this language and more demands such as time and effort. According to some observation, some elementary schools in Cuenca need more innovative teaching approaches, such as the use of entertaining games that enhance active communication. Learning a foreign language should be focused on interaction rather than repeating and memorizing the topics of a book or any particular grammatical pattern. Board games are a good option that stimulates the use of communication and get learners more active to speak, because they offer entertainment at the same time as they learn. Innovative and communicative board games can lead classes to be more participatory and engaging, when grammatical patterns are presented, it is necessary to use innovative strategies and activities that demand interaction in order to get positive cognitive and physical results.

Board games are competitive and interactive, this allows children to participate and feel guides on their own learning as they have the opportunity to work on leadership and team work skills. This fact will permit to change how classes are given nowadays, where students do not use the English language in a communicative manner.

The use of board games is a clear difference between traditional and innovative teaching. Board games not only transfer knowledge but also practice and motivation to learn. Also, the attitudes of students change because they not only participate in the classroom but also set up objectives



to fulfill by the end of each class. Board games provide entertainment while challenging students to speak without taking into account they are learning. If board games are used constantly, they will create an experience that will tell the teacher when and how the most appropriate moment to use them is. Board games create an environment where learners and teachers develop better relationships. This creates a more relaxed atmosphere for learners to participate and perform more accurately and naturally, because they are not worried about their grades instead of their proficiency.

Also, when learning a new language, it is important to focus on the age that learners start. On the other hand, Lengyel (2011) said that learning during adulthood is very different than learning during childhood. The mechanical and cognitive processes are completely different according to age. Lengyel (2011) also said “Paths of early childhood bilingualism reveal differences that affect education theory, research and practice, and evidence from second language acquisition research shows that children benefit from growing up bilingual, especially when having language contacts in their early years” (para. 169-185). In addition, when learners study a language while their brains are still developing, they acquire information quicker, making education easier and more successful. For this reason, I have chosen board games for 11-year-old learners. They are in a period when it is easier for their brains to store information. During this process, board games can give meaningful and entertaining moments through new topics of discussion. The implementation of board games includes both a direct learning through exchange of information, and indirect learning where students do not realize they are learning because they are concentrating on playing the games.



Learning through board games at an early age could provide positive outcomes including friendship among learners, and improvement of social interactions outside the classroom. As previously mentioned, board games can easily expose students to the language, and increase motivation.

Another reason why board games are important in the classroom is that students are tired, and bored with the same strategies and traditional methods of learning. In addition, many people may have a memory of a masterful teacher who never bored their students. What did these teachers do to maintain student engagement? The answer to this question is very simple; those teachers used fun and creative situations where students had the opportunity to interact, participate and give their opinions without fear. Some other important factors are the confidence and motivation teachers can offer their students, and of course, board games could offer both positive learning interaction and participation. An important step for using board games in the classroom is feeling comfortable answering questions. If this stage is reached, classes become more interactive. Also, board games could offer the opportunity to change the attitude of learners inside the classroom. Wu, Chen, and Huang (2014) said that “In school applications, Huang et al. (2012) developed an online board game with the learning tasks in the shape of problem-solving and information searching skills. The result showed that the students’ learning performance and attitude had been enhanced” (para. 5).

In addition, phonology plays an important role in communication because it helps interaction to be clear. Board games like Pictionary, Monopoly or Trivial Pursuit offer a great exchange of ideas and speaking practice that would encourage young learners to put new words into practice and analyze their use. Uchikoshi, Stefka and Todd (2012) said that there are other important characteristics students need in order



to improve oral communication. These characteristics are facial expressions, relaxation while speaking, and managing nerves; these characteristics are essential for a good speaking performance with clear meanings and messages improving phonological skills in children.

In conclusion, educators are responsible for different goals and challenges. Goal achievement leads to higher levels of language, especially the speaking ability. Learners can accept the process easily as well as the challenges if they have clear objectives and goals to reach. Although there is a great variety of games and strategies for teaching, the best option for developing speaking skills is through board games as they could help people overcome their challenges in every way.

3.2 Types of Board Games

Communicative activities through board games could activate previous knowledge learners had acquired at the same time as they learn new structures. Learning through board games engages and raises students' attention and concentration on content.

Everybody knows that teaching is part of acquiring a language, and that board games demand social interaction at the same time they develop cognition in the brain of learners. Board games offer young learners a possibility to learn the language easier through negotiating rules and goals.

According to Hinebaugh (2009) "Competitive board games not only entertain but can encourage and inspire intellectual interaction. Certainly, an individualized educational education can respond to the needs of those students who desire to develop their strategic and tactical skills in a competitive environment" (p. 22). If there is not a purpose in using board games, teachers could not encourage the interest of learners and oral participation.



For this project, three board games have been chosen to help with the development of speaking skills: Monopoly, Trivial Pursuit and Pictionary; these games share characteristics that are important to improve the speaking abilities. One of them is that students need to speak in order to play; it is impossible to play these board games without speaking. Another characteristic is that they are played with a dice and moveable pieces, developing competitiveness and concentration as they cooperate in teams to win. Also, the advantage of these games is that they contain cards with questions and answers where learners can check and verify if they answered correctly. This avoids cheating and fighting over points. Additionally, learners participate actively, sharing ideas or different points of view about any topic.

The following board games have been adapted to the curriculum of Bilingüe Elementary School to provide opportunities for interaction and communication among sixth graders.

3.2.1 Board Game Number 1: Monopoly

Each day, the need to speak another language is increasing due to the number of people around the world. The need for communication is in more demand than before. As our world becomes more interconnected, knowledge of English can help people communicate on many levels. When developing reading, writing and listening skills, students can read books, write letters, and listen to music, but they need help from experts to enhance the speaking skill. It is essential that the speaking skill is taught at schools, in a way that will give students feedback and positive reinforcement.

One of the board games selected to use in the classroom is Monopoly; its positive impact in the classroom makes this game very popular. Besides its popularity, this board game has a high degree of competitiveness and has been



adapted to the classroom according to each topic of the curriculum. Also, this game is known by most of learners, which means that it will not take too long for them to get used to the new adaptation, saving important classroom time. In addition, Monopoly has a cheerful animated presentation that learners like, and for that reason they will be excited to play it, and will not focus on the grammar topic.

Speaking focus: Use of contexts to create communication

Level: Primary

Materials: A board, dice, fake money, cards with questions and answers

General Rule: Each time the player throws the dice, he/she will have the opportunity to answer a question formulated on a card in order to buy something (park, hotel, street or avenue). If the player answers the question correctly, his/her team would have the opportunity to buy a property, but if he/she answers incorrectly, the team would be unable to buy anything and the opposing team takes a turn throwing the dice. At the end of the game, the team who has purchased more properties wins the game.

