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Pedagogía de los Idiomas Nacionales y Extranjeros

## Enhancing grammar practice in 1st year of Baccalaureate students through the implementation of board games in a public school in Ecuador

Trabajo de Integración Curricular previo

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## Dedication

This thesis is dedicated to my mother Martha Landívar for always guiding me to have big dreams and supporting me to make my dreams come true. Thank you for always taking care of everything and encouraging me when I wanted to give up. Thank you for always proudly talking about my studies and my hard work culminating in my career. This work is not only my triumph, it belongs to both of us. I did it for you and for me. Also, to my siblings who always supported me in this hard road with their support and motivation.  Finally, I dedicate it to Emily from the past, that little girl full of dreams who never thought of becoming a teacher.

From the bottom of my heart,

Emily Margarita León Landívar

**Dedication**

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**Resumen**

La enseñanza de la gramática inglesa en Ecuador se ha basado tradicionalmente en enfoques centrados en el profesor donde se enfatizan la memorización y una mínima participación del estudiante. Así, en ocasiones, la práctica gramatical es percibida como difícil y aburrida para muchos estudiantes. Por ello, este estudio de investigación-acción pretende potenciar la práctica gramatical a través de juegos de mesa en primero de bachillerato. Los participantes del estudio fueron 33 estudiantes entre 14 y 16 años de un colegio público de Ecuador. La metodología consistió en un análisis cualitativo de la información recogida a través de la observación participante y la evaluación de competencias. Sin embargo, también se hizo uso de un método cuantitativo como un test inicial y otro final para analizar el uso de los juegos de mesa como herramienta para potenciar la práctica gramatical. Por otra parte, también se usaron fichas de observación para documentar los beneficios de los juegos de mesa en la práctica gramatical de los estudiantes. Los resultados mostraron que los juegos de mesa personalizados resultaron eficaces para potenciar la gramática de los alumnos de primero de bachillerato. Los datos revelaron una notable mejora de la competencia gramatical, con un mayor dominio de los tiempos verbales y una participación activa en el juego. Así también se muestra que sus mayores beneficios resaltan el papel positivo que desempeña en la mejora del compañerismo y el apoyo mutuo en el aula.


**Palabras clave:** Práctica gramatical, Juegos de mesa, Investigación-acción, Análisis cualitativo, Observación participante

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**Abstract**

English grammar language teaching in Ecuador has traditionally been based on teacher-centered approaches emphasizing memorization and minimal student participation. Thus, many students sometimes perceive grammar practice as complex and tedious. Therefore, this action research study aims to enhance grammar practice through board games in the first year of baccalaureate. The study participants were 33 students between 14 to 16 years old from a public school in Ecuador. The data were gathered from a qualitative analysis of the information collected through participant observation and evaluation of skills. In order to do this, an initial and a final test, was also used to analyze board games' use to enhance grammatical practice.

On the other hand, observation sheets were used to document the benefits of board games in the students' grammar practice. The results showed that the board games effectively enhanced the grammar of first-year high school students. The data revealed a marked improvement in grammatical competence, with an increased mastery of verb tenses and active participation in the game. It is also shown that its primary benefits highlight its positive role in improving fellowship and mutual support in the classroom.

**Key words:** Grammar practice, Board games, Action research, Qualitative analysis, Participant observation.

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## I. Introduction

Grammar is like assembling a puzzle; it requires carefully arranging its components to construct meaning and coherence. With competence, it would be possible to communicate verbally or written effectively since one needs to use sentences, phrases, and expressions accurately and correctly. Rustamova (2023) says that understanding grammar can accelerate and improve language learning. It is essential to consider grammar as a support tool, as a trusted colleague. By thoroughly understanding the grammar of a language, one becomes able to independently grasp various concepts, eliminating the need to constantly seek help from teachers or reference materials.

According to Al-khresheh and Orak (2021), ELT teachers hold strongly favorable perceptions regarding the significance of teaching grammar in English Language Teaching. In the EFL context, there has been a notable emphasis placed on the traditional grammar-translation method, prioritizing the memorization of vocabulary and grammar constructions, while the development of listening and speaking skills tends to be overlooked. (All-Mijan, 2018). According to Iqbal et al. (2017) most students are hesitant to engage with grammar instruction in the classroom due to teachers' lack of dynamic techniques and failure to cater to students' individual abilities.

English grammar can be effectively imparted through enjoyable games, and students will eagerly participate in the learning experience. You might recall your school days when grammar lessons often involved laboriously sitting at desks, repeatedly writing and rewriting sentences, committing numerous rules to memory, and completing extensive exercises to grasp proper grammar usage (Cherirou & Bouaziz, 2015). Nevertheless, games can uniquely

enhance students' participation, making them active participants in the learning process. Additionally, teachers can facilitate the development of students' social skills by encouraging them to engage in gaming, as it offers them opportunities to interact with their peers.

Numerous educational games are available to enhance grammar skills, including board games. Cherirou and Bouaziz (2015) defined board games as very popular with pupils. They are very variable, and teachers can practice any grammar they want. Board games are made for pair work or group work. It would help if you had figures, dice, a board, and sometimes paper and a pencil.

**Context**

According to Sevy et al. (2020), many factors affect English language teaching in public schools in the Ecuadorian context. Among those factors affecting both teachers and students in the learning process is that learners cannot connect with the language. The history of English teaching in Ecuador has been very changing. However, Muñoz et al. (2018) conclude that despite several years of change in education and society, teachers continue using traditional teacher-centered methods such as memorization and grammar-translation. In addition, the study showed that many young teachers use the same methods as they state that they are teaching the way they learned. In this way, it is evident that a traditional approach of explicit grammar instruction persists in English classrooms in public schools.

For instance, it is still observed how some Ecuadorian English teachers make students memorize concepts and rules, on the other hand there are also teachers who only focus on working on worksheets and complete sentence construction activities during their classes turning the class into a repetitive and boring nature causing students to not develop the

necessary knowledge and skills to avoid thinking enough before completing the worksheets. Although far from being negative, the use of traditional methods such as the grammar translation method or the memorization method should be changed to an innovative and engaging method of teaching grammar. As a result, grammar classes will be more engaging and captivating and less exasperating for learners. Nonetheless, these changes will depend on English teachers to look for new methods, strategies, and techniques such as games, the use of stories, and multimedia sources, which enhance learners to build proficiency in the real context of English grammar (Rochmawati, 2019).

**Diagnosis of the Situation**

English language teaching has traditionally been based on teacher-centered approaches focused primarily on memorization of grammatical structures and vocabulary, and are still widely used in many EFL classrooms in Ecuador (Espinosa, 2015). According to Calle et al. (2012), persistent problems exist in traditionalist classrooms due to a teacher-centered structure, the application of the grammar and translation method, and the need for more use of the foreign language as the primary teaching medium. Therefore, these factors can contribute to demotivate and limit the learning process of students.

As Muñoz et al. (2018) affirm, education in Ecuador has traditionally relied on methods that have been effective in the past. However, these methods are losing their appeal among today's youth. The repetitive and rote nature of traditional teaching, particularly in grammar instruction, often leads to disinterest and disengagement among students. Therefore, exploring alternative teaching methods that can better engage students and promote active learning is essential.

The visible consequence of this situation is that students show signs of boredom and lack of enthusiasm in their English classes. Arguably, they no longer find the learning experience engaging due to traditional grammar teaching methods outdated and repetitive nature. The present research addresses these concerns and explores an alternative method that can rekindle students' interest in learning English, particularly grammar. Innovation plays a crucial role in education, as it requires adapting to the contemporary needs of children and young people of this generation. Based on Sagdullaev (2023), the diversity of learning styles, motivations, and contexts among language learners has prompted a surge in innovative and varied approaches to teaching foreign languages.

Using games in the school environment proves to be effective in learning a foreign language (Susanti & Trisnawati, 2019). During these playful activities, students actively acquire knowledge and experience increased motivation, counteracting the sense of obligation and monotony associated with the traditional classroom routine (Rubio & Conessa, 2013). The proposal suggests using board games as a teaching strategy for grammar practice. This approach allows learners to actively produce and share their grammatical knowledge, moving beyond the memorization of writing simple sentences and basics.

Learners participate in games that provide various grammar-related challenges, such as sentence structure, word completion, verb conjugation, and question formation. By introducing innovative teaching strategies, the aim is to move beyond the limitations of traditional classroom environments and adopt alternative tools that can help future learners achieve educational objectives in a more engaging and meaningful way.

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**Importance of the study**

This study is focused on the innovation of teaching strategies for grammar practice in a public school in Ecuador. Thus, in the Ecuadorian educational context, grammar learning and practice are currently taught with a teacher-centered approach. In the words of Burgin and Daniel (2017), in their study of English language instruction in an urban context, they pointed out that teaching English in the school was still principally teacher-centered, and that paradigms of critical thinking and learner empowerment were absent. Nevertheless, English teachers have tended to largely follow a teacher-centered approach in their teaching practice (Ortega & Minchala, 2019). In this way, pupils only practice grammar by forming monotonous sentences and questions, which they incorporate depending on the topic learned.

Therefore, incorporating board games as a pedagogical tool aims to investigate the transformation of grammar from a repetitive and monotonous activity to an engaging and stimulating experience. This approach is consistent with the principles of constructivist learning theory, which emphasizes student interaction in constructing their learning and applying grammar in a meaningful and interactive manner.

According to Abdu and Banafshi et al (2020), consistent exposure to the same activities, particularly teacher-centered approaches that limit participation to exclusive writing, can cause fatigue and stress in students. This constant repetition of monotonous approaches depletes their motivation and contributes to a negative perception of the subject. As a result, students may need help to produce grammatically correct oral or written expressions in any communicative form. Consequently, it has become a tedious and

unstimulating exercise for students, resulting in a need for more motivation and engagement in the learning process.

Hernández (2020) stated in his study that "Games are a powerful medium for teaching English at all ages. We can use them as a classroom activity to enrich our students' vocabulary or improve their grammar and the different English accents" (p.32). Thus, this study incorporates board games into lessons to improve students' knowledge of English grammar. Additionally, board games encourage student interaction and provide opportunities to practice grammar in various contexts.

**Main research Question**

To what extent does the use of board games enhance grammar practice in 1st-year Baccalaureate students in a public school in Ecuador?

**Sub-Questions**

1. How can board games be adapted and used to enhance grammar practice in 1st-year Baccalaureate EFL students?

2. How do board games enhance grammar practice in 1st-year Baccalaureate students?

3. What are the benefits of integrating board games into grammar practice for 1st-year Baccalaureate EFL students?

**General Objective**

To investigate how the use of board games enhances grammar practice in 1st year Baccalaureate students in a public school in Ecuador

**Specific objectives**

1. To design a personalized set of board games focused on grammar practice for 1st Baccalaureate EFL students.

2. To analyze the use of board games as a tool for enhancing grammar practice in 1st-year Baccalaureate students before and after the implementation.

3. To document the benefits of board games on students' grammar practice during the implementation of board games.

## II. Literature Review

**Previous studies**

In this study, previous international studies were analyzed to examine their results on the influence of board games and grammar practice. The first study, "The Impact of Board Games on EFL Learners' Grammar Retention," by Phuong & Nguyen (2017), emphasizes the importance of finding effective ways to help learners in the English grammar learning process. This study's overall objective was to investigate learners' grammar retention and attitudes toward implementing board games for grammar learning by conducting experimental research. The participants were 50 EFL learners with low English competence

and difficulty with grammar knowledge. The study reveals that using board games significantly affects the EFL participants' grammar retention, and the participants showed a positive attitude toward using board games. Nevertheless, the results produced specific pedagogical implications and recommendations for teaching grammar to EFL learners worldwide.

This previous research positively supports this study by demonstrating the effectiveness of board games in an EFL learning grammar context. The author also emphasizes the importance of grammar and the importance of using different strategies for teaching grammar, such as board games. The results provided that, in fact, the use of board games had a positive impact on grammar retention as well as grammar use. In addition, it contributes to this current research with valuable information about their application and recommendations that could help implement this study.

In this study, we aim to shed new light on how the benefits of using board games can be harnessed for grammatical purposes. This study carried out by St. Jumaida M (2018)

explored students' grammar abilities by using board games. The main objective of this study was to find out if board games are an effective tool for grammar learning and improving grammar ability. The study was executed in a pre-experimental design, where a pre-test and a post-test were used with a sample of 28 young students to determine their grammar ability before and after the implementation. After conducting the treatment, the study's findings proved that the use of board games helps students learn grammar. Also, the data analysis pointed out that board games are helpful for teachers since they create an active environment in the class.

Although this research does not focus on the study of second-language grammar, it highlights the benefits of using board games for English grammar learning. In addition, it shows a broader view of grammar learning with board games. With the present research, this study provides valuable information to understand how board games significantly impact teaching and learning grammar.

In a previous review, we examined the relationship between board games and grammar learning. The present study aims to extend our knowledge by focusing on "Monster Back to School-parts of speech Board Game", a game used for teaching a specific grammar point. This study conducted by Vijayarajoo and Mohd Jani (2019) was significant in enhancing the learning of the parts of speech in a fun-filled way in an English language class. The data collection was a qualitative and quantitative design using questionnaires and interviews. The data analysis showed that the board game was effective for parts of the speech. Also, the authors indicate that appropriate board games can improve grammatical proficiency.

The previous research suggests that the board game "Monster Back to School-parts of speech Board Game" significantly enhanced the learning of parts of speech in a fun way in English classes. This indicates that the game, in fact, has proven to be valuable in the educational context. Attention is also drawn to the fact that it supports the pedagogical usefulness of the game, supporting the hypothesis that board games can effectively teach grammar. This statement has broader implications for this study, as it suggests that board games, in general, can improve grammatical competence and not just the specific game examined in the previous research.

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A study guide by Susanti and Trisnawati (2019) studied the improvement of students' mastery of Basic English grammar through board games and students' perception of using board games in teaching English grammar. With an action research design, the research was done in two circles. The instruments used for data collection were grammar tests and interviews. Moreover, with positive results, the study showed that the board games improved students' mastery of Basic English Grammar. Additionally, the data showed that students responded positively to using board games for grammar.

The previous study shows positive results, suggesting that incorporating board games into the teaching approach positively impacted students' understanding and application

of grammar concepts. Second, the study data revealed that students positively perceived the use of board games to learn grammar. That is, this implies that the students benefited academically from the board games and enjoyed the learning process, as reflected in their positive responses.

A final study by Shofiyuddin (2022) aims to develop teaching grammar using Monopoly and Snake and Ladders board games. This study emerged from the necessity of using different classroom activities to promote grammar learning. The research points out that the reason for choosing these board games is because an interactive and fun learning media for grammar is not always used. This research was carried out with eighth-grade students. A questionnaire, interview, and observation were used for data collection. The findings of this study suggested that when playing with cards, it is important to consider the colors we use; they need to have a purpose. In addition, it is crucial to take into account how much time is invested. Overall, the results say that using classroom board games can increase students' motivation to learn grammar.

The previous study is of great relevance to this research since it uses games that are similar in structure. In addition, there are some recommendations that can be very helpful for this study. Furthermore, the study highlights the effectiveness of board games in improving students' grammar proficiency and their positive perception of this teaching method. These results highlight the value of integrating board games into grammar teaching, as they offer academic benefits and enjoyable learning experiences for students.

Although there are no national studies, the above studies are of great importance to the present study because their positive results suggest that integrating board games into English grammar teaching methodology can be an effective and engaging strategy, leading to improved student performance and positive perceptions towards the learning experience.

**Theoretical Framework**

In this section, different concepts and terms have been analyzed from the most general to the most specific to understand the basics of the games and board games used in education, as well as the grammar and its components. This will be a fundamental guide in customizing and evaluating the implementation and the instruments used in this research.

**Constructivism theory**

To facilitate meaningful learning, it is crucial to carefully select students' learning materials to ensure the application of their knowledge and contribute to the formation of new knowledge. Constructivism emphasizes that students learn by constructing knowledge and meaning based on their experiences (Schunk, 2012). This means that students' learning does

not occur directly but that they must interpret information from their environment to make it part of their experiences.

Schunk (2012) states that learning in constructivism takes place in a specific context. In this approach, it is argued that both learners and the environment play fundamental roles in the learning process. The interaction between students and their environment will contribute to the construction of knowledge (Ertmer & Newby, 2013). For instance, educational games are designed in such a way that their content is linked to sport, adventure, or fantasy, with the objective that learning is entertaining and strengthens thinking skills.

In board games, when a child encounters new information, the child performs the functions of assimilation and adaptation. By comparing new information with knowledge existing in mind, if the old information does not comply with the new one, the child will reconfigure his mind regarding the new information, which is cognitive development, a product of continuous effort (Von Glaserfeld (2012).

**Didactic of games**

English language instruction and acquisition have become more complex for both educators and learners. As with any innovation, this presents challenges for those who use it. Games are essential in EFL programs as they facilitate learning, especially for younger learners. Cardinot (2022) express that "games are another way to help students learn, review, and internalize various grammar structures" (p.226).

However, Fjællingsdal and Klöckner (2020) explain, English teachers still see didactic games as time-consuming or poor learning techniques in many public schools. In fact, games have gained significant importance among both English language learners and

teachers, not solely for their entertainment value and stress-relieving properties but also for their capacity to stimulate students to employ language creatively and communicatively.

### Games in Education

According to Vijayalakshmi (2017), games are a vivid form of maintaining learners' interest in the language, they are fun but at the same time they are an integral part of the learning process, and students should be encouraged to take them seriously.

A game is an activity characterized by rules, an objective, and an entertainment element for the participants. Ferdinandus (2020) points out that "game is an activity with rules, goals and elements of fun" (p.278). In this case, the importance of games in language teaching is highlighted, since it is not just an entertaining activity to cope with the monotony of the classroom, but it helps us to create goals and learn in an effective and fun way. These definitions support the relevance of games in English language teaching.

Using games in class is intended to help students learn more effectively and provide them with entertainment. However, before playing, it is essential to explain the rules of the games to be used as clearly as possible so that the students understand them well.

### What is gamification?

As the author states in this article, "Gamification consists of adding game mechanics in completely non-game contexts to increase motivation or interest. (Martín, 2019, pp. 2,4). When talking about Gamification, the idea that comes to mind is to use games to develop specific didactic exercises. This idea is accurate but extensive and far from what characterizes the correct use of Gamification.

Giakalaras (2016) explains that Gamification in education involves creating and implementing enjoyable and entertaining activities rooted in the mechanics of games. This approach inspires student engagement and learning, fostering a sense of responsibility for their educational journey. In line with this, Sicart (2016) defines game mechanics as the procedure of formulating and instituting rules with strategies intended to interact with the game's structure. This interaction is designed to generate activities that promote learning through the inherent nature of the game. Reflecting on this, it's clear that Gamification can be a powerful educational tool. Educators can create a more dynamic and engaging learning environment by integrating game-like elements into teaching.

Teachers should constantly look for new resources to simplify this application. Reflecting on the previous statements, it is evident that games produce favorable results in acquiring knowledge easily. Therefore, it is crucial to incorporate this approach in the process of teaching and learning English, as it undoubtedly motivates students to improve their English language proficiency.

**Types of gamifications**

Gamification, according to Kapp (2015), can be divided into two main types:

The first is structural gamification, which applies game elements to guide the learner through the content without altering or changing the content itself. This type of gamification focuses primarily on generating situations to motivate the learner to review the content and engage them in the learning process through rewards.

The second, according to DesigningDigitally (2019), is the gamification of content, which is defined as the process that the teacher performs to achieve that some gamification

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elements are built by linking elements such as a story, a mystery, a curiosity, or a character with the learning content. In line with the above, (Kapp, 2015) exemplifies this type of gamification,

where a teacher can add some elements of a story in a grammar exercise so that students create or read a fantasy world while completing grammatical structures following the rules. According to their performance, they move to the next level of learning. In this example, the author explains how the content is altered to allow students to learn playfully. For this reason, teachers should be aware that only some of the lessons should be complex games and try to incorporate these elements of the game experience into the content of the class, increasing the participation and engagement of the students with a better learning process.

**Gamification in Second Language Learning.**

Gamification has become so crucial during English language teaching because it enhances students' oral and written skills, allowing them to reach a higher level of knowledge thanks to the union of playful activities and learning. Gamification, according to Zarzycka-Piskorz (2016), is "the use of game elements and game design techniques in non-playful contexts." (p. 21). In this way, it is explained that gamification has multiple uses in different contexts and for different purposes, including language learning. Similarly, Alsawaier (2018, p. 56) states that "the application of gamification in a pedagogical context provides some remedies for many learners who are alienated by traditional instructional methods."

Nevertheless, it is vitally essential for English teachers to set specific objectives before incorporating gamification in the classroom. With clear pedagogical purposes, the use

of gamified educational tools will be meaningful. Gamification, as defined by Krath et al. (2021), extends the elements and principles inherent in games to non-game contexts to foster learner involvement, participation, and engagement. It leverages the psychological appeal of games, drawing on intrinsic motivators such as competition, achievement, and rewards to drive desired behaviors and outcomes. To put it differently, gamification transforms a setting that isn't originally designed for gaming by incorporating elements and features commonly found in games, like points, badges, and levels. Its goal is to enhance engagement, motivation, and participation by introducing entertaining activities within educational environments.

A critical element in gamification is feedback. Rego (2015) points out that "games provide participants with feedback, which is designed to evoke the correct behavior, thoughts or actions" (p. 6). Considering the above, it is very useful for the teacher to fully understand the elements of the game, allowing them to design playful learning activities that meet the learning objective of the language subject.

**Gamification in teaching grammar**

**Board Games in Education**

In many public schools, teaching EFL grammar is often considered tedious and still relies on traditional methods, such as memorizing grammar rules. (Ardi & Rianita, 2022).

Therefore, integrating gamification into EFL grammar learning creates a fun learning environment. Gamification could effectively enhance students' motivation and involvement in

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grammar learning. The primary objective of gamification is to render the learning process stimulating and enjoyable (Zarzicka-Piskorz, 2016).

Fear of failure is a central aspect of gamification, as Poole et al . (2019) highlighted. By providing learners with a relaxed environment to experiment with concepts, gamification fosters an atmosphere where failure is accepted and expected as a natural part of the learning process. This approach is efficient in game-based grammar learning, where the gamification concept can significantly enhance motivation and engagement. Through elements such as challenges, rewards, and progression systems, gamified grammar learning encourages learners to persist in their efforts and remain motivated to win and learn. Consequently, the fear of failure is alleviated, allowing learners to approach language learning confidently and enthusiastically.

On the other hand, competitiveness among students can encourage them to learn more grammar in class, providing students with an enjoyable grammar-learning experience. Currently, board games are used in the field of education as an effective tool to foster various skills across age groups and academic subjects (Khodijah & Saputri, 2021). This indicates that board games are increasingly recognized for their potential to enhance learning experiences by making educational content more engaging and interactive.

### Characteristics of Board Games

According to Cherirou and Bouaziz (2015) in their study "The Effectiveness of using board games in Facilitating the Teaching of English Grammar," board games are an essential tool for FLL (Foreign language learning). Additionally, they state that board games provide a

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safe, playful, and competitive environment and an engaging classroom environment where students can focus on the class content and reinforce English language learning.

The use of board games in the English classroom is an effective, fun, and stress-free way for students to learn and practice English and develop their own learning strategies that they can easily implement in the real world (Masrukhah, 2021). Furthermore, lessons implementing board games must include warm-up activities, formal instruction, tasks, and practice that integrate all language skills to provide learners with a holistic language learning experience.

### Advantages of Board Games

There are some advantages of board games for the language learners, as explained below:

1. Board game enhances their motivation as they perceive them as fun and enjoyable.

2. Board games connect to real life situations.

3. Board games help the learner to be creative.

4. Board games relax and de-stress (Masrukhah, 2021).

### Types of board games

Several board games can be used for educational purposes. These can be easily adapted to any area and point of view that you plan to work on. In this study, board games are used for grammar practice and are adapted according to the English level and topics the participants are covering. The games used in this study are Sentence crafting card games,

Snakes and Ladders, and Grammopoly. These games were chosen to consider the student's age and difficulty with which they were intended to work, in addition to the wide variety of scenarios each game offers.

### a. Sentence crafting card game.

A Sentence crafting card is a game where players use cards containing words, phrases, or sentence fragments to construct coherent and creative sentences according to specific rules or objectives. Players typically take turns drawing and playing cards to build sentences that may be humorous, poetic, descriptive, or thematic, depending on the game's design. The game often encourages linguistic creativity, strategic thinking, and linguistic skills development while offering an enjoyable social or solo gaming experience. Limantoro (2018), in his study "Developing word-card games to improve English writing," states that card games are effective and enjoyable for language learning, offering a stimulating challenge. Moreover, they are particularly effective in improving various components of learners' language skills, grammar being one of them.

### b. Snakes and ladders

Snakes and Ladders is undoubtedly one of the world's best-known and most-played board games. Its popularity is due to several factors, including its simplicity, which makes it accessible to people of all ages, and its ability to provide fun and excitement. In teaching English, the Snakes and Ladders game can be a valuable and fun tool for practicing vocabulary, grammar, and conversation skills, encouraging active participation and social interaction, and enhancing communication skills in the target language (Fitriana & Khadijah, 2018, p. 84).

### c. Grammopoly

Grammopoly is a fictional term that combines "grammar" and "Monopoly," the popular board game. It could refer to a game or activity designed to teach or reinforce grammar rules and concepts in a fun and engaging way. Players might roll dice, move around a game board, and engage in various grammar-related challenges or tasks. The game could be customized for different age groups and language proficiency levels, making it a versatile tool for educators and language learners. In this regard, Hastanti (2020) stated that using "The Monopoly Game Transformation" as an educational resource to enhance teaching stimulates students to be more active, and the material it contained was more print-friendly and effective.

Since the board games previously explained were used for grammar practice, it is important to consider the principles and aspects of grammar when adapting board games for grammar use.