Time: 15-20 minutes

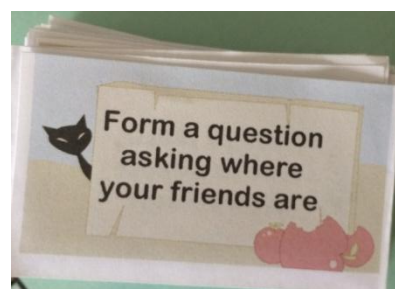
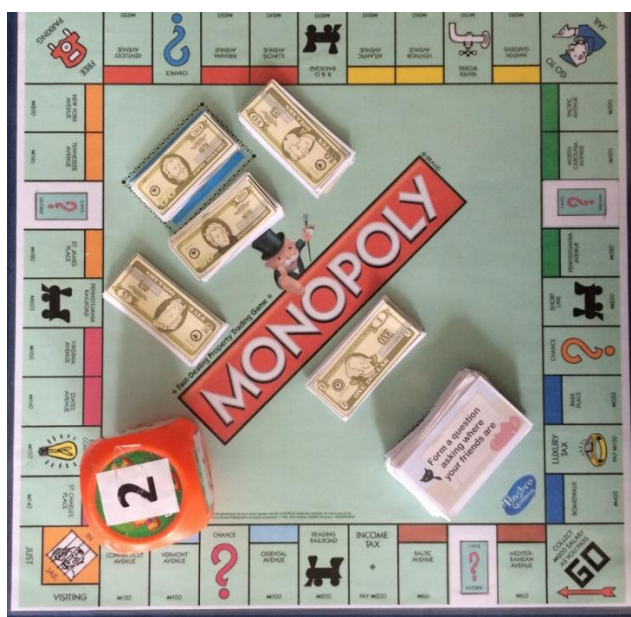
How to play:

1. The game is played by two teams
2. Team A throws the dice and lands on a square. It could be a park, an avenue, a question, pay bills, jail, etc.
3. Once the team places their piece on the square, the player would have to decide whether he/she wants to buy that property. If the square is related to bills, the player would have to pay money for bills, as stated on the square.

4. The teams can buy as many properties as possible. If the opponent lands on the square of a property that belongs to the other team, the opponent would have to pay rent for landing on a private property.
5. If one of the teams runs out of money, it can sell its properties to the bank, in order to get money and buy more properties later.
6. If a team loses all their money and has no properties, they would lose the game.

Rules:

1. Teams cannot lend or borrow money from the opposing team or the bank.
2. The team will have only one opportunity to throw the dice per turn.
3. Once each player crosses the first square where they started, they will receive \$100 provided by the bank as a bonus.
4. The players will start the game with one thousand dollars and they will buy what they can, as long as they answer the questions correctly. More expensive properties will be acquired as they answer more questions.
5. When the class is finished, the team with more money or properties wins.





3.2.2 Board Game Number 2: Pictionary

Communication occurs when two people are able to understand each other. In any language, the four skills are involved in communication, but the first one to be used is the speaking part. In the case of English, speaking is in more demand than other skills in order to reach fluency, enough vocabulary and a good level of communication in general.

Pictionary has been chosen because it is another game that demands a lot of speaking in order to play. Learners need to communicate clear clues and good drawing skills are also needed in order to play this game. In this game, a large range of vocabulary and phrases, as well as pronunciation and fluency, are required in order to succeed. Another important characteristic of this game is that it has a time limit; learners need to communicate effectively in a short amount of time, placing the speaking skill in a real context.

Speaking Focus: Use of speaking questions to stimulate communication

Level: Elementary

Materials: A board game, dice, cards with words, teams

General Rule: Each time a person draws a correct picture through the clues given by the team, this person has to say a sentence or answer a question provided by a card. If this person does it all correctly, he/she wins one point for his/her team.

Time: 15-20 minutes

How to play:

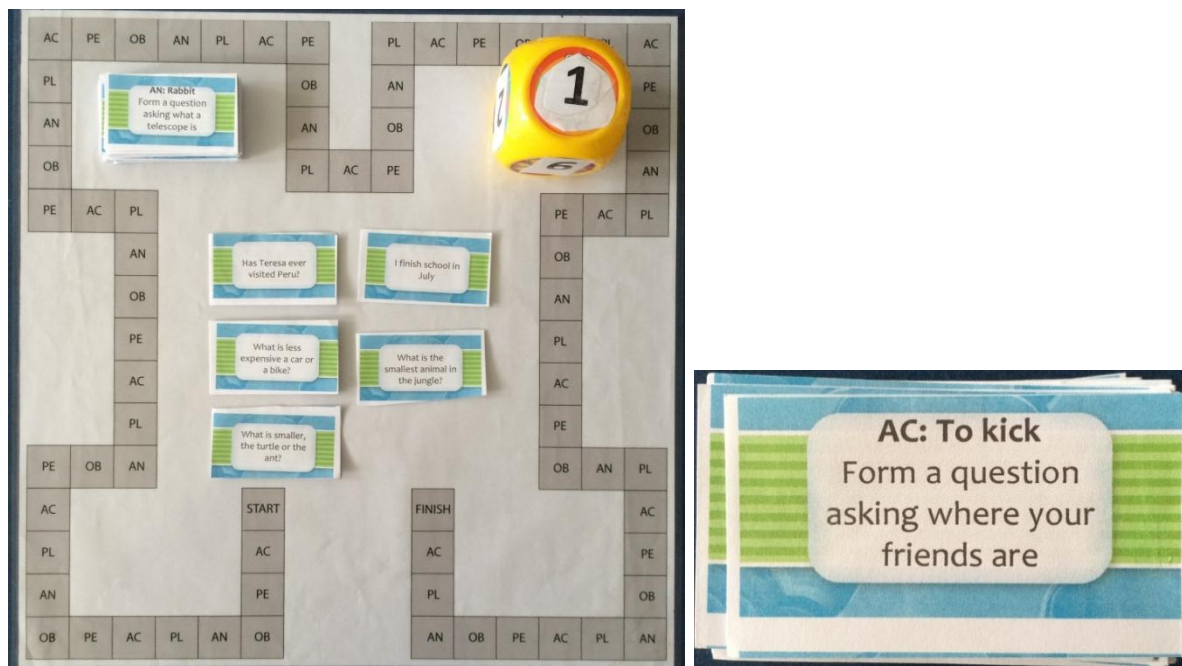
1. Students are placed in pairs facing each other
2. They have a board game with initial letters indicating an AC= action, PE=person, OB=object, AN=animal and PL= place.



3. Each time a player throws the dice and gets a pair of the mentioned letters (the team would see the letters, not the player) he/she would have to draw that word indicated by the letters through the clues given by the rest of the team. Once this player draws the correct word, he/she will have to answer a question or say a sentence asked by the card he/she drew.
4. If the player answers or says the sentence correctly, he/she would win one point for the team
5. The first player who gets 10 points wins the game.

Rules:

1. The person who draws does not have to talk or pronounce any word before finishing drawing
2. Each player has to take turns and get the square according to the number of the dice
3. Players are not allowed to use mimes during the game.
4. Players are not allowed to ask or tell the way to form sentences
5. The team who gets 10 points first is the winner of the game.



3.2.3 Board Game Number 3: Trivial Pursuit

As children are growing up, their minds are in constant change. They could get new experiences of the real world, and for this reason teachers need to be there to help them shape their minds in the best possible way. Also, nervousness and fears are part of our lives and sometimes they are the reason why anxiety may occur; this is another factor that contributes to the failure of learners at school. It is obvious that those feelings will be part of our lives and we will not get rid of them completely until experience lets us know what we have learned.

Trivial Pursuit has been chosen because it utilizes colors and cards, as well as the board games mentioned previously. This game inspires learners to participate and talk actively due to the bright colors it offers and the flexible ways to throw the dice and move the pieces in the direction they want. These features make this board game entertaining in the classroom. Like the other games, this game also offers speaking practice, and gives students a wide range of options to communicate orally.

Speaking Focus: Use of speaking questions in context



Level: Elementary

Materials: A colored board, dice, and cards with questions.

General Rule: Players throw the dice, and choose which direction to move. The person has to ask or answer questions, depending on the color that they land on, and the card they draw. If the player does what the cards asks for correctly, this team gets one point and the opposing team takes its turn.