### Linguistics: Exploring Language's Essence and its Role in Second Language Learning

Akmajian et al. (2017) define linguistics as the scientific study of the nature of language that focuses on analyzing and understanding the origin and use of language for human communication, whether spoken or written. Therefore, linguistics understands how people acquire and learn different languages for daily communication. This explains why it focuses on understanding the structure, meaning, and use of appropriate words for effective communication. This is corroborated by Pozo (2017), who states that linguistics has its own

fields, such as phonetics, semantics, and grammar, that are distinctive in understanding how language is used and understood.

Therefore, based on Akmajian and Pozo's statement and for this paper, it is assumed that linguistics plays a fundamental role in learning a second language. It helps to understand the grammar and organization of the language being learned. A study by Casanova-Mata (2023) suggests that gamification can enhance learning results and act as a tool for reducing linguistic disparities. The results showed that gamification can positively impact students' linguistic competence, precisely their writing skills.

**Grammar Acquisition in Foreign Language Learning**

Grammar provides the foundation for language learning and is indispensable for achieving fluency and proficiency in a foreign language. By mastering grammar rules, learners can unlock the full potential of their language skills and communicate effectively in various contexts (Muzaffarovna & G'Ulomovna, 2019).

On the other hand, according to Gonzalez and Quintana (2018), L1 Grammar language acquisition starts at the earliest age when children are exposed to language and interact with people. In this case, children acquire language from their parents, who are the ones who transfer and reinforce the rules and structures of the language, which is understood as Grammar. However, in linguistics, there is a concept known as Universal Grammar. It states that Grammar is innate, so all humans have the biological capacity to understand and acquire a language no matter what it is.

Chi & Manning (2020) explain that because Grammar is innate, there is a great advantage in understanding the grammatical patterns of different languages. Therefore, this

facilitates foreign language learning and is essential as it develops grammatical knowledge. Based on Nassaji (2017), "Grammar knowledge is defined as what learners know about language rules and structures" (p. 205). Undoubtedly, Grammar is essential for effective communication in the mother tongue and in foreign languages. Universal Grammar theory influences language learning and highlights the need to research and improve teaching strategies. This approach represents a significant contribution to the study of understanding Grammar, as well as valuable implications for improving the teaching of Grammar in foreign languages for meaningful communication in education and life.

**The role of grammar in learning and teaching English Language**

Grammar plays a fundamental role in learning and teaching of learning a second language, as in this study is the English language. According to Saparova and Sevinchova (2018), grammar plays the most crucial role in understanding a different language. In learning periods, it is easy to check pronunciation, meaning, or spelling from a dictionary or other sources. However, when it comes to grammar, it is not easy to consult it without any prior knowledge. So, the connective tissue allows students to make sense of linguistic structures and express themselves accurately.

Similarly, learning grammar is the starting point when it comes to communicative skills because it is vital first to understand the language and its structures. Therefore, before communicating effectively in a foreign language, it is essential to understand its grammar and rules. It provides the framework that allows learners to express their ideas coherently and cohesively. Waugh (2021) states that grammar has an important role in English language teaching, emphasizing the grammatical translation method because understanding and

relating grammar to what they already know facilitates the learning process. In conclusion, grammar is not just another part of language learning; it is the pillar on which language proficiency is built. Its understanding is essential to unlock the doors to effective communication in a foreign language. Grammar instruction, therefore, plays an irreplaceable role in the journey to understanding and mastering a foreign language.

**Grammar elements through Board Games**

For this study, it is essential to look at the elements of grammar since the games are based on the practice of different aspects of grammar. The elements mentioned here are essential because these are the components students could practice with the board games. Guasti (2017) expresses that grammar has essential elements such as sentence structure, word agreement, verb conjugation, and question formation, allowing people to communicate clearly and meaningfully. Each element is explained below:

**Syntax:**

Syntax refers to the arrangement of words and phrases to create well-formed sentences in a language. It includes word order, sentence structure, and the relationships between different elements within a sentence. This study will focus on teaching students how to construct grammatically correct sentences. In this regard, Board games can provide opportunities for students to practice forming sentences in different structures, such as simple present and past.

**Grammar Rules (Tense):**

Grammar rules dictate the correct usage of verb tenses within sentences. Tense indicates the time of an action or state of being. It includes past, present, and future tenses with various forms and functions. For this study, students will use board games to practice matching nouns with their corresponding adjectives and ensuring that they agree in the grammatical tense with the correct use of the verbs.

**Sentence Completion:**

Sentence completion involves filling in the missing parts of a sentence to create a grammatically correct and meaningful whole. It tests understanding of vocabulary, grammar, and context. Our Board games include prompts or incomplete sentences that students must complete using proper grammar and syntax. This exercise helps students practice constructing grammatically correct sentences while also reinforcing their understanding of syntax rules.

**Question Formation:**

**Yes/No Questions:** These are questions that can be answered with "yes" or "no." They typically start with an auxiliary verb or modal verb followed by the subject and the main verb.

**Information Questions:** These are questions that seek specific information and cannot be answered with a simple "yes" or "no." They typically begin with question words such as who, what, when, where, why, and how.

In this study, board games can also incorporate activities that require students to form questions using various question words (e.g., who, what, where, when, why, how). By practicing question formation in a fun and interactive way, students can improve their ability to ask grammatically correct questions.

Overall, these concepts will be integrated into the design and implementation of the board games to provide students with engaging opportunities to practice and enhance their grammar skills in a supportive learning environment.

## III. Methodology

### Research Design

This study implemented the cyclical model of action research, which involves an ongoing process in which researchers collect data, analyze it, and implement changes through interventions. In the words of Clark et al (2020), action research is a process characterized by the systematic collection of relevant data related to teachers' daily practice and its analysis to make decisions regarding what their future practice should be like (p.4). This method was selected based on the research's participatory nature. (Krohn,2022), in which researchers and participants collaborated in the research process to actively reflect on improving a social issue, which in this case is to avoid repetitive activities for grammar practice. Therefore, this current research aims to study grammar practice by implementing board games.

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The approach used in this current research was qualitative analysis to explore in depth the enhancement of grammar by using board games with students. According to Creswell (2012), qualitative research means exploring and understanding individuals or groups in detail concerning a human social problem. This process involves collecting data from a participant approach to address specific and overarching themes. Finally, data representation is given in written form by interpreting the information collected.

**Figure 1**

*The cyclical steps of action research*
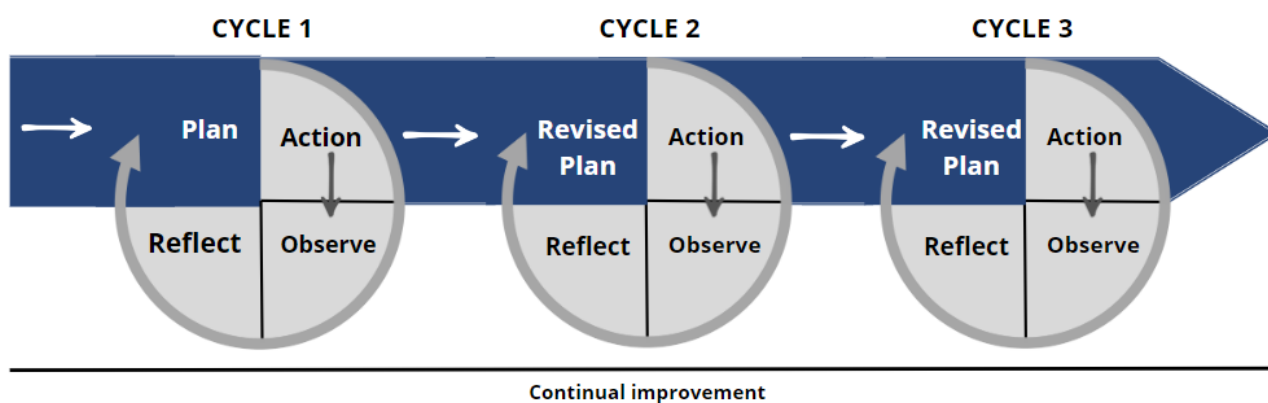


*Note:* the figure clearly displays the iterative nature of Action Research along with the major steps of plan, action, observation and reflection.

**Data Collection Techniques and Instruments**

In action research, data is crucial because it forms the foundation for understanding, planning, executing, and reflecting on actions taken to address the issue being studied. This study used level tests and observation to collect data. Qualitative studies, similarly, rely on

various techniques to gather information, enabling a deep understanding and contextualization of the phenomena being studied.

The first instrument used was observation sheets for each implementation. The observation was guided with reflective questions for each category, taking into account the following aspects: understanding and application of grammar rules, the retention of grammar concepts, the motivation and attitude towards grammar, and finally, the group work. In-depth, in this method, the researcher becomes an active participant in the environment that is being studied (See Annex #1). Secondly, an initial and final test was applied before and after the implementation (See Annex #2).

This action research was performed in three cycles, with reflections in each implementation. Data were documented during the 32 hours of intervention and qualitative observation in English classes. Moreover, it is essential to note that the research instruments were validated by three experts in the field of research and education (See Annex # 4).

**Figure 2**

*Techniques and instruments*



*Note:* the figure shows the techniques and instruments used to collect data.

**Participants**

The participants were 33 students from the 1st year of Baccalaureate at a public school in Azogues City. The group of participants consisted of 21 women and 14 men. The students' ages are between 14 to 16 years old. They are considered mixed race. Furthermore, the population comes from different rural and urban areas of the province of Cañar.

Additionally, based on the EFL Ecuadorian curriculum, students have three hours of English classes per week and should have an A2.2. Level of English proficiency. Thus, the researcher can obtain more valid data.

**Action Research stages**

This study implemented the cyclical model of action research, which involves an ongoing process in which researchers plan, take action, observe, and reflect through the interventions.

**1.    Plan**

Exploring the educational environment for a month, observing the participants, and identifying problems they had with English language learning through note-taking was possible. The note-taking was used to record classroom observations where some problems were identified. (See Annex #5) Among the problems presented, it was evident that grammar was perceived as tedious and difficult. Due to their low grammar level, there also needed to be more class participation on the part of the students and problems in carrying out activities in class. In addition, it was identified that the traditional repetitive methods were affecting the understanding and retention of grammar. Thus, through this critical stage known as planning,

we concluded that new grammar practice strategies should be used. Once the problem was identified, a solution was sought to help students improve their grammar practice.

For this purpose, we read previous studies related to grammar practice and learning, where we related techniques, strategies, and tools that would facilitate the participants' knowledge of grammar while practicing. According to Susanti and Trisnawati (2019), board games are an excellent option to capture the attention and participation of students while, at the same time, they are an easily adaptable instrument. This could help students enhance their grammatical practice in a different and innovative way. The board games chosen to teach the first-year baccalaureate students were personalized and adapted to the grammar content. The board games are Sentence crafting card game, snakes and ladders and Grammopoly.

The games were adapted to the students' English level and topics they were covering during the interventions. For this, meetings were executed with the teacher in charge of the English class where the proposal was presented, and the topics that the games should have, as well as the vocabulary and the skills to be worked on, were defined. The topics covered were based on their English Level from the MINEDUC, which, according to their grade, is A2.2. The topics are the following: adjectives, simple present, Yes/No questions with the verb to be and other verbs, and Wh- questions in simple present. The English levels in Ecuador are based on the CEFR, meaning the topics are also based on the same. Nevertheless, it is essential to bring to light that the games were also adapted to the participant's knowledge and abilities to have students complete the activities.

Furthermore, to analyze the students' grammatical knowledge, we decided to create an initial test and a final test to determine their level of grammar knowledge. The tests were checked with the help of our thesis tutor and validated by three professors in the field of

English language teaching. Furthermore, a discrimination difficulty formula was used to make sure students were able to complete the questions. Finally, an observation sheet was created to document the benefits of board games on students' grammar practice.

## 2. Action

Once all the plan phases were completed, the action plan was initiated. First, the initial test was administered to the students to measure their grammatical knowledge. Second, the objective and process of how this research would be conducted were explained to the students. Third, the chosen board games were sequentially adapted according to the topics that were studied at the moment of each implementation. The teaching and learning process consisted

of board games used to practice grammar, which means that once the grammar point was explained, the games were used to practice the grammar studied in the classroom. Finally, when the three interventions were finished, the final test was applied to the participants to analyze the use of board games as a tool for enhancing grammar practice in 1st-year Baccalaureate students before and after the implementation.

## 3. Observe

While applying the games, the researchers carried out a participatory observation. Data collection was conducted using observation sheets that were previously designed according to the information needed to be analyzed. It is also important to emphasize that these observation sheets were validated by an expert teaching English as a foreign language.

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**4. Reflect**

In the reflection phase, the researchers analyzed and reflected on the activities applied. In addition, reflection was done after each intervention to continue improving the implementation based on observed implications. The results of both the initial and final tests were analyzed questions by question focusing on the elements on grammar, which facilitated determining the student's level of knowledge and understanding before and after the interventions. Regarding the observation technique, each observation sheet was carefully analyzed during every implementation. It allows to reflect on the changes and improvement games should have in order to improve in the continuous implementations. The observations focused on different criteria that allowed the study to determine how the board games influenced the students' knowledge and understanding of grammar.

**Ethical Considerations**

In order to proceed with this research, a document has been requested to guarantee the ethical treatment of the data to be collected. Because of this, an "Informed consent form for the performance of an educational study for a degree project" was sent to the principal of the educational institution, informing the objectives, the participants, and the duration of the research to be able to carry the study with the consent from the aim authority of the school. (See Annex #6)

**IV. Designing Teaching Proposals**

**Title:** Grammar practice by Playing Board Games

**Authors:** Byron Gonzalez and Emily León

**Objective:**

This application proposal aims to apply board games to strengthen grammar practice. By implementing board games in the classroom, students will be able to experiment with a different teaching strategy that allows them to practice grammar and have a playful learning environment. In addition, they will have opportunities to enrich their social language and practice it actively, participating in their learning process.

**Introduction**

Nowadays, board games are a versatile and valuable tool in education. They facilitate active learning, social interaction, and the development of essential skills, making them an attractive tool for educators and students. Tiing and Yunus (2021) stated that board games are a window that open learners to the interaction and collaboration, in depth, making them active participants in the classroom setting. In addition, Rajkovic et al. (2019) claim that through board games, students are offered various benefits that contribute to consolidating their knowledge by providing an interactive, hands-on, and motivating learning environment.

This approach can effectively complement traditional teaching strategies and improve retention and comprehension of educational content. Similarly, using board games to teach grammar in English classes offers a dynamic and effective approach to language practice. Lee (2012) pointed out that the benefits of board games include improved motivation, the practical

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application of grammar rules, and the promotion of communicative skills in a more relaxed and participatory environment thanks to collaborative work. Consequently, the Sentence Crafting Card Game, Snakes and Ladders, and Grammopoly board games are proposed to be applied.

Card games are a popular tool in education because of their adaptability to use across different subjects. Card games can be used for different objectives as a part of a learning environment that promotes an engaging classroom environment (Smith & Munro, 2009). In EFL classrooms, card games are effective tools for enhancing language learning dynamically and engagingly. This game can focus on a variety of language skills, such as vocabulary acquisition, grammar comprehension, speaking, listening, and reading (Lu, 2022)

Snake and Ladders is a classic and well-known game effectively used in teaching and learning English. It is a good tool for vocabulary acquisition, grammar understanding, and, in general, language proficiency (Meipina, 2014). In addition, this game encourages students to work in a collaborative environment, increasing cooperation in the classroom (Marfira, 2020). Snake and Ladders can create enjoyable learning environments, motivating students to participate and practice their English language skills.

Grammopoly is an adaptation of the famous board game Monopoly, designed explicitly for grammar topics in language learning. Using the Monopoly board game as a teaching tool significantly affects students' English achievement (Raharja, 2018). A game like Monopoly exploits the students' skills, especially in English, which can be worked on in conjunction with developing language skills (Astrida, 2020). Finally, it is conducive to motivating students in their learning, leaving other traditional practices behind, and introducing a new alternative

activity in the classroom. This game suits learners of different ages and proficiency levels, as it can be customized to suit different grammatical concepts and difficulty levels.

**Activity 1: The Sentence Crafting Card Game.**

**Figure 3**

*Sentence Crafting Card Game*



*Note:* The image illustrates a sentence crafting card game to practice grammar, own elaboration. 2023

This game aims to practice and recall grammatical structures by forming sentences in the present simple tense. In this game, students worked in small groups of 4 to 5 students. This is a game where every student competes to see who is the first to form the sentence. Every group had a set of 92 cards, including the color coding and instructions; each card had different words. Colors categorized the words so students could identify verbs, subjects, objects, places, and adjectives, each one by a unique color. Students take turns to either take more cards or

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show the sentence. In order to track students' participation, students need to paint a star on the punctuation card every time they get the correct answer.

**Instructions:**

1. Shuffle the cards and distribute 5 cards for each student.

2. One card from the bank is placed on the table.

3. Take turns making sentences with your cards.

4. Reuse words if needed.

5. If you can't make a sentence, take a new card.

6. Say your sentence out loud.

7. If your sentence is correct, get a start.

8. Give back the cards you used.

9. The one with the most starts wins.

**Materials:**

● Set of cards

● Punctuation sheet: starts representing the accumulation of points earned by correctly answers.

Based on the experience, this game's essay is to adapt based on the words you want to use. However, it is essential to use color coding since students can get confused with many words. Thus, classifying words based on category and color is essential to help students create sentences and understand their structure. In addition, it is essential to consider that this game needs a lot of paper and color since there are 92 cards.

**Activity 2: Snakes and Ladders**

**Figure 4**

*Snakes and ladders board game*



*Note:* The image illustrates a snake and ladder board game to practice grammar. own

elaboration. 2023

This game aims to form information questions about family, interests, and descriptions

and answer with positive sentences in the present simple tense. In this game, students worked

in groups of 4 to 5 students. As its name says, this board game will have some snakes and

ladders distributed along the board, and players will move their pieces forward and backward

using pictures of the snakes and ladders, respectively. In addition, students had some challenge

spaces where they needed to complete different activities like spelling a word, singing the

chorus of an English song, saying a riddle, completing a word, and so on. Thus, it is for students

to complete the activity based on the topic and start interacting with other actions. To ensure

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and track students' participation, students must paint a star on the punctuation card every time they get the correct answer.

**Instructions:**

1. Roll the dice to move forward.

2. Paint a start any time you get the right answer.

3. Snake's Head: Move to tail.

4. Snake's Tail: Move to head.

5. Ladder's Base: Climb up.

6. Ladder's Top: Descend.

7. Some spaces have challenging cards if you are right, two points. If you are wrong, lose a turn.

8. The winner is the one who reaches the final square first.

**Materials:**

- Game board

- Dice

- Tokens

- Challenge cards

- Punctuation sheet: starts representing the accumulation of points earned by correctly answers.

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This game is the easier to adapt, and takes very little times to do it. Even though, there are a lot of versions on the internet you can always find any website where you can create it with as many spaces, colors, pictures, snakes, and ladders you want.

**Activity 3: Grammopoly**

**Figure 5**

*Grammopoly board game*



*Note:* The image illustrates a grammopoly board game to practice grammar, own elaboration. 2023

The objective of this game is to complete and answer questions using the verb To Be and present simple auxiliars. This game is based on the popular board game Monopoly, which students play in groups of 4 to 5 people. This game can be adapted according to the theme you want to work on. You can use it for different topics by adapting the challenges according to the topic "Information questions." You can use challenges such as creating a present tense sentence with "he," asking a grammar rule, ordering the words, asking a question, completing the

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missing word, indicating the correct auxiliary verb, saying the example structure, and others. In order to track students' participation, students need to paint a star on the punctuation card every time they get the correct answer.

**Instructions:**

1. Each player chooses a token and places it on the "GO" space.

2. Players take turns rolling the dice to determine who goes first.

3. The player with the highest roll becomes the leader.

4. The leader is in charge of painting the winning stars.

5. Players take turns to move forward in the board game.

6. On your turn, roll the die and move your token the indicated number of spaces.

7. Each space has a different task.

8. The first person to answer correctly wins a star. The accumulation of stars offers bargaining opportunities where you can ask for help from your fellow players but you will return one star for each joker you use.

9. The person who finishes with the most stars is the person who gets the glory of winning.

**Materials:**

- Game board

- Tokens

- Dice

- Challenge cards

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- Punctuation sheet: starts representing the accumulation of points earned by correctly answers.

Finding pre-determined designs for free is challenging for this particular game, so we recommend you find a website like Canva where you can adapt the Monopoly game format. It is essential that you understand how the original version is played as the rules and challenges that this game has can be very time-consuming for classes, which is why you can adapt the rules of the games to make it easier for students to understand and explain them so that they don't take too much time. Also, it is crucial to adapt the game to a short period since the original game may take others to play. Finally, you can create your own challenge cards with educational but fun objectives and encourage them to meet challenges that will help them learn the game.

## V. Results

The results section is designed to analyze the data collected during the intervention comprehensively and present all pertinent findings derived from the research concerning grammar practice utilizing board games as a pedagogical tool. For this purpose, qualitative instruments were used to collect valuable data before, during, and after the implementation. The study employed an initial and final test, along with participant observation using observation sheets, to achieve the proposed objectives.

Once the data had been collected, the information obtained was analyzed. The initial and final tests were first examined, considering syntax, grammar rules, sentence completion,

and question formation, determining the student's understanding of grammar. Therefore, an Excel document was created to analyze each question's correct and incorrect answers. This allowed us to elaborate graphs with precise data for each test.

Afterward, the data from the observation sheets were coded by recognizing similar patterns and reflecting on the grammar indicators, which are based on understanding, application, retention, motivation, and attitude toward grammar. Finally, the group work led us to a more accurate analysis and understanding of the data.

**Initial and final test analysis**

In order to analyze the use of board games as a tool for enhancing grammar practice an initial and a final test were used to collect data.  The tests were used as an alternative assessment which is a flexible form of assessment. The following information show the results obtained by the students in the initial test and final test based on their knowledge and skills which they put into practice with the games.

**Table 1**

*Question 1 initial and final test results*

|  | Criteria | 4 correct answers | 3 correct answers | 2 correct answers | 1 correct answer | Number of students |
|---|---|---|---|---|---|---|
| **Initial test** | **Question 1**<br><br>**Syntax (Word order and sentence structure)** | 5 | 3 | 8 | 17 | 33 |

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| Final test | Question 1 Syntax (Word order and sentence structure) | 8 | 14 | 8 | 3 | 33 |
|---|---|---|---|---|---|---|

*Note:* This table illustrates the comparison of the students' responses to question 1 of the initial and final test based on word order and syntax.

In comparing the results of the initial and final tests regarding question 1, a notable shift in student performance can be observed. In the initial test, a significant number of students, 17, received 1 correct answer in word order and sentence structure, while only a small fraction achieved 4 and 3 correct answers. However, in the final test, there was a clear enhancement, with 14 students now achieving 3 correct answers and 8 students with 4 correct answers. The number of students with incorrect answers decreased, indicating positive enhancement in mastering syntax and grammar. This suggests that the board games implemented between the initial and final tests have been effective in the arrangement of words and phrases to create well-formed sentences in a language. Allowing them to construct grammatically correct sentences.

**Table 2**

*Question 2 initial and final test results*

| | Criteria | 4 correct answers | 3 correct answers | 2 correct answers | 1 correct answer | Number of students |
|---|---|---|---|---|---|---|
| **Initial test** | **Question 2 Grammar Rules(tense)** | 4 | 0 | 10 | 19 | 33 |
| **Final test** | **Question 2 Grammar Rules(tense)** | 7 | 11 | 6 | 9 | 33 |

*Note:* This table illustrates the comparison of the students' responses to question 2 of the initial and final test based on grammar rules.

In the initial test, question 2 revealed a concerning pattern where the majority of students received incorrect answers, with 19 students with 1 correct answer and 10 students with 2 correct answers, while only 4 students achieved correct answers. This indicated significant challenges with grammatical rules among the students in class. However, in the final test, a more positive trend emerged, with 11 students receiving 3 correct answers and 7 with 4 correct answers. While there were still some students who received incorrect answers, the overall proficiency in the use of grammar rules was enhanced. These results suggest that interventions may have effectively addressed the correct usage of grammar tenses within sentences. It includes present tense., leading to a more favorable outcome in the final test.

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**Table 3**

*Question 3 initial and final test results*

|  | **Criteria** | **4 correct answers** | **3 correct answers** | **2 correct answers** | **1 correct answer** | **Number of students** |
|---|---|---|---|---|---|---|
| **Initial test** | **Question 3**<br><br>**Sentence Completion** | 18 | 8 | 6 | 1 | 33 |
| **Final test** | **Question 3**<br><br>**Sentence Completion** | 27 | 6 | 0 | 0 | 33 |

*Note:* This table illustrates the comparison of the students' responses to question 3 of the initial and final test based on sentence completion.

According to Question 3 a clear trend emerges indicating significant enhancement in students' ability to complete sentences accurately and appropriately. In the initial test, a majority of 18 students received 4 correct answers, with 8 students with 3 correct answers and only a few students receiving incorrect answers. However, in the final test, there were 27 students receiving 4 correct answers demonstrating a notable increase in the number of students, with only 6 students receiving 3 correct answers. On the other hand, any students receive incorrect answers. This enhancement suggests that students have enhanced their skills in providing grammatically correct and contextually appropriate answers, demonstrating increased accuracy, comprehension, and application of grammatical rules.

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**Table 4**

*Question 4 initial and final test results*

| | Criteria | 4 correct answers | 3 correct answers | 2 correct answers | 1 correct answer | Number of students |
|---|---|---|---|---|---|---|
| **Initial test** | **Question 4** **Question formation (Yes/No questions and Information questions)** | 5 | 4 | 7 | 17 | 33 |
| **Final test** | **Question 4** **Question formation (Yes/No questions and Information questions)** | 9 | 10 | 4 | 10 | 33 |

*Note:* This table illustrates the comparison of the students' responses to question 3 of the

initial and final test based on sentence completion.