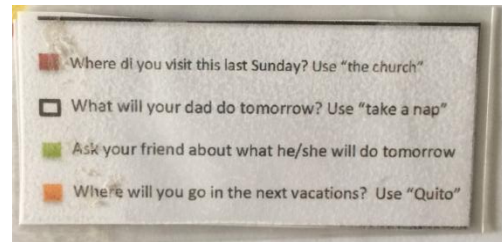
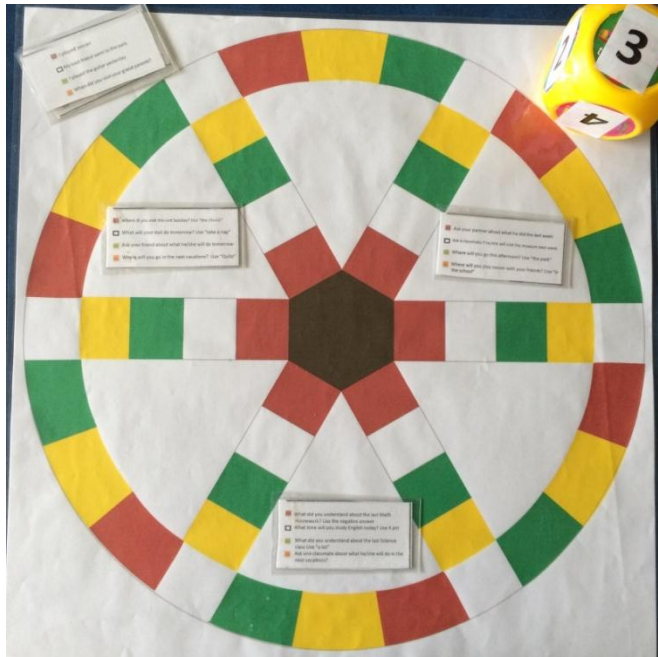
Time: 15-20 minutes

How to play:

1. Teams are placed in pairs facing each other.
2. They have a board game with different colors.
3. Players throw the dice. If the dice lands on a color, the team would have to get a card and do what it asks - it could be formulating or answering questions, or forming sentences.
4. If the players do what the card asks for correctly, they get one point.
5. The team who gets 10 points or gets to the last color of the board game wins.

Rules:

1. The team who is playing is not allowed to read or help their partners.
2. The dice will be thrown only one time per team.
3. Teams are not allowed to use mimes during the game.
4. Teams are not allowed to talk during the performance of one of its players or help their partners in any way.
5. The team who gets 10 points or finishes the board game wins.





CHAPTER IV. METHODOLOGY

4.1 Research Approach and Research Instruments

The methodology of this project is based on a mixed method because there are quantitative and qualitative results. An observational checklist was applied in order to note the interaction learners had with their teacher, showing some qualitative results. Additionally, pre- and post-oral tests were conducted to evaluate the difference in their speaking proficiency before and after the application of board games, showing some quantitative results.

The methodology of this research was applied in the following way: First, there was a group of 32 students in the classroom. The students who could speak English fluently were excluded from this experiment because there would not show any results. First, I observed a class conducted by their regular teacher, an observational checklist was used and part of the class was recorder in order to measure the interaction the teacher had with the students. After that, a parent's consent letter was sent to inform parents about the project and its duration; once parents signed the form allowing their kids to participate in this project where board games took place. A pre-oral test measured students' skill level to communicate,. The pre-test had 5 parameters: understanding of questions, use of language and content, fluency and speaking confidence, pronunciation and grammar usage. For each parameter, students were rated excellent (1), average (0.5), poor (0.25), or nothing (0). After the application of the pre-oral test, I got a better sense of the English speaking ability of the whole group. The course was randomly divided into two groups; one group continued with their regular classes, learning new topics according to the curriculum and the textbook in the same way (dictation, explanation of grammatical points,



saying sentences orally without a context), and the other group learned through board games (speaking the language in context through competition and cooperation). The students who learned through board games were given instructions about what the classes were going to be like and the use of each board game.

Once the project started, the board games were used daily; learners understood how to use each of them because the games were explained in advance. So, everything developed normally although with some changes. After the application of the board games, a post-oral test was conducted in order to assess if learners had improved their speaking skills or not, in comparison with the other group who received the same classes with the regular methodology. The post-oral test was applied the same way as the pre-oral test with the same five parameters and the same ratings.

Furthermore, the board games used in the application were adapted according to the topic being studied or their current curriculum or book.

4.2 Participants

I chose to work with 11-year-old students in the last year of elementary school at the institution Bilingüe Interamericana, girls and boys participated equally without showing any discrimination or discrepancy. Although the group that I worked with using the board games was selected randomly, there were 5 girls and 10 boys. As mentioned previously, the regular class consisted of 32 students and for the application project, most students felt satisfied with the use of the board games and did not want to finish.



It is also worth mentioning that many in the group I worked with were academically challenged or did not want to participate in classes and were always trying to create disruptions. For that reason, part of the time was spent encouraging them to focus on the board games and topics. Also, most of the students did not have a background in the language and it was the first time they started speaking English in the classroom. So, they started from almost basic structures. As the time passed with the application, learners felt more relaxed and tried to talk actively.

4.3 Application / Intervention

The total amount of time that was planned for the project with board games to be applied was 40 hours but due to unexpected situations and extra-curricular activities that were developed without notice, the board games could only be used for 23 hours. Also, each hour of class was about 45 minutes, of which ten minutes were allowed by the institution for students to go to the bathroom, go to the library or do any other activity they needed to do in order to start the new class without stress. Also, for the application of board games, the institution gave us a classroom that was located far away from the original classroom learners had, which took some extra time. Also, I was not allowed to do lesson plans because the teacher had already planned the units and he had also prepared his weekly plans. For that reason, I had to adjust my classes to conform to the unit plan and objectives from the other teacher. However, the board games were successfully adjusted with this topic implementing a new method and approach.

Moreover, in each class, five minutes were taken for warm up activities in order to make learners feel more relaxed. In other three or four minutes CBI was used to introduce a question and show pictures of the topic, so, learners got interested in what the class was going to be about. This had positive results,



because they started giving ideas and trying to use the language accurately. Another ten minutes were used to exchange ideas and ask them closed questions like “What time is it?” as controlled activities depending on the topic being studied. Also, I asked them more opened questions, as part of guided practice activities, like giving opinions, expressing, or explaining some grammatical points or unknown vocabulary through the use of CBI method. Indeed, all these activities were done in the target language. In addition, 15 or 20 minutes were used for board games through questions that worked more like controlled activities in order to get them adjusted to the use of English. Giving them questions that were too open-ended, or making them develop role plays or dialogues as free practice activities, would not give them enough motivation and it would not be part of board games as this project is intended. Finally, as part of the last activity, two or three minutes were used to give them feedback, send homework or ask them if they have any questions about the class.



CHAPTER V. ANALYSIS OF RESULTS

5.1 Analysis of the Observational Checklist

As mentioned previously, an observational checklist was applied in order to see the interaction that the teacher maintained with students in the classroom. Also, there were nine parameters that were taken into account: fluency, active vocabulary, pronunciation, vocal volume, facial expressions, confidence, eye contact, repetition of words and direct translation, the results were the following:

Most of the students did not show any fluency, as the teacher was the one who spoke most of the class, and it was in Spanish. Active vocabulary was not observed either for the same reason. On the other hand, learners showed a good level of pronunciation when they participated, showing that they had an idea about the pronunciation of the words they were saying. However, not all of them showed a good level of pronunciation. Their vocal volume was high enough and I could hear everything they said, with exception of those learners who were shy and used a low tone of voice. In addition, learners did not show facial expressions or confidence when they talked, due to the obligation they felt to speak, and not because they wanted to give their own ideas. They were also nervous and did not keep any eye contact when they communicated their answers. As part of the checklist process, I also analyzed the students' direct translations and repetition of words, which illustrated that learners with an advanced level did not try to construct English sentences with Spanish grammatical structures. Also, in the last parameter, they tried to say few words and phrases. . However, lower level students tried to use direct translation from Spanish to English, because they had problems thinking in English, and would give answers using Spanish grammatical structure.