Finally, comparing the results of question 4, it's evident that there has been some

enhancement in students' answers regarding question formation. In the initial test, a majority

of students faced challenges, as indicated by 17 students receiving 1 correct answer. In the

same way, only 7 students obtained 2 correct answers. However, in the final test, there was a

noticeable increase in correct answers, with 10 students receiving 3 correct answers and 9

students with 4 correct answers. Additionally, it was noticeable that there was a decrease in

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the number of students with incorrect answers, dropping to 10 and 4 students obtained 1 and

2 correct answers respectively. This indicates that while there are still students who struggle

with question formation, there has been overall enhancement in the student group's ability to

formulate and answer questions effectively.

**Graphic 1**

*Initial and final test results*
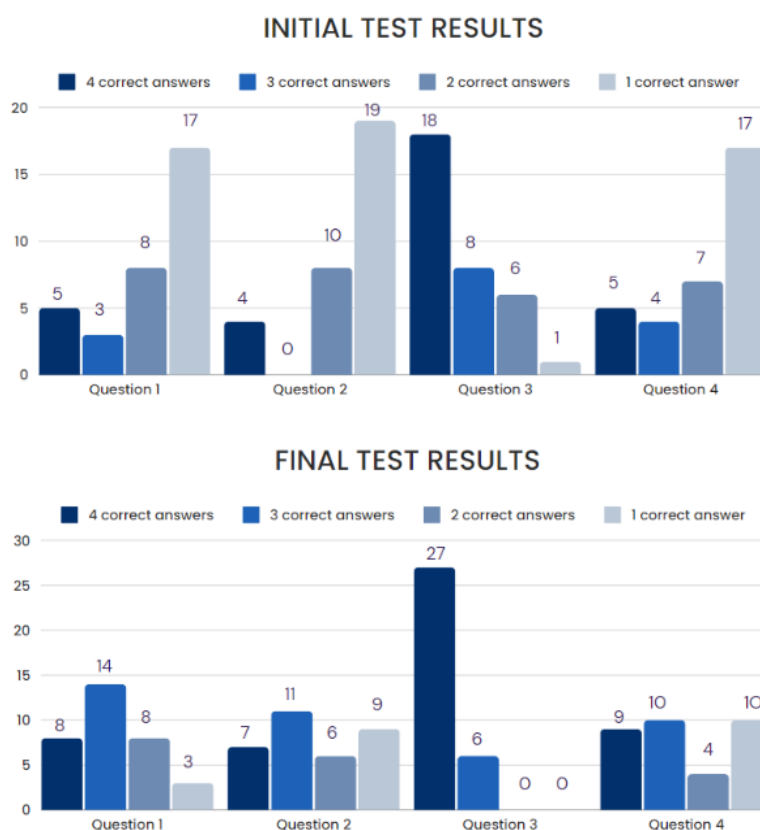


*Note:* This graphic illustrates the comparison of the students' responses between the

initial and final test.

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In conclusion, the analysis of the results of the initial and final tests reveals a significant enhancement in the learners' grammatical knowledge in several aspects of language proficiency. In particular, there has been a marked enhancement in the mastery of syntax and grammar, as evidenced by the increase in the number of learners achieving correct answers in word order and sentence structure, grammatical rules, sentence completion, and question formation. The implementation of board games between tests appears to have been effective in facilitating this progress, encouraging the construction of grammatically correct sentences and improving the understanding and application of grammatical rules. Although some problems persist, particularly in question formation, the overall trend suggests a positive development of learners' language skills, reflecting an increase in accuracy, comprehension, and proficiency. These results underscore the usefulness of targeted interventions with board games in improving grammar practice and learning.

A study by Cherirou and Bouaziz (2015) focused on using board games as a teaching technique to improve English grammar instruction. They conducted a pre-and post-test study to evaluate the effectiveness of this approach. The findings suggested that board games can be valuable tools for teachers and students to enhance grammar learning. The study observed a positive impact on most learners' scores after implementing board games as part of the teaching strategy. This indicated that students benefited from using board games in grammar instruction. The current study, similar to Cherirou and Bouaziz's research, also utilized an initial and final test evaluation to investigate how board games enhance grammar practice. The results of the final test confirmed that incorporating board games into the teaching process positively influenced students' grammar practice. By providing a hands-on and engaging learning experience, board games offer students a practical way to reinforce

grammar concepts and improve their overall language understanding. This approach makes learning more enjoyable for students and contributes to better retention and application of grammar rules in practical contexts.

**Observation sheets**

During the action phase, a register using observation sheets was employed to collect as much data as possible related to the implementation phase of this study. Angrosino (2012) stated that observation is a consolidated technique for educational research because it allows us to obtain information in an organized way while interacting in the classroom. This data was collected in an orderly manner according to the objective and indicators of each implementation in order to ensure reliable data for the conclusions. The primary purpose of the observation sheets was to document the benefits of the board games on the learners' grammar practice, using the indicators of grammatical elements. In addition, emphasis was placed on documenting the learners' interaction throughout the board game process, focusing on aspects such as participation and group work.

Regarding the observation sheet designed for this research, the following indicators were taken into account, which are divided into 5 categories:

1. **Understanding of Grammar Rules:** The ability to comprehend the rules and principles that govern the structure of a language, including its syntax, morphology, and semantics.

2. **Application of Grammar Rules:** The ability to use the rules and principles of grammar correctly in speech and writing, including the proper use of punctuation, spelling, and sentence structure.

3. **Retention of Grammar Rules:** The ability to remember and recall the rules and principles of grammar over time, including the ability to apply them correctly in new situations.

4. **Motivation and Attitude Towards Grammar:** The level of interest, enthusiasm, and positive or negative feelings that an individual has towards learning and using grammar.

5. **Group work:** A collaborative learning approach in which students work together in small groups to complete a task or project, often with the goal of improving their understanding of a particular subject or topic.

**Intervention #1**

**Board game:** The Sentence Crafting Card Game

**Grammar Topic:** Positive and negative sentences in present simple

**Date:** 30/ 11/ 2023

**Plan**

In order to design the game, the first step was to set up the grammar topic for the game. Then, we looked for a tool to help design the game according to the characteristics of the game. To

design the game, we considered the vocabulary which the participants were using. Also, we planned the groups and the number of students in each group. The time for the game and the rules were established.

**Action**

First, in one hour class students have the presentation stage where teacher present the grammar topic. Second, in the second hour it was planned to use the boardgames as the practice stage. Then, the instructions and rules of the games were explained to the students. The students had to create sentences with the cards using different words to have a positive or negative sentence in the simple present tense. Also, CCQs strategy was use to make sure students were able to understand the games. The students join together the materials for the games were given to the participants. While students were playing, researches were monitoring the groups all the time.

**Observation**

**Table 5**

*Categories and variables observation sheet 1*

| Category | Variables | Observation |
|---|---|---|
| **Understanding of grammar Rules** | Identify and articulate grammar rules during the game | The students had problems with verb agreement and adjective order. However, the majority of the students, looking at the cards, realized the error and quickly changed the position of the card. |
| | Challenges comprehending specific grammatical rules | Students had a little trouble using the presented simple tense auxiliaries and |

| | | sentence structure. |
|---|---|---|
| **Application of grammar rules** | Correct grammar and syntax | Students had problems at recognizing the meaning of the words and putting them into a context. However, in the majority of the cases the sentence structure was accurate even though the meaning of the sentences was not appropriate. |
| **Retention of grammar rules** | Patterns or improvements in the application of grammar concepts<br><br>Challenges when recalling grammar concepts | Students learnt from their mistakes by recognizing repetitive confusion. Every attempt was improving while playing with the cards.<br>Recognizing the type of word. For example: verb, subject, adjectives, noun, etc. |
| **Motivation and attitude towards grammar** | Persistence in attempting<br><br>Genuine interest and enthusiasm among students<br><br>Students facing with difficulties<br><br>Interest level of students in practicing grammar through the board game | Students were using several cards at the same time until they got an accurate sentence.<br><br>Students did not want to lose any turn during the games. They were asking for help and feedback so they could improve next time.<br><br>Students were really good at facing difficulties when they did not get any start. They keep calm and wait for their turn.<br><br>Students demonstrate high interest in playing the game. "Are we going to play?" one student said. They looked curious about the game. Also, when a member of the group was getting started, they started to participate more actively to get a start too. |
| **Group work** | Peer support | Students in general demonstrate support with all the students of the group. Every time, they were committing a mistake |

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| | | the order was explaining why the sentence was wrong. |
| --- | --- | --- |
| | Solutions of conflicts or disagreements | Some of the students had forgotten the rules and the color coding of the game, so the other students were explaining the color coding and moving the cards in order to make their classmates understand. |

**Note:** *Extracts from observation sheet, own elaboration. 2024.*

**Reflection**

In the first intervention, students looked confused with the games. They did not understand the game rules at first sign. However, CCQs was of great help to clarify some doubts. During the game, it was important to monitor the groups to make sure all students were participating. Thus, we came up with the conclusion that we need a integrated tool in game that help us to make sure all the students participate and to track students answer. Furthermore, the observation showed that students had difficulties with verb agreement, adjective order, and recognizing the meaning of words in context. Despite these difficulties, most students proved to be able to rectify errors quickly, showing a capacity for self-correction and improvement. They also showed great interest in the game, participating enthusiastically and seeking help when needed. In addition, students showed supportive behaviors within their groups, explaining the rules and providing feedback to peers who may have forgotten the game's mechanics. Taqi and Al-Nouh (2014) stated that cooperation and group work should be encouraged through the activities; this helps to create a positive classroom environment that is more comfortable for the students.

Overall, the observations suggest a positive learning environment in which students actively engage with the material and support each other in their learning processes. However, the need to have a tool that helps to show the participation and development of the students during the game arose. Also, it was evident that the instructions should have a simpler and clearer language adapted to an English level that all students can understand. Finally, it is important to provide feedback at the end of the games. It is intended that during the monitoring, the most common errors can be collected in order to give an explanation at the end of the game.

**Intervention #2**

**Board game:** Snake and ladders

**Grammar Topic:** Verb to be- Personal information

**Date:** 07/12/2023

**Plan**

The first step is to establish the grammar topic for designing the game. Once we had the topic and the vocabulary, we designed the game taking into account the observations of the first intervention where we concluded that for each game it is important to have a tool to track the development and participation of the students during the game. For this reason, a table was created to track the participation and response rate of each student in the different groups. This modification is made along with the rules of the game where the language is simpler and easier to understand so that all students can be able to play the game. It is

expected that each group will have a sheet where they can always review the rules of the game if necessary. Finally, the groups are set up in such a way that each group have different participants.

**Action**

In this intervention it is important to mention that the students had been reviewing the grammar topic previously with the teacher. However, in the first hour a previous explanation was made where the students recalled the information and wrote some sentences in the notebook. For this in the second hour, the board game raised the stage of practice where students use the verb to be and other verbs to ask questions of personal information.

The rules of the game were explained, groups were formed and CCQs strategy was used to ensure the clarity of the explanation. Also, the use of the tool provided to track the students' responses is emphasized. In this game, students had to use their knowledge of verb agreement such as the verb to be, Do and Does to complete personal information questions. Students also had to answer these questions. During the intervention games the groups were monitored all the time. At the end of the game a small feedback was given taking into account the most common errors that were heard during the monitoring.

**Observation**

**Table 6**

*Categories and variables observation sheet 2*

| Category | Variables | Observation |
|---|---|---|
| **Understanding of grammar Rules** | Identify and articulate grammar rules during the game<br><br>Challenges comprehending specific grammatical rules | They showed a satisfactory understanding of the verb to be rules.<br><br>Nevertheless, the overall performance was good, one of the challenges observed was providing more context to the personal information. |
| **Application of grammar rules** | Correct grammar and syntax | Overall, students used correct sentence structure and demonstrated a correct verb agreement when sharing their personal information. They expressed the answers very consistently with minimal errors. |
| **Retention of grammar rules** | Patterns or improvements in the application of grammar concepts<br><br>Challenges when recalling grammar concepts | The improvement was notable since most of them got really good answers and the correct answers increased too. Also, self-correction was evident when making mistakes.<br><br>Some participants may need more time than others to come up with the answers. |
| **Motivation and attitude towards grammar** | Persistence in attempting<br><br>Genuine interest and enthusiasm among students<br><br>Students facing with difficulties<br><br>Interest level of students | Students attend to play several times. Even being able to complete some challenges in order to continue playing.<br><br>Students demonstrated a real interest in finishing the previous activity so fast to be able to play the game. Also, when a group of the students were gossiping the majority of the class stop them so they can listen to the game rules.<br><br>Students were taking notes of some of the mistakes they had in order to not commit again. Also, they were asking for help from other classmates and teachers. |

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| | in practicing grammar through the board game | Students showed a high level of interest, in general all of them were participating. There were no students doing other activities. Even one student manifested "Teacher, I had problems at asking the questions but now I know how to do it" |
|---|---|---|
| **Group work** | Peer support | Students were correcting each other and explaining the answers. When one student did not know the answer, other students from the group had the opportunity to answer to the questions but give a brief explanation. Also, in some groups it was evidence that some of them were sharing some clues so their partners could answer. |
| | Solutions of conflicts or disagreements | In this game, there were any conflicts with the game or working in groups. |

**Note:** *Extracts from observation sheet, own elaboration. 2024.*

### Reflection

In the second observation sheet, Students showed a satisfactory understanding of the verb "to be" rules but had difficulty contextualizing personal information appropriately. Nevertheless, their performance was commendable, as they consistently demonstrated correct sentence structure and verb agreement. Progress was evident throughout, as students actively corrected their errors and improved over time. St. Jumaida M (2018) emphasizes that the use of board games is a valuable strategy to help students enhance their ability in grammar practice. Although some students needed more time to respond, they maintained great enthusiasm for the game and often participated in multiple rounds. They eagerly moved past the pre-game activities and actively sought ways to improve their understanding, such as taking notes and asking for help from peers and teachers. In addition, students exhibited

collaborative behavior within their groups, providing support and explanations. Even though the students played against each other, as there was only one winner per group, there was no competition among them. Notably, no conflicts were observed, indicating a positive and supportive learning environment fostered by the game.