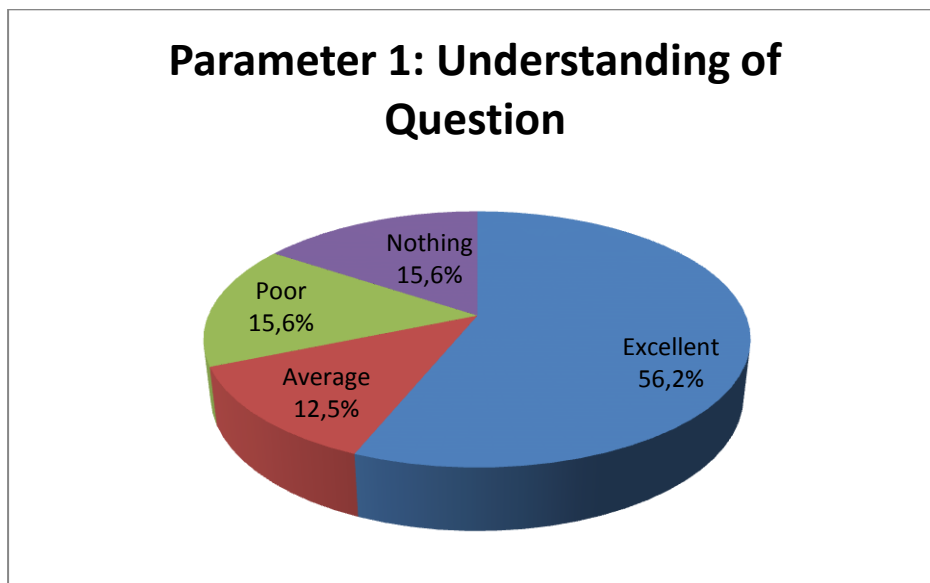
As a conclusion, the observational checklist was useful to analyze the proficiency and level of the class as well as the students' level of understanding and use of English. It helped with the preparation of the pre-oral test.

5.2 Analysis of the Pre-oral Test

A pre-oral test was applied to 32 students from sixth grade, with the objective of assessing their oral proficiency and understanding of the language. In this examination, different parameters were considered: understanding questions, use of language and content, fluency and speaking confidence, pronunciation, and correct use of grammar. Also, each one of them was considered in a range of 4 categories: excellent (1pt), average (0.5), poor (0.25), and nothing (0). To continue, the results of the pre-oral test are explained below with details.

Parameter 1: Understanding of Questions

After the test was applied, results showed that 18 learners (56.2%) understood questions related to the description of their families, friends, or school, giving answers like: I like my family because they are very happy and spend time with me. On the other hand, four learners (12.5%) understood the topic but not the entire question, so they did not give an accurate answer, saying things like: I like my friends or they like to watch TV. In addition, five learners (15.6%) slightly understood the questions, because they said things like: Can you repeat the question please?, or Did you say anything about my family, friends or school? The last five students (15.6%) did not understand the questions at all, and expected translation. They said things like: I do not understand the question; can you repeat it in Spanish, please? Below we can graphically see the obtained results about this first parameter:



Graph 1: Own source

Parameter 2: Use of Language / Content

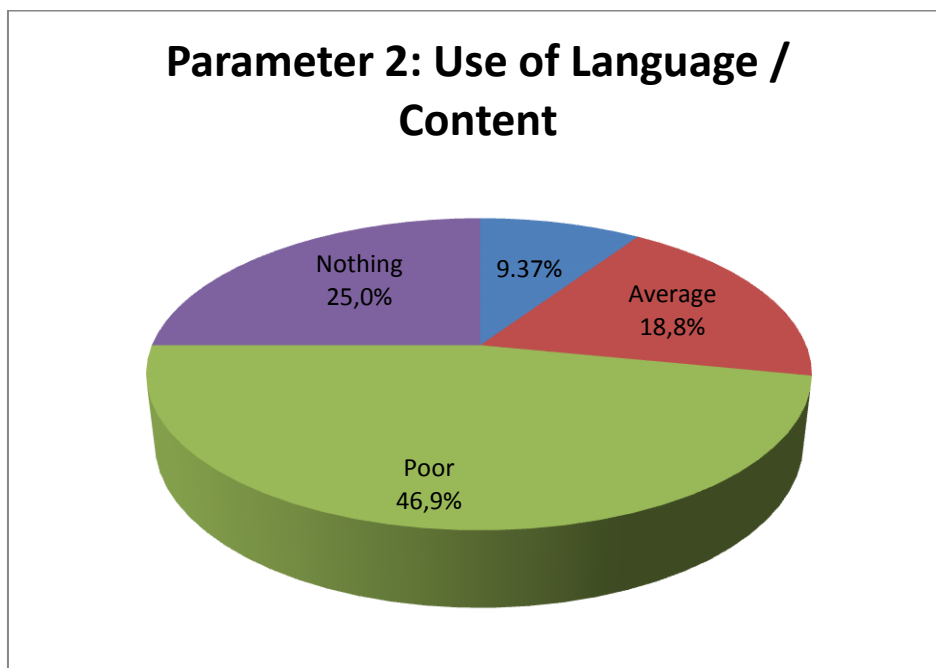
During the interview, I got as a result that three students (9.4%) demonstrated a high level of English speaking skills, because they answered quickly and waited for the experimenter to ask another question. They reproduced the language efficiently. On the other hand, six learners (18.8%) hesitated to answer the question and said things like: “I likes my mom because he is the best mother”. There were mistakes in grammar and pronunciation, but they understood the question and tried to answer accurately. Another fifteen learners (46.9%) had more serious problems expressing their thoughts. They did not know what to say at the beginning, giving only one-word answers like:

Experimenter: Describe your family.

Student: Good.

In addition, eight learners (25%) could not respond at all because they were waiting for clues to give an answer. Also, they did not use grammar at all and were

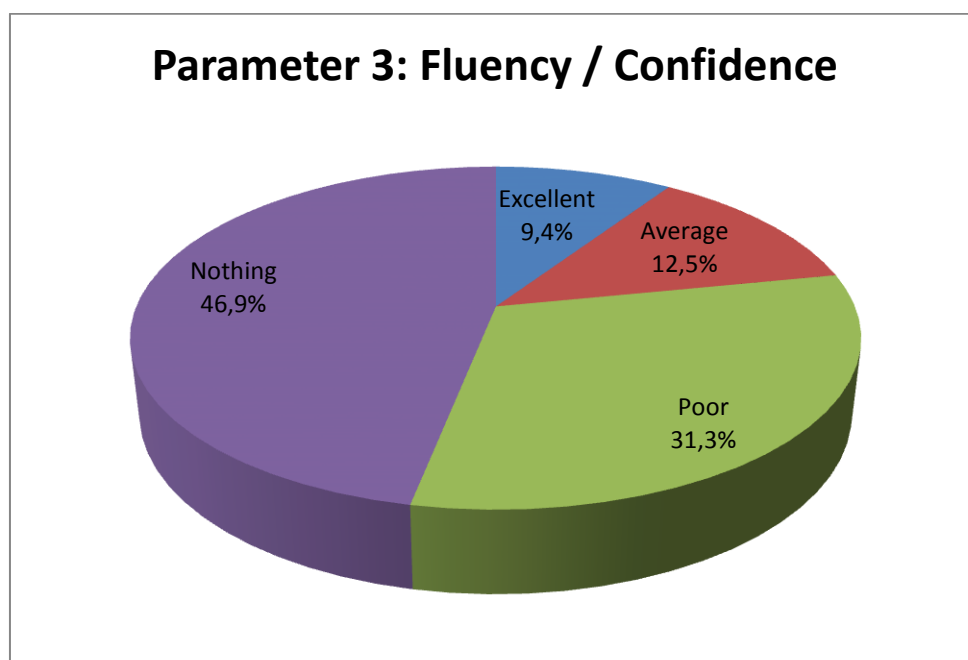
quiet during the interview. To present the results in a graphical way, below there is a graph that represents the use of content and language:



Parameter 3: Fluency and Confidence

Fluency is an important factor when showing competence, where learners show the ability of putting thoughts into words. For this reason, fluency and confidence have been taken into account for this pre-oral test, asking the same type of questions about family, friends and school showing that three of them (9.4%) could do it fluently, giving quick answers. They were also sure about themselves and what they said, taking less time to give answers than the rest of the group. On the other hand, four other learners (12.5%) tried to be fluent because they understood the question, but made some mistakes in grammar and pronunciation. In the interview I could see that they were more concerned about replying quickly than giving coherent answers, because they said things like: I want see my friends because they are my friends. However, their proficiency was moderate. In addition, ten other learners (31.3%) were slow to perform and made many mistakes showing that they were shy

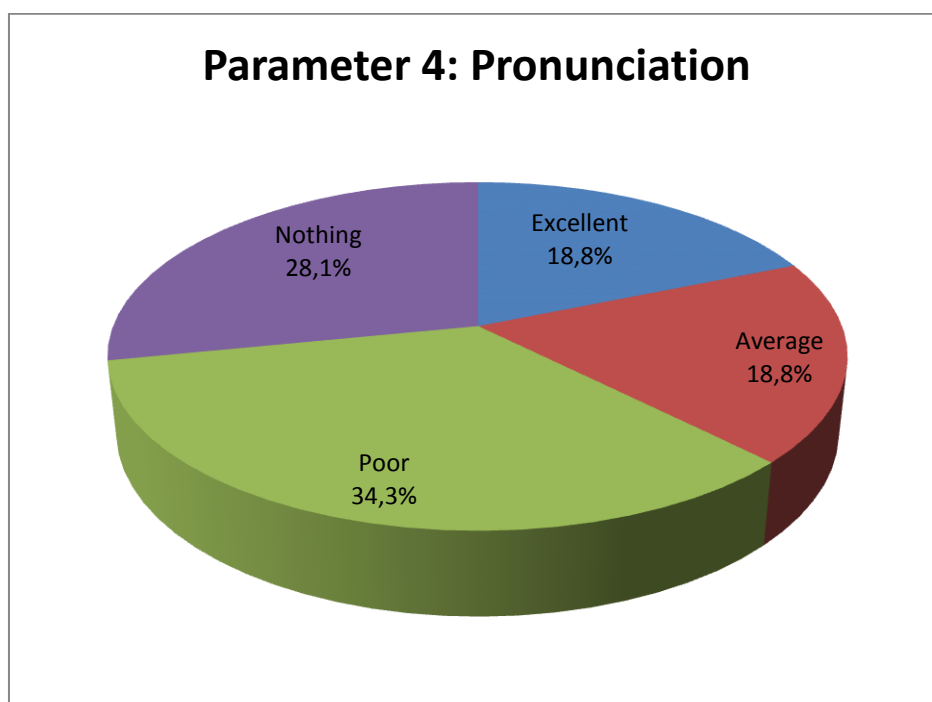
and laughed during the interview as they mixed Spanish with English, saying things like: Me likes my family y mi perro. Finally, fifteen learners (46.9%) could not perform anything at all because they spoke Spanish and their last words were things like: no entiendo nada. The graphic is as follows:



Parameter 4: Pronunciation

Pronunciation is the first skill that people notice in EFL speakers; since this contributes to first impressions, this ability needs to be taken into account. Pronunciation also gives clarity to the language. In the interviews held with the learners before mentioned, I realized that they could understand questions about their families, friends or school and six learners (18.8%) had an excellent performance, showing a good level of pronunciation answering a question about their families, friends or school, and being very simple for them. They did not sound like native speakers, but they sounded natural. Furthermore, six learners (18.8%) did it almost perfectly, although they needed more time to concentrate and relax, it was difficult because they pronounced words with their natural Cuencano accent. In

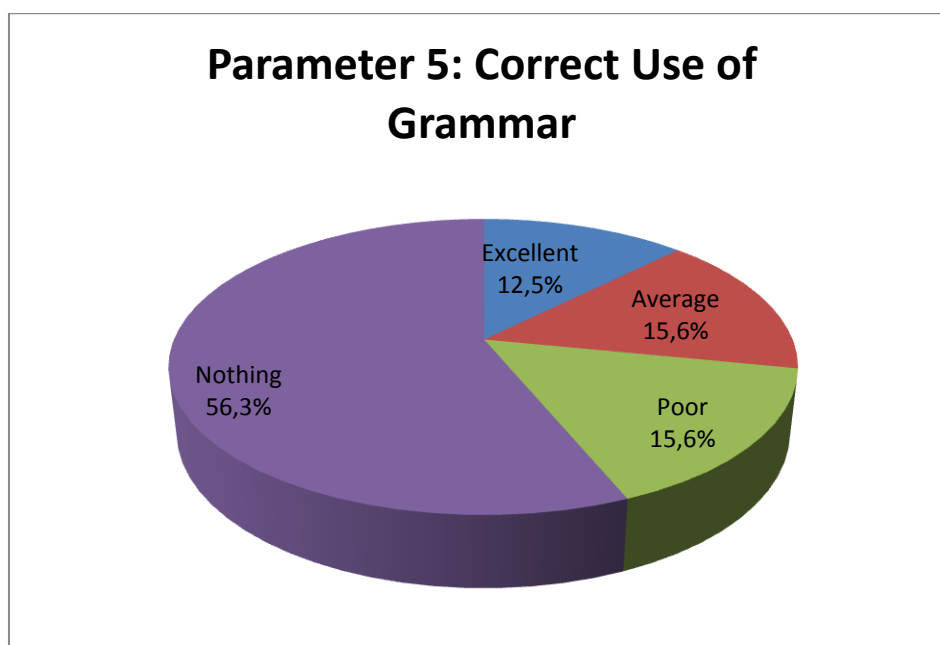
contrast, eleven learners (34.3%) pronounced many words incorrectly and were difficult to understand because of their low tone of voice. Lastly, nine other learners (28.1%) could understand the question, but could not pronounce the English words at all due to the lack of this skill. The pie graph shows the results as follow:



Parameter 5: Correct Use of Grammar

The use of grammar is important due to the meaning and comprehension it gives to the listener. Grammar lays the groundwork for effective communication; improper use of grammar could affect the clarity of a message. On the other hand, proper use of grammar leads to a clear and effective exchange of information. From the interviewed group, four learners (12.5%) had a sufficient level of communication; messages were clear and meanings understandable. They also showed that they can reproduce some good conversations by the effective use of grammar. On the other hand, five learners (15.6%) demonstrated an efficient level of grammar but some mistakes were identified, because they said things like: Me like my mom and

sister because he help me with homework. In addition, another five learners (15.6 %) performed poorly; they barely understood the question, saying things like ‘what happens with my family’ after the question was asked. Also, the message was understandable, but not very clear. Furthermore, eighteen other learners (56.3%) had no idea about English grammar, because they asked me things in Spanish or mixed both languages in the same sentences like: *podria decirme como se dice perro en Ingles?* or, *my amigos son muy happy*. The pie graph below represents the above-mentioned results:



As a general conclusion, learners performed the language at different levels. Also, many of them were shy and did not want to speak English in front of another person. Besides that, I could see that they needed a lot of help and encouragement to talk and answer questions; many of them could not say what they wanted because of the lack of vocabulary. It is important to mention that the absence of their books left them without a guide, and they could not express what they wanted successfully. In sum, the pre-oral test showed that many learners were not prepared to talk in natural situations with people outside the classroom. The purpose of part of the



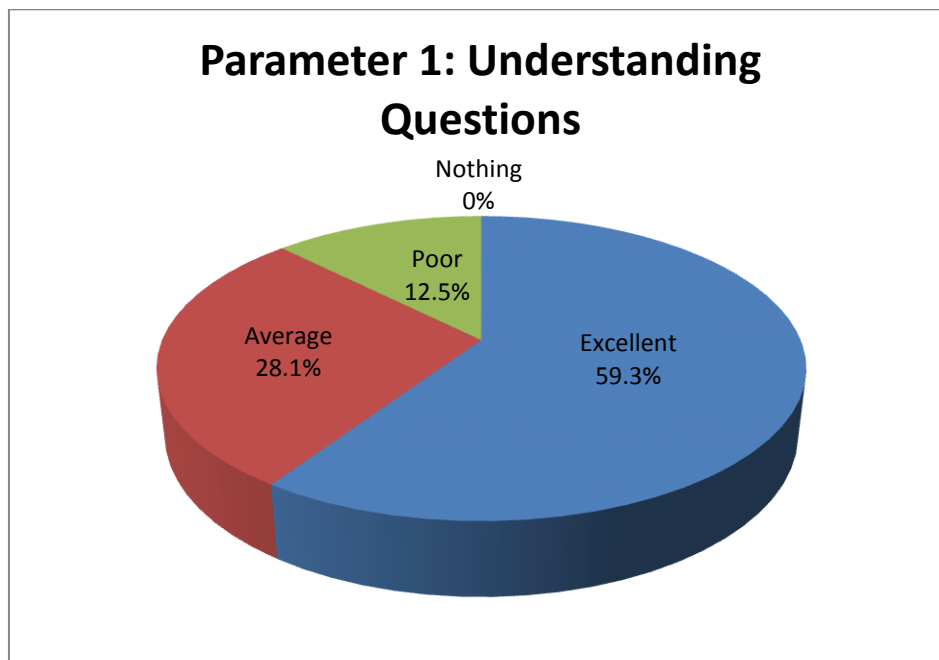
project was to show how much board games could cooperate and help students with the lack of language, providing them with the tools to show competence and successful communication in their oral proficiency.

5.3 Analysis of the Post-Oral Test

A post-oral test was applied to 32 students from the six grade with the objective of seeing the results after the application of board games in the classroom. The purpose of this post-oral test was to measure how their English skills improved after the intervention of the project. The same five parameters and range of category from the pre-oral test were used for this analysis. The results of the post-oral test are explained below in detail.

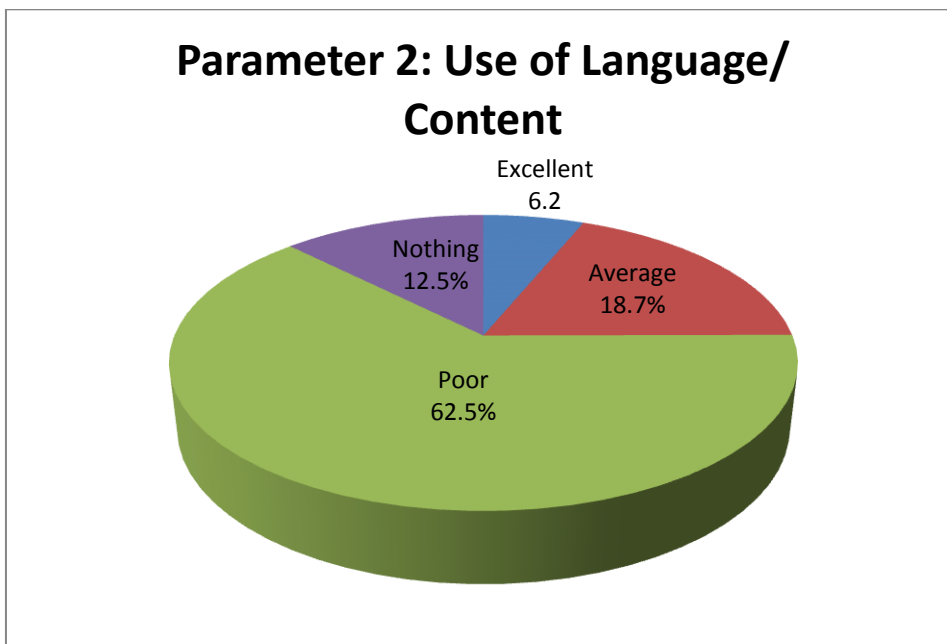
Parameter 1: Understanding of Question

The post-oral test was applied to the same students after the use of board games in the classroom; I observed that 19 learners (59.3%) understood the question perfectly. I asked them things like: describe your city or tell me about your day yesterday, and they gave accurate answers to the questions. Furthermore, nine learners (28.1%) needed repetition of the question, saying things like: teacher, I do not understand, can you repeat please? The question was repeated a second time and they could answer it correctly. On the other hand, four learners (12.5%) asked for repetition more than twice saying things like: teacher I have problems to understand, can you repeat please? When the question was repeated for the second time, they still had problems understanding it. After repeating for the third or fourth time, they could give answers, after thinking about what I asked them. However, there were no students who did not understand the question at all. All of them understood at least half of the questions. The chart below shows the results in this area:



Parameter 2: Use of Language / Content

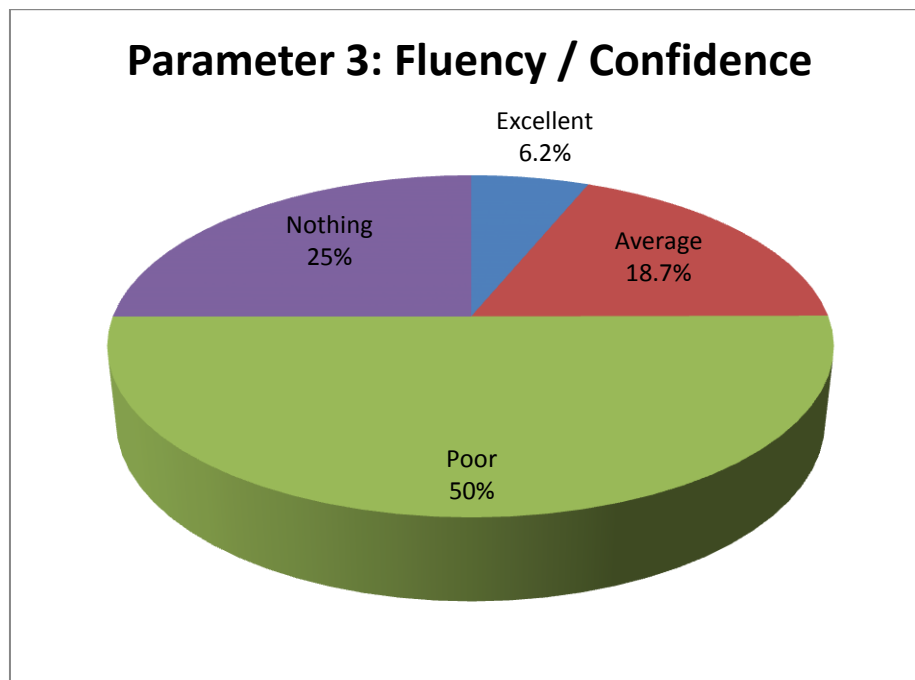
The use of language and content is essential for communication and understanding of ideas; they play an important role in communication and development of speaking skills. It was observed that two learners (6.2%) did not have any difficulties and demonstrated an excellent level when using the language, giving answers quickly and speaking without hesitation. Moreover, six learners (18.7%) could answer, but not clearly or accurately enough due to some issues with the content of the language. Also, they were asked to describe their city and they said things like: I like Cuenca because it is tall, when they meant to say Cuenca is big. Also, twenty learners (62.5%) understood the question but did not communicate clearly; I had to guess what they wanted to say, because they gave answers like: I like Cuenca because it is Cuenca and my parents. Finally, four learners (12.5%) could not use the language at all; they gave answers in Spanish and could not say the same thing in English. As a result, they needed help and guidance to answer correctly. The graphic below represents the mentioned results:



Parameter 3: Fluency / Confidence

Fluency is directly related to confidence and both together show how much a learner can communicate ideas to listeners. During the post-oral test, it was observed that two learners (6.2%) were fluent and confident because they were native speakers and liked to use English all the time and used it naturally. Additionally, six learners (18.7%) could make their message clear enough to be understood. However, they needed some time to think and give an answer to the question. In addition, they were asked things like compare a dog with a horse, and their answers were grammatically incorrect, for instance: a horse is more bigger than a dog and it can run faster. Furthermore, another 16 learners (50%) gave answers mixing English with Spanish, and could not make comparisons, for example: a cat is mas grande que a dog. At last, eight learners (25%) could not say an English word, because they asked for help and spoke Spanish the entire time. They were asked to describe their high school and they said things like: teacher how do you say mi escuela es bonita?

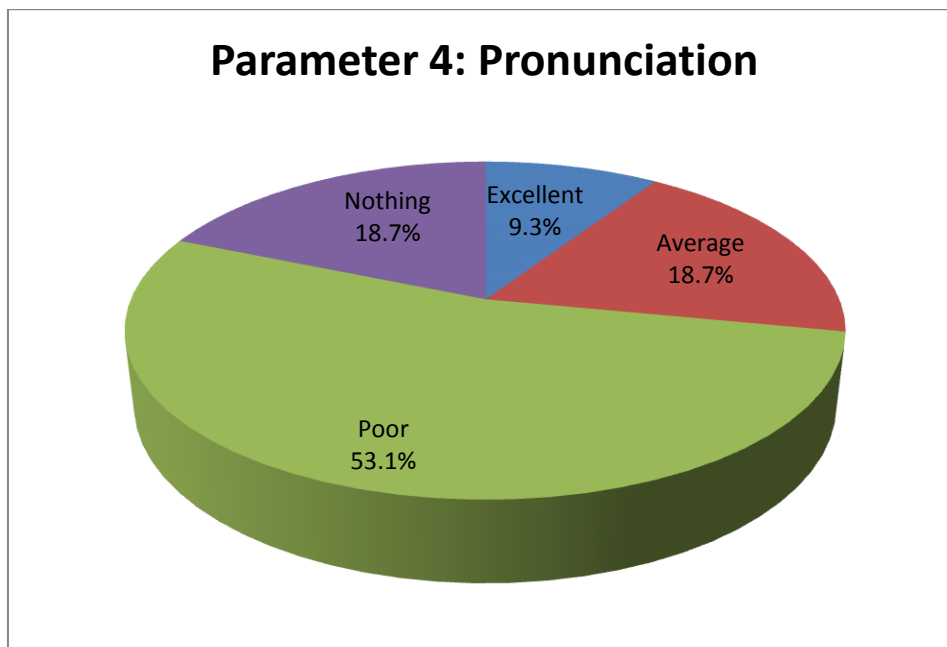
or teacher, I do not know please let me go. The chart below shows the results in this area:



Parameter 4: Pronunciation

Pronunciation plays an important role in the production and reception of information. That is why it has been taken into account for the pre and post-oral test application. At first, three learners (9.3%) had excellent pronunciation and produced clear words because they had confidence that was reflected in their performance. On the other hand, six learners (18.7%) said words that were understandable but not clear enough because they pronounced the *e* as *i* and *a* as *e*. For that reason, it was confusing to understand what they wanted to say, but with effort I could understand the meaning of their words. In addition, seventeen other learners (53.1%) could not produce clear utterances and were impossible to understand. Also, they asked for help in pronouncing every word they said. Another six learners (18.7%) said almost nothing, and their pronunciation was not good at all to understand because they

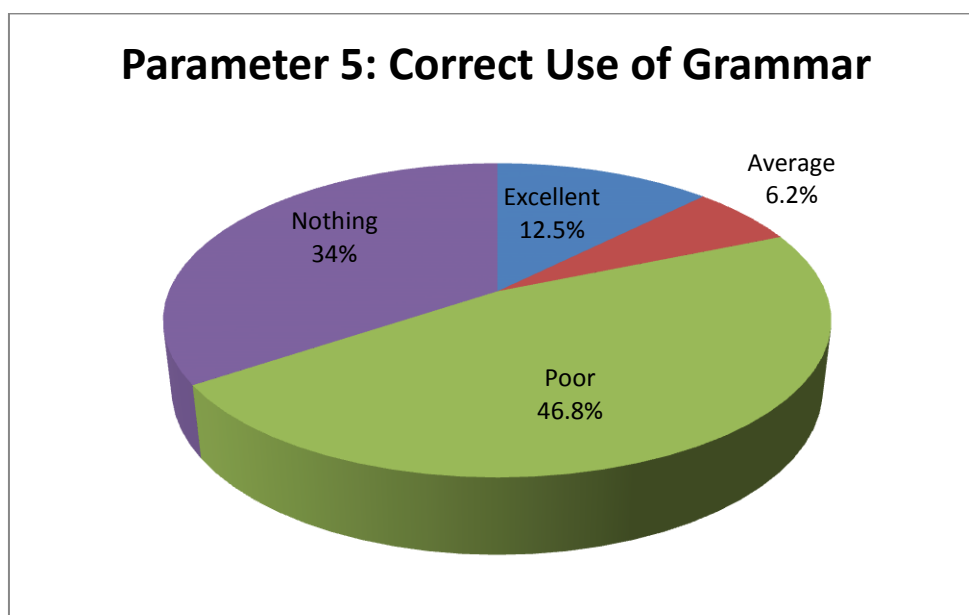
pronounced words as they are written in English, and did not use stress or vowel sounds correctly. The chart below shows the pronunciation results:



Parameter 5: Correct Use of Grammar

Correct use of grammar is important to show proficiency. It is the second aspect to accomplish when speaking another language. For this reason, the correct use of grammar has been taken into account, and it showed that four learners (12.5%) used English without spelling mistakes or errors in verb tense conjugations. They were asked to compare animals and they used correct structures and vocabulary to compare them. Two other learners (6.2%) made grammatical mistakes, but their utterances were able to be understood and those mistakes were not repeated a second time. They said things like: I like Cuenca because is a beautiful city or I does not like Cuenca because it is a beautiful city. In contrast, fifteen learners (46.8%) had so many grammatical mistakes that their sentences were difficult to understand; they said things like: more a cat is bigger a dog because than. Finally, eleven learners (34%) made mistakes each time they said anything. Those

statements were not understandable at all, and they also used Spanish most of the time saying they did not want to talk anymore, or they said things like: A gato more pequeño smallest a perro, resulting in a poor rating. The chart below shows the post-oral results in grammar usage:



As a general conclusion, it could be said that learners were extremely nervous at the time of the interview. They thought that it was going to be graded even though they were told that it would not be. They were also tired because of the time of day. At the beginning of the interview, they did not want to participate, but after telling them to be relaxed and treat it like a normal class, they accepted and were encouraged to do it. As a result of the interview, some learners did it without problems and others were confident to speak. Also, there was noise around them that made the interview difficult to understand. Additionally, they were excited to go home and some parents were waiting for them, which made the interview more intense. However, they gave their best effort and did what they were asked to do.