On the other hand, having improved some aspects of the first implementation. It is important to establish time limits for the Game. In this intervention, it was difficult to manage an established time limit. Some of the groups required more time than others and the game could end incomplete. It is for this reason we have proposed to give a time limit to each student to answer their item, since in this way we can make sure that all the groups conclude with the games at the same time.

**Intervention #3**

**Board game:** Grammopoly

**Grammar Topic:** Yes/ No questions and Wh questions with verb to be and other verbs in present simple (do and does)

**Date:** 14/12/2023

**Plan**

The grammatical topic is established to design the game. The level and vocabulary are considered in order to use the same elements in the game. The game is designed taking into account to prevent the previous situations for a better experience. In this game the use of a stopwatch is incorporated to establish time limits with the participants. Also, we continue to

use the sheet that tracks the participation and success of the students in order to observe their progress in the games. In this game we also take into account the previous knowledge that they have been developing during the previous interventions. In this specific game it is important the time and the astusia since the difficulty has been increasing according to their knowledge. It has also been observed that a positive regard makes the children more enthusiastic, so it is proposed to give an award to the students with more successes. And finally, to give feedback on the most common mistakes that are heard when monitoring.

**Action**

For this intervention, the students were progressing with the topic continuously until the day of practice. For this, all the material was already prepared and the first hour of class was used. We began by explaining the rules of the game, its materials and the objective. And to make sure that the students understood the rules, once again the CCQs strategy was used. We also made sure that the students had the instructions printed out so that they could review them when necessary. In this way, we preceded to set up the groups with different members. While the game was being developed, it was monitored in order to give feedback to the students.

**Observation**

**Table 7**

*Categories and variables observation sheet 3*

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| Category | Variable | Observation |
|---|---|---|
| **Understanding of grammar Rules** | Identify and articulate grammar rules during the game | At the beginning, it was observed that students had problems identifying the appropriate verb to use in each question. |
| | Challenges comprehending specific grammatical rules | They had some challenges with the structure of the questions since in some of them they had to complete them with verbs or other words. |
| **Application of grammar rules** | Correct grammar and syntax | The majority of the students could correctly apply the word order and provide more context to the questions. The rest had problems adding the other words such as adjectives, verbs, or providing well-structured answers. |
| **Retention of grammar rules** | Patterns or improvements in the application of grammar concepts | Students were improving in the next turns. They were aware of their mistakes so they tried to not commit them again. |
| | Challenges when recalling grammar concepts | They did not face challenges, in general they were trying to ask for clues in order to remember the rules and be able to complete the activity. |
| **Motivation and attitude towards grammar** | Persistence in attempting | At every attempt they were showing persistence at completing and swearing the questions. |
| | Genuine interest and enthusiasm among students | Students showed interest in trying to move forward to complete the activity and win the game. Also, it was observed that before starting with the game they were checking some notes. |
| | Students facing with difficulties | Since some of them need more time than others, they were already trying to complete the questions on their own even though it was not their turn yet. |
| | Interest level of students | Students showed a lot of interest in |

| | in practicing grammar through the board game | playing with the games since they showed to be ready to play. Every time the activities were implemented, they seemed more prepared than before. |
|---|---|---|
| Group work | Peer support<br><br>Solutions of conflicts or disagreements | At this level students were very interested in getting more points in order to win. However, they were so patient when they needed to wait until their classmates answered. They were very supportive at cheering their mate at completing the activity.<br>There were any conflicts or disagreements within the group. |

**Note:** *Extracts from observation sheet, own elaboration. 2024.*

**Reflection**

The third and final observation showed that students needed help identifying the appropriate verb for the questions and completing the sentence structures. Although most managed to order the words correctly, some needed help adding additional words, such as adjectives or verbs. However, students improved with each turn, learned from their mistakes, and avoided repeating them. According to Espinosa and Soto (2020), it is essential to allow students to reflect on their mistakes and be critical in their learning process so that they take the lead role in their learning and guide it according to their needs. Students of the future learn more from mistakes than from what is right. In this way, it was observed that they looked for clues to reinforce the rules and tried to complete the questions with perseverance, showing a strong desire to progress and win the game. In particular, the students showed readiness and enthusiasm for the game, often consulting the notes and participating enthusiastically in the activities. Despite varying response times, students actively

participated in problem-solving and supported their peers, fostering a collaborative and conflict-free learning environment.

In summary, observations from the board game sessions highlight the students' engagement and progress in learning grammar. It was evident that the student was the main focus of his learning by being an active participant, noticing mistakes, and working on them to avoid making them again. Despite initial difficulties, such as identifying appropriate verbs and providing context, the students enhance their understanding of the elements of grammar over time, actively learning from their mistakes and constantly looking for ways to enhance their understanding. In addition, their enthusiasm for the games was observed, coupled with collaborative peer interactions and a stimulating learning environment. In this way, we can also see how the classroom environment went from being teacher-centered to student-centered to giving them the role they should have to be active in their learning process. As Susanti and Trisnawati (2019) stated, students responded positively to using board games for grammar practice, bringing many benefits to their learning.

As a result, the previous information highlights some benefits that could be observed in students while practicing grammar with the board games:

● The games were very helpful in helping students understand some parts of grammar, such as question formation and sentence structure.

● It was easy for students to complete the task by completing the information it provided rather than trying to use grammar without context.

- Students showed a lot of interest and enthusiasm toward grammar by using the board games. They looked very motivated to complete the task. They showed self-preparation and active participation in the games.

- The most noticeable benefit of this study was the group work since the students, instead of demonstrating competition among themselves, showed unity among themselves to complete the games.

It was not just a matter of who won but that everyone had to respond and complete the activity. When a partner could not complete their turn, not only were they given the answers, but they were also given the reason for the answer, emphasizing the understanding of grammar.

## VI. Conclusions

This action research study aimed to investigate how the use of board games enhances grammar practice in 1st year Baccalaureate students. The main conclusions are presented in logical order based on to the secondary research questions, which guide us to answer the main research question. In addition, the limitations, implications and recommendations for future research are presented.

To answer the first sub-question, Cherirou and Bouaziz (2015) state that board games are very variable, and teachers can practice any grammar they want. For our study, it was easier to adapt the games to any grammar topic. They were designed based on the number of participants and groups. Board games are adaptable and helpful when working with grammar points and any English topic. However, creativity is an essential resource when designing

games because you have to consider several factors, such as the skills you want to work on with the games, the difficulty level, the time it takes to complete the game, and the resources you have available.

For the second sub-question, in order to analyze the use of board games as a tool to improve grammar practice before and after implementation, an initial and final test were used as an instrument to provide data to analyze the use of board games to enhance grammar practice. The results of the graphical comparison of the initial and final tests show the level of grammar knowledge before and after the application. The results revealed that the number of students who have wrong answers on the final test was considerably lower than on the initial test. This suggests that the teaching or intervention applied between the two tests enhanced the understanding and application of grammar rules. On the initial test, it was observed that many students had difficulties specifically in three areas: word order, grammatical rules, and question formation. This indicates that these areas were problematic for the students before the intervention. In addition, it was emphasized that, in contrast to the problem areas mentioned above, most students answer right on question 3, which is focused on sentence completion. This success suggests that students mastered this specific grammar skill very well.  Although it was not a 100% increase, the board games helped enhance the students' understanding of grammar and syntax. This increase indicates that students more effectively applied the grammatical concepts learned during the board game activities. In addition, an improvement in students' proficiency in the use of verb tenses was noted. This is a fundamental aspect of grammar that can often be difficult for students, and the fact that a significant group achieved higher levels of performance suggests that board games can effectively reinforce this particular aspect of grammar.

Finally, the concentration of positive ratings, including some on the right answers, suggests that students were achieving acceptable results and demonstrating a remarkable mastery of grammatical concepts. This supports the idea that board games are useful for enhancing grammar practice.

Based on the final sub-questions, what are the benefits of integrating board games into grammar practice for 1st-year Baccalaureate EFL students? The observation sheets used to collect data for this research contributed significant knowledge related to the benefits of board games in grammar practice. Through the indicators, it was possible to delve deeper into the experience and contributions of board games. In addition, categories emerged that helped to classify the data and focus on crucial information for this study. The emerging categories include understanding of grammar rules, application of grammar rules, retention of grammar rules, motivation and attitude towards grammar, and Group work.

The results indicated that board games have several benefits in teaching English. First, students demonstrated improved comprehension of grammatical rules, even when faced with initial challenges such as verb agreement and sentence structure. They showed capacity for self-correction and improvement, actively learning from their mistakes and looking for ways to improve their understanding. Second, the students showed great motivation and enthusiasm for the games, actively participating and persistently trying to complete the challenges. Their eagerness to participate in the game suggests that board games can effectively increase learners' interest in grammar practice. In addition, the collaborative nature of the games fostered peer support and cooperation among the students, creating a positive and supportive learning environment. Overall, the observations highlight the benefits

of board games as a tool to enhance grammar practice and student engagement and motivation in grammar and English language learning.

In conclusion, answering our main research question, board games demonstrated enhanced grammatical practice of 1st year high school students. The results showed a notable enhancement in grammatical proficiency, with a greater mastery of verb tenses and active participation in the class. Its benefits highlight its positive role in enhancing fellowship and mutual support in the classroom, thus improving the classroom environment and making it more friendly and supportive. Also, by promoting the motivation that games offer, they greatly help language teaching, making students interested in learning English.

### Implications and Limitations

As the observed benefits are highlighted, it is crucial to identify areas for improvement to optimize the use of board games in the English classroom. It is critical to address areas by providing additional practice activities focused on specific grammar rules that present difficulties and encouraging the application of grammatical concepts in broader contexts. When working with classes with large groups of students, it is crucial to consider the resources that may be needed since various materials are required and the time involved in adapting the games to different topics. Also, it is important to consider that some games may take a long time to complete, depending on how much time will be invested in the activity. Finally, using the games repeatedly in the classroom could become tedious and tiring for the students, so along with changing to different topics, it is also essential to change the game design so that you can always keep that surprise of introducing something new in the classroom.

**VII. Recommendations**

This study presents valuable insights and unexpected discoveries. Upon thorough analysis of the data, using board games to enhance grammar practice in English teaching is strongly recommended, given their numerous benefits. While this research involved three implementations, further repetitions may be necessary to observe broader-scale developments. Moreover, the instruments utilized were not validated with a similar group and should be piloted with participants of equivalent English proficiency before widespread application. Additionally, although three board games were employed in this study, an infinite variety of board games could be utilized to enhance English learning in educational settings. Therefore, exploring a broader range of board games to offer a more comprehensive approach would be worthwhile. By doing so, researchers can continue to support educators with innovative teaching tools and activities, enriching students' language learning experiences without plagiarism.

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**IX. Annexes**

**Annex # 1**

Observation sheet template

| OBSERVATION SHEET N° | | |
|---|---|---|
| **Observation objective:** To document the benefits of board games on students' grammar practice during the implementation of board games. | | |
| **Board game's name:** | | |
| **Grammar topic:** | | |
| **Students' level:** 1st Baccalaureate | | |
| **Date:** | | |

| 1. INDICATOR | 2. OBSERVATION DETAILS | 3. ADDITIONAL NOTES AND COMMENTS |
|---|---|---|
| **A. Understanding of Grammar Rules:**<br><br>1. How well did the students accurately identify and articulate grammar rules during the game?<br><br>2. In what situations did students encounter challenges in comprehending specific grammatical concepts? Could you provide details about those instances?<br><br>3. What are the specific grammar areas that seem to pose challenges for students? | | |
| **B. Application of Grammar Rules:** | | |
| did their application enhance or hinder the game's progress?<br><br>2. How consistently did the student employ correct grammar and syntax when expressing themselves orally or in writing throughout the game? | | |
| **C. Retention of Grammar Concepts**<br><br>1. How do you describe any noticeable patterns or improvements in the application of grammar concepts over time among the students?<br><br>2. What difficulties or challenges did students face when recalling grammar concepts during the game? | | |
| **D. Motivation and Attitude Towards Grammar**<br><br>1. How did the students demonstrate persistence in attempting to solve challenges or problems within the grammar board game?<br><br>2. In what ways did you observe genuine interest and enthusiasm among students while participating in the grammar board game? | | |

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## OBSERVATION SHEET N°

**Observation objective:** To document the benefits of board games on students' grammar practice during the implementation of board games.

**Board game's name:** Snakes and Ladders

**Grammar topic:** Personal Information.

**Students' level:** 1st Baccalaureate

**Date:** 07/12/2023

| 1. INDICATOR | 2. OBSERVATION DETAILS | 3. ADDITIONAL NOTES AND COMMENTS |
|---|---|---|
| **A. Understanding of Grammar Rules:** <br><br> 1. How well did the students accurately identify and articulate grammar rules during the game? <br><br> 2. In what situations did students encounter challenges in comprehending specific grammatical concepts? Could you provide details about those instances? <br><br> 3. What are the specific grammar areas that seem to pose challenges for students? | They did great with this topic because they complete it so fast. <br><br> Any of them. (Maybe third person verbs) <br><br> It's no a gramar topic but, I cwould say vocabulary. Based on the grammar I would just say context. | They undastead tha grammar rules very well <br><br> → First and third person verbs. <br><br> * They undastood the topic, so they (can) did great with all the activities in the game. |
| **B. Application of Grammar Rules:** | | |

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| | | |
|---|---|---|
| 1. How consistently did the student apply grammar rules throughout the game, and did their application enhance or hinder the game's progress? | They needed to check the verb to be and the wh-question. So It was very consistently. It was helpful to use the right wh-question. | ⁕ They applied in a good manner taking into account the correct use of verbs and wh-questions. |
| 2. How consistently did the student employ correct grammar and syntax when expressing themselves orally or in writing throughout the game? | They did it very consistently and good. They needed to provide answers. | ⁕ They express the answers very consistently with minimal errors. |
| **C. Retention of Grammar Concepts**<br><br>1. How do you describe any noticeable patterns or improvements in the application of grammar concepts over time among the students? | The improvement was notable because most of them got really good answers and points for it. Also, they were correcting at each other. | ⁕ Good improvement or level of correct answers, (14) trying to do very fast. |
| 2. What difficulties or challenges did students face when recalling grammar concepts during the game? | Verb agreement. Some of them need more time than others. | ⁕ The selection of verbs, and the meaning of some words (to) forming grammar structures. |
| **D. Motivation and Attitude Towards Grammar**<br><br>1. How did the students demonstrate persistence in attempting to solve challenges or problems within the grammar board game? | They were so happy an enthusiastic about the game. No problems at all with this game. "Teacher thank u for making us play. I understood more playing" | ⁕ They are motivated to complete as many sentence as possible. |
| 2. In what ways did you observe genuine interest and enthusiasm among students while participating in the grammar board game? | All of the students were participating. there were no students doing others things. | ⁕ They are participating actively in the group doing the answers. |

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| | | |
|---|---|---|
| 3. Can you provide examples where the students continue working on the activity even when faced with difficulties? | When having mistakes they were doing self-correction. | * Self - reflection of mistakes. |
| 4. How would you describe the overall interest level of students in practicing grammar through the board game? | Very high interest. | ▲ Good interest in the game. |
| **E. Group work**<br><br>1. How did the students demonstrate peer support, such as students helping each other understand concepts or solve problems?<br><br>2. In what ways did students volunteer to help or provide clarification to others?<br><br>3. How did students handle conflicts or disagreements within the group during the grammar board game? | By correcting each other and explaining the answers. Also, they were providing their classmates answers. Some of them were giving clues to their patter to help them guess the answer.<br>→ With our help. | ● (G) They demostrated support for the classmates. correcting the mistakes.<br><br>● Giving clues of the meaning of unknow words.<br><br>● Calling for help. |
| **Conclusion:** | | |

**Annex # 2**

Initial and final tests

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## Initial Test

Name:                               Date:                    Class:

**1. Write the following sentences in the correct order.**

A. a / she / has / dog / cute / little

_____

B. his / loves / job / he / new

_____

C. the / beautiful / sunset / admire / we / every / evening

_____

D. English / teacher / good / is / our / very

_____

**2. Complete the sentences with the correct form of the verb in parentheses (present simple) and the appropriate adverb of frequency.**

I _____ (go) to the gym three times a week.
They _____ (watch) TV every evening.
She _____ (usually, cook) dinner for her family.
We _____ (sometimes, visit) our grandparents on Sundays.
He _____ (rarely, eat) fast food.

**3. Complete the sentences by choosing the correct adjective, verb, or noun from the options given.**
1. My sister is a _____ (good/well) dancer.
2. The children _____ (play/plays) soccer in the park every Saturday.
3. He lives in a _____ (big/biggest) house in the neighborhood.
4. She _____ (enjoy/enjoys) listening to music in her free time.
5.  I need to buy some _____ (milk/milks) from the grocery store.

**4 Complete the question and choose the correct answer.**

1. _____ your brother tall?

a)  No, he is.            b) Yes, she is.                    c) Yes, he is.

---

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2. _____ the new students friendly?

    a) Yes, They is.       b) No, Us are.           c) No, they aren't

3. Am _____ correct in assuming you are happy?

    a) Yes, you are.       b) No, I am not.       c) Yes, I am.

4. Does your friend_____ __ pizza?

    a) Yes, he like pizza       b) No, he does not like pizza    c) Yes, he likes pizza

5. _____ you play soccer in the school?

    a) Yes, you are.       b) Yes, I do.       c) Yes, I am.

# Final Test:

**Name:**
**Date:**
**Class:**

1. **Write the following sentences in the correct order.**

   a. love/ beautiful/ I/ at/ read/ to/ school/ stories

   _____

   b. expensive/ My/ the/ car/ brother/ has/ garage/ in/ an

   _____

   c. excellent/ subject / an / at/ student / is / She/ Math

   _____

   d. reads /at / books / often / She / library/ the

   _____

2. **Complete the sentences with the correct form of the verb in parentheses (present simple) and the appropriate adverb of frequency.**

   a. He _____ (run) in the park every day.

   b. She _____ (drive) a car every morning.

   c. We _____ (always, play) tennis with our friends.

   d. They _____ (never, eat) pizza on Sundays.

   e. You _____ (sometimes, drink) orange juice for breakfast.

**3. Complete the sentences by choosing the correct adjective, verb, or noun from the options given.**

a.  My grandmother is a _____ (pretty/ handsome) women.

b.  The students _____ (watch / watches) the soccer game in the park on Saturday.

c.  He works in a _____ (long/big) building in the city center.

d.  She _____ (love/loves) listening to music in her free time.\

e.  I _____ (need/ needs) to do my list for the grocery store.

**4.  Complete the question and choose the correct answer.**

1.  _____your sister a musician?

a) Yes, she is.          b) No, you aren't.          c) Yes, she are.

2.  _____the students well-prepared for the exam?

a) Yes, they are.          b) No, he isn't.          c) Yes, you is.

3.  Are _____ready to start the new project?

a) Yes, we are.          b) No, they aren't.          c) Yes, I do.

4.  Does your cousin _____to travel?

a) Yes, she like traveling       b) No, she don't likes to travel.   c) Yes, she likes to travel.

5.  _____ you go to the gym regularly?

a) Yes, you are.          b) Yes, I do.          c) Yes, I am.

---

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**Annex #3**

Initial test results example

| Criteria | 5-4 correct answers | 3 correct answers | 2 correct answers | 0-1 correct answers |
|---|---|---|---|---|
| **Question 1**<br><br>**Syntax (Word order and sentence structure)** | 5 | 3 | 8 | 17 |
| **Question 2 Grammar Rules(tense)** | 4 | 0 | 10 | 19 |
| **Question 3**<br><br>**Sentence Completion** | 18 | 8 | 6 | 1 |
| **Question 4**<br><br>**Question formation (Yes/No questions and Information questions)** | 5 | 4 | 7 | 17 |

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**Annex #4**

Templates to validate the instrument

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## SAMPLE TEMPLATE TO VALIDATE THE INSTRUMENTS

**Template:** Validation of the Instrument by Experts.

**Evaluator's name:** Maria Patricia González Parra

**Specialty:** English Language

**Academic degree:** Master in Curriculum and Instruction

**- Authors of the Final Integrated Project:**

González Castro Byron Stalin

León Landívar Emily Margarita

**- Title of the research:**

Enhancing grammar practice through board games in 1st year of Baccalaureate in a public school in Ecuador

**- General objective:**

To investigate how the use of board games enhance grammar practice in 1st year of Baccalaureate students in a public school in Ecuador

**- Specific objectives**

1. To design a personalized set of board games focused on the grammar practice for 1st Baccalaureate EFL students.

2. To document the benefits of board games on students' grammar practice during the implementation of board games.

3. To analyze use of board games as a tool for enhancing grammar practice in 1st-year Baccalaureate students before and after the implementation

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## 5. INSTRUMENT TO VALIDATE THE RATING SCALE

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree
5 – Strongly Agree

**Criteria**

| | | | | | |
|---|---|---|---|---|---|
| The items in the instrument are relevant to answer the objectives of the study. | 1 | 2 | 3 | 4 | ⑤ |
| The items in the instrument can obtain depth to constructs being Measured/studied. | 1 | 2 | 3 | 4 | ⑤ |
| The instrument has an appropriate sample of items for the construct being measured/studied. | 1 | 2 | 3 | ④ | 5 |
| The items and their alternatives are neither too narrow nor limited in its content. | 1 | 2 | 3 | 4 | ⑤ |
| The items in the instrument are stated clearly. | 1 | 2 | 3 | 4 | ⑤ |
| The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting. | 1 | 2 | 3 | 4 | ⑤ |
| The terms adapted in the scale are culturally appropriate. | 1 | 2 | 3 | ④ | 5 |
| The layout or format of the instrument is technically sound. | 1 | 2 | 3 | ④ | 5 |
| The instrument is not too short or long enough that the participants will be able to answer it within a given time. | 1 | 2 | 3 | 4 | ⑤ |
| The instrument is interesting such that participants will be induced to respond to it and accomplish it fully. | 1 | 2 | 3 | ④ | 5 |
| The instrument as a whole could answer the basic purpose for which it is designed. | 1 | 2 | 3 | 4 | ⑤ |

## COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit

of analysis or variables of the study?

Yes___✓___ NO_____

2. What items would you add or erase?

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## SAMPLE TEMPLATE TO VALIDATE THE INSTRUMENTS

Template: Validation of the Instrument by Experts.

Evaluator's name: *Miriam Cecilia González Urgilés*

Specialty: *Ciencias de la Educación mención Inglés*

Academic degree: *Maestría en Ciencia Tecnología e Innovación*

- Authors of the Final Integrated Project:

González Castro Byron Stalin

León Landívar Emily Margarita

- Title of the research:

Enhancing grammar practice through board games in 1st year of Baccalaureate in a public school in Ecuador

- General objective:

To investigate how the use of board games enhance grammar practice in 1st year of Baccalaureate students in a public school in Ecuador

- Specific objectives

1. To design a personalized set of board games focused on the grammar practice for 1st Baccalaureate EFL students.

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## 5. INSTRUMENT TO VALIDATE THE RATING SCALE

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree
5 – Strongly Agree

### Criteria

| Criteria | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The items in the instrument are relevant to answer the objectives of the study. | 1 | 2 | 3 | ④ | 5 |
| The items in the instrument can obtain depth to constructs being Measured/studied. | 1 | 2 | 3 | ④ | 5 |
| The instrument has an appropriate sample of items for the construct being measured/studied. | 1 | 2 | 3 | ④ | 5 |
| The items and their alternatives are neither too narrow nor limited in its content. | 1 | 2 | 3 | ④ | 5 |
| The items in the instrument are stated clearly. | 1 | 2 | 3 | 4 | ⑤ |
| The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting. | 1 | 2 | 3 | ④ | 5 |
| The terms adapted in the scale are culturally appropriate. | 1 | 2 | 3 | ④ | 5 |
| The layout or format of the instrument is technically sound. | 1 | 2 | 3 | ④ | 5 |
| The instrument is not too short or long enough that the participants will be able to answer it within a given time. | 1 | 2 | 3 | ④ | 5 |
| The instrument is interesting such that participants will be induced to respond to it and accomplish it fully. | 1 | 2 | 3 | ④ | 5 |
| The instrument as a whole could answer the basic purpose for which it is designed. | 1 | 2 | 3 | ④ | 5 |

## COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit

of analysis or variables of the study?

Yes__X__ NO_____

2. What items would you add or erase?

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3. What other suggestions would you make to improve this instrument?

Evaluator's Names: Hiriam Cecilia González Urgilés.

ID: 030 1511093

Academic Degree: Master en Ciencia, Tecnología e Innovación

Signature: _____

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## SAMPLE TEMPLATE TO VALIDATE THE INSTRUMENTS

Template: Validation of the Instrument by Experts.