5.4 Comparison between the results from the Pre and Post-Oral test

After the tests were applied with the objective of determining differences about the effectiveness of board games, different parameters were considered, such as: understanding questions, use of language and content, fluency and speaking confidence, pronunciation, and correct use of grammar. Each student was rated excellent (1pt), average (0.5), poor (0.25), or nothing (0) in each area. The results of the pre-oral test and post-oral test are explained in detail below.

Parameter 1: Understanding Questions

After the test was applied, an excellent understanding of question changed from 18 students to 19 students after the intervention of Board Games, representing 3.2% of the total. The number of students rated average increased by five, representing 15.6% of the total; it is important to say that even though they did not understand the language fully, their understanding of the question, and their answers, were more accurate. In the categories of poor and nothing, the numbers decreased by 3.1% and 15.6% respectively.

As an overall conclusion, it is rewarding to say that board games helped students improve the understanding of topics when using English as the main language in the class. Board games can be used to engage learners and provide an opportunity to practice listening skills. The two charts below show the results of the pre-oral test and post-oral test:

Parameter 2: Use of Language/Content

As mentioned previously, language is important for production and reception of communication. After the application of board games, the number of students rated



excellent in the pre-test, decreased from three to two, representing 3.2% of the total. Again, this decrease can be attributed to the nervousness during the interview. The number of students rated average remained the same. The number of students rated poor increased by five students, 15.6% increment and the number of students who were rated at nothing decreased by four students, a 12.5% decline. This means that learners who did not have any English increased their skills to a higher level; that is the reason why category three increased and category four decreased in this way. These results show that learners who could not use the language at all before could improve and used it better to a certain level. The two charts below show results of pre-oral test and post-oral test in this area.

Parameter 3: Fluency and Confidence

Fluency and confidence have been compared before and after the application of board games. Results showed that that the number of students rated excellent decreased from three to two learners, a difference of 3.1%. The number of learners rated average increased from four to six, a 6.3% improvement, this means that learners could use the language fluently, however, they had some problems with stammering. Also, the results of the third and fourth category show that in the first one the amount of learners increased from ten to sixteen representing 18.8% of the total, and in the second one the amount decreased from fifteen to eight or 21.8% of the total amount who moved up to higher levels. These results indicate that learners could not become excellent in fluency and confidence; however, they developed this skill through the use of board games. Results showed an improvement for learners who did not have any fluency to a level where they could express themselves but still



have some issues with communication. The two charts below show the comparison of the pre-oral test and a post-oral test given to the learners.

Parameter 4: Pronunciation

About pronunciation, the results showed that after the application of board games the first category decreased from six to three learners, representing 9.2% of the total. In the second category, the number of learners stayed the same. In the third category, results showed that the amount of learners increased from eleven to seventeen, a difference of 18.8%, and the fourth category decreased from nine to six, representing a difference of 9.4%. These results showed that 9.4% who were in the lowest category and could not pronounce words at all progressed into the third category where they could pronounce words better. Below are two charts that compare the before and after results in pronunciation:

Parameter 5: Correct Use of Grammar

The correct use of grammar gives harmony to the language and facilities to read and understand; for that reason, a correct use of grammar has been emphasized with the objective of measuring improvements in students' grammatical skills. Results showed that there was no change in the number of students rated excellent in this area. However, students rated average decreased from 5 to 2, representing a difference of 9.4 % of the total. Also, 9.4% of average learners decreased their grammar skills to a poor level, even while they showed more discipline and active participation than before. Also, the learners with excellent skills maintained their level. In addition, there was an increment from 5 to 15 learners who improved their English skills from zero to a poor level. These 10 students represented



31.2% of the total group. Also, there was a decrease from 18 to 11 students who had no prior knowledge of English. This means that 21.9% improved their grammatical skills and obtained a higher level, whereas another 9.38% improved to an average level, which shows that they had a better understanding of grammar after the application of board games.



CHAPTER VI. CONCLUSIONS AND RECOMMENDATIONS

After working with learners for around two months and 23 hours of application, I could say that they enjoyed the process and had fun while communicating in a foreign language. Board games worked perfectly and helped students develop their motivation and confidence at the same time. In addition, many learners improved their oral skills, and other remained the same. Also, board games proved to be a successful and useful tool in the classroom, especially for those teachers who want to enhance oral communication and motivation. Students could work normally in the classroom and avoided distractions as they improved their speaking abilities. On the other hand, there were learners who did not put too much effort in the classes due to their low level of English and the low importance they gave to the subject; these students already had academic problems for not doing homework or creating disruption in the classroom. So, there were times when the classes became noisy and I had to ask them or look for other extra activities for them to be quiet.

The process of board games showed that it is possible to apply these games in the classroom, as long as there is a purpose and an objective to reach at the end of each lesson. Also, constant practice and dialogue, as well as organization and perseverance, are very important for the success of the board games. Learners acquired a different attitude toward the subject and the language in general because they enjoyed the process of learning. Also, learners who started the course with an advanced level of English could maintain their level and others decreased but showed more motivation and discipline in the classroom.



As a general recommendation, the application of board games could provide additional improvement, as long as they are used in the classroom for longer periods of time, at least 35 minutes a day. If class time is longer, board games would give more positive results. Also, another recommendation that could work for this treatment is related to the interruption of parents in the classroom affecting the concentration of learners; parents should look for specific days to speak to the teacher in order to be informed about how their kids are performing in the classroom.

Also, the pressure teachers place on students should be controlled, because learners get too nervous at the moment of speaking, making mistakes and forgetting what they want to say. Furthermore, board games proved to be an exceptional methodology for overcoming shyness and motivating practice of the language in real situations. It is worth mentioning that the plan for the application of board games in this project was for 40 hours and due to extra-curricular activities at the last moment, it was only possible to apply the treatment for 23 hours, which showed positive results. If the original plan had been executed, learners probably would have reached higher levels of acquisition and oral skill development. Finally, the last recommendation that could be given for English teachers would be that board games make the classes more active and entertaining, as they motivate learners to learn and avoid their native language, as well as to collaborate with concentration. Board games can work together with CBI because they engage students in a more realistic class.

This project has been developed with the purpose of enhancing speaking abilities in sixth-grade learners and has shown meaningful results which indicate that board games are a positive influence in the academic life of elementary students.



This approach can be used for further studies due to the effective results it obtained in motivating learners to practice their speaking abilities. More projects based on board games can be developed in order to enhance communication successfully and entertain learners with the purpose of engaging higher levels of education.



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