Evaluator's name: Carolina de Jesús Cabrera Guillén

Specialty: Ciencias de la Educación en la especialización Lengua y Literatura Inglesa

Academic degree: Master Degree

- Authors of the Final Integrated Project:

     González Castro Byron Stalin

     León Landívar Emily Margarita

- Title of the research:

Enhancing grammar practice through board games in 1st year of Baccalaureate in a public school in Ecuador

- General objective:

To investigate how the use of board games enhance grammar practice in 1st year of Baccalaureate students in a public school in Ecuador

- Specific objectives

1. To design a personalized set of board games focused on the grammar practice for 1st Baccalaureate EFL students.

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## 5. INSTRUMENT TO VALIDATE THE RATING SCALE

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree
5 – Strongly Agree

**Criteria**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The items in the instrument are relevant to answer the objectives of the study. | 1 | 2 | 3 | 4 | (5) |
| The items in the instrument can obtain depth to constructs being Measured/studied. | 1 | 2 | 3 | 4 | (5) |
| The instrument has an appropriate sample of items for the construct being measured/studied. | 1 | 2 | 3 | 4 | (5) |
| The items and their alternatives are neither too narrow nor limited in its content. | 1 | 2 | 3 | 4 | (5) |
| The items in the instrument are stated clearly. | 1 | 2 | 3 | 4 | (5) |
| The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting. | 1 | 2 | 3 | 4 | (5) |
| The terms adapted in the scale are culturally appropriate. | 1 | 2 | 3 | 4 | (5) |
| The layout or format of the instrument is technically sound. | 1 | 2 | 3 | 4 | (5) |
| The instrument is not too short or long enough that the participants will be able to answer it within a given time. | 1 | 2 | 3 | 4 | (5) |
| The instrument is interesting such that participants will be induced to respond to it and accomplish it fully. | 1 | 2 | 3 | 4 | (5) |
| The instrument as a whole could answer the basic purpose for which it is designed. | 1 | 2 | 3 | 4 | (5) |

## COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit

of analysis or variables of the study?

Yes___✔___ NO_____

2. What items would you add or erase?

---

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The test is perfect. I consider that the test should be like this. It's flexible!

3. What other suggestions would you make to improve this instrument?

I don't think that I can make suggestions however test like this all teacher shoud prepare for students.

Evaluator's Names: Carolina de Jesús Cabrera Guillén

ID: 0302477534

Academic Degree: Master Degree

Signature: [signature]

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**Annex # 5**

Practicum note taking (school year 2022- 2023)

| Weekly Reflection | Activities | Observation |
|---|---|---|
| Week 1 | We learned to motivate students to work and get a goal (the shelf). We used all the resources made by the students so that no one would feel excluded.<br>Besides, we learned to create and organize activities for a teachers' planning sheet. We learned to create activities that are adaptable to different grammatical patterns; the only difference is the level of difficulty. | All the activities, strategies, and methods are connected to the integrating axis, with the research and design of strategies and teaching resources in EFL Reflection. Teachers must always be reflective; they must analyze everything applied in class and assess its effectiveness, prioritizing those aspects that would obtain better learning results for students. As an example, in one class, we could observe that students learned animal vocabulary, and then they related the content with questions where they had to differentiate the animal's characteristics, but the content was not clear for the students, so we reinforced it with more activities. |
| Week 2 | All the activities and resources developed during this week in the cultural event promoted the cooperation, creativity, research, and relationships in the class. Students designed themselves the English resources to create a very nice and interesting shelf.<br>On the other hand, for the planning, most of the activities are didactic material that will use many strategies. This planning was made for the coming 6 weeks and the main topics are Nature and Democracy. | It is important to support students in their grammar practice. They are feeling that the teacher just wants them to write sentences. They looked bored and tired of doing this every time. It is well known that students who have a good relationship with teachers are more productive. That is why we let students' creativity flow; we were their help.<br>Also, it is important to have good teaching planning since we will cover all the topics and content we expected to. |

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| Week 3 | Describe how the lesson, strategies, and activities teacher uses some material to apply different activities such as individual, pair, and group activities. The methods used by the teacher change according to the level and topic of the group. All the activities, strategies, and methods are connected to the integrating axis, with the research and design of strategies and teaching resources in EFL Reflection. Teachers must always be reflective; they must analyze everything applied in class and assess its effectiveness, prioritizing those aspects that would obtain better learning results for students. As an example, in one class, we could observe that students learned animal vocabulary, and then they related the content with questions where they had to differentiate the animal's characteristics, but the content was not clear for the students, so we reinforced it with more activities. | It is important to provide clear instructions and do ICQs because in some of the classes students don't understand what they need to do and they do another thing or start talking; another characteristic related to this is classroom management. It is important to control students and promote respect in the classroom. Also, it is important to identify what activities to use with the different groups according to their level and grade. |
|---|---|---|
| Week 4 | Observing 10th-grade students in a public school in Ecuador offers valuable insights into their learning environment. By dividing observations into two parts—activities and behavior—a comprehensive understanding can be gained. Firstly, classroom activities reveal how students engage with lectures, group work, or individual assignments, providing insights into their interactions. Secondly, teacher interaction styles, instructional methods, and classroom management techniques influence student engagement. Furthermore, noting student behaviors such as participation levels, attentiveness, and peer interactions helps identify patterns. | The physical classroom environment, including seating arrangements and available resources, plays a role in shaping the learning experience. Moreover, observing the use of technology and its impact on student engagement is crucial. Lastly, understanding classroom dynamics, including group interactions, social behaviors, collaboration, leadership, and conflicts, provides a holistic view of the learning environment. These observations inform research and suggest areas for improvement in the classroom. |

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**Annex # 6**

Institution consent

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA**

Azogues, 04 de Diciembre del 2023

1. **DATOS INFORMATIVOS:**

| **1.1 Apellidos y nombres:** González Castro Byron Stalin / León Landívar Emily Margarita | |
|---|---|
| **1.2 Carrera:** Pedagogía de los Idiomas Nacionales y Extranjeros | **1.3 Itinerario:** Horas de Inglés de los estudiantes de b1 BGU "C" |
| **1.4 Ciclo:** Noveno Ciclo | **1.5 Paralelo** Paralelo: 2 |

Estimando Doctor Paul Castanier Crespo

Rector de la Unidad Educativa "Luis Cordero"

Nosotros, **Byron Stalin González Castro con C.I. 030250577-1 & Emily Margarita León Landívar con C.I. 030288339-2**, nos dirigimos a usted muy respetuosamente para solicitar la autorización de ingreso a la Unidad Educativa" Luis Cordero", con el objetivo de la ejecución de un estudio educativo como parte de nuestro proyecto de titulación, en el cual estaremos recolectando datos e información. A continuación, detallamos nuestro estudio educativo:

**DESCRIPCIÓN DEL PROYECTO**

El objetivo de este proyecto es investigar la mejora en el proceso de enseñanza-aprendizaje de la gramática a través de la incorporación de juegos de mesa educativos en estudiantes de 1º de Bachillerato en la Unidad Educativa "Luis Cordero". Este estudio busca potenciar el uso de juegos de mesa para mejorar la comprensión y el interés de los estudiantes por la gramática, así como su desempeño académico en esta área.

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                                                 Byron Stalin González Castro

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Los beneficios potenciales incluyen contribuir al conocimiento en el campo de la enseñanza de la gramática y el aprendizaje. Por lo que no se anticipan riesgos significativos asociados con nuestra participación en este estudio.

El estudio se llevará a cabo a lo largo de dos meses, involucrando a 36 estudiantes de 1º de Bachillerato en la Unidad Educativa "Luis Cordero". Se utilizarán métodos cualitativos para recopilar datos, que incluirán pruebas de conocimiento gramatical y observaciones en el aula.

Solicitamos respetuosamente su consentimiento para llevar a cabo este estudio en la Unidad Educativa "Luis Cordero". Este proyecto no solo contribuirá al campo de la educación, sino que también beneficiará a los estudiantes participantes al proporcionarles una experiencia de aprendizaje enriquecedora y motivadora.

Además, nos comprometemos a cumplir con todas las regulaciones y requisitos éticos pertinentes y a garantizar la confidencialidad de los datos recopilados.

Agradecemos su consideración y quedamos a su disposición para cualquier aclaración adicional o reunión que desee llevar a cabo para discutir en más detalle este proyecto.

Esperando su favorable acogida y autorización.

Autorizado

Si X  No ___

Firma: _____

Sello de la institución:

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**Annex # 7**

Evidence of the implementation of "Sentence card game

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**Annex # 8**

Evidence of the implementation of "Snakes and ladders" game.

**Annex # 9**

Evidence of the implementation of the "Grammopoly" game.

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**Annex # 10**

Lesson plan

| Topic: Simple present | Level: A2.2 | Time: 40 minutes |
|---|---|---|
| **Target language (grammar and vocabulary):** Positive, negative, and questions statement. General vocabulary associated with everyday activities (Routines) | **Aim:** The aim is to practice simple present by using appropriate subject-verb agreement, verb forms, and sentence structures in order to develop their proficiency in forming accurate and meaningful sentences in the simple past tense. | |
| **Skill in focus:** Sentence construction | **Secondary skill focus:** Verb conjugation Reading Speaking | |
| **Lesson objective:** By the end of the lesson, students should be able to accurately form and express sentences in the simple present tense, demonstrating the use of verb conjugation and appropriate word order. | **Preliminary considerations:** Students will already know how to form positive and negative sentences in the present simple. Also, they recognize the verbs rules and their use. | |
| **Teaching Method:** Collaborative learning Peer and self-assessment | **Resources:** <ul><li>Sentence Crafting Card Game (set of 50 cards)</li><li>Whiteboard or flipchart</li><li>Marker</li></ul> | |
| **What aspects of the lesson do you anticipate your students might find challenging/difficult?** <ul><li>Students may find it difficult to understand the topic.</li><li>Students could find it difficult to follow the activities.</li></ul> | **How will you avoid and/or address each of these problem areas?** <ul><li>Arrive early to arrange the room.</li><li>Provide a review of the topic to see what we can reinforce.</li><li>Ask a student to repeat the instructions.</li><li>Try to pick volunteers to participate.</li></ul> | |

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| | | | |
|---|---|---|---|
| ● Students could feel that we don't make them participate in the activities. <br>● Students could find the activities boring and don't participate. <br>● We might be late or running out of time. | | ● Use a variety of dynamic activities to practice the different skills. <br>● The last mingle activity will need to be cut if no time for it | |

| Time | Stage /Purpose | Procedure /steps | Interaction |
|---|---|---|---|
| 5 m | Presentation Warm-up | ● Greet the students and briefly review the simple present tense. (Retrievals) <br>● Remind students verbs' rules and the use of simple present by asking questions: <br>● What do you do on Sundays? <br>● What time do you usually wake up in the morning? <br>● Do you go to the gym every day? <br>● How often do you visit your grandparents? | T-Ss <br>Ss-T |
| 10 m | Introduction to Sentence Crafting Card Game | ● Explain the rules and objectives of the Sentence Crafting Card Game to the students. <br>● Demonstrate how to play the game using a few sample cards and forming coherent sentences. <br>● Emphasize that students will practice forming positive and negative sentences using the simple past tense. | T-Ss |
| 20 m | Practice Game activity | ● Prepare a set of 50 cards, making sure that each card has a different word on it. <br>● Divide the students into small groups (e.g., 4-5 students). <br>● Shuffle the cards and distribute 10 cards to each student. <br>● The bank draws one card from the stock and places it face up. This card will be the starting point for | Ss-Ss |

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| | | | sentence formation.<br>● The students take turns and each will have a chance to form the sentence with their set of cards using the card from the bank. They will have 10 seconds to complete it or the turn passes to another player.<br>● If the phrase cannot be formed with the cards they already have, the bank draws another card and each student may pick up one more card.<br>● Players can reorganize the order of the words as necessary to form a correct sentence.<br>● Sentences must be grammatically correct and logically coherent.<br>● When the player forms the phrase, the player has to say the phrase out loud.<br>● Then the cards that have been used to form a sentence are returned to the bank.<br>● The rotation between players continues in this manner.<br>● The student who forms the most sentences during their turn is the winner.<br>● The game can continue for additional rounds so that each student can win. | |
|---|---|---|---|---|
| 5 m | Wrap-up and Discussion | | ● Gather the class back together and lead a brief discussion about the game.<br>● Randomly select one student of a group and ask them to share one sentence they formed during the game with the rest of the class.<br>● Ask students about their experience playing the game and what they learned about forming sentences in the simple present tense.<br>● Discuss any challenges they encounter and address any questions or doubts.<br>● Use the opportunity to review the concept of regular and irregular verbs in the simple present tense. | T-Ss<br>Ss-T |

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Azogues, 07 de marzo de 2024

_____
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Yo, **Martha Lucía Lara Freire**, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado **"Enhancing grammar practice in 1st year of Baccalaureate students through the implementation of board games in a public school in Ecuador"** perteneciente a los estudiantes: **Emily Margarita León Landivar** con C.I. **0302883392,** y **Byron Stalin González Castro** con C.I. **0302505771.** Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 0 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

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