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DEDICATORY

From the deepest part of my heart, I dedicate this achievement to the people I love most.

To my beloved parents, Fernando and Janneth, there are not enough words to express my gratitude for everything you have done for me. Thank you for your unconditional love, for always holding my hand through every difficult moment, for every sacrifice you have made, and for believing in me even when I struggled to believe in myself.

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With all my love, I dedicate this achievement to you.

This dream may have my name on it, but it was never mine alone.

I love you all.

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ABSTRACT

This research determined the use of board games as an academic tool for the enhancement of speaking skills in freshmen students at Colegio Universitario UTN. This research used a mixed approach, incorporating both qualitative and quantitative data. Specifically, two English teachers were interviewed, and 94 freshmen students completed a survey. The results obtained revealed that students recognize the importance of speaking English, but they face difficulties such as a lack of confidence, fear of making mistakes, shyness, and limited opportunities to practice. Likewise, both teachers and students expressed a positive perception regarding the use of board games as a tool to promote oral expression in a participatory, motivating, and pressure-free environment. It was concluded that board games can offer a viable pedagogical alternative to improve students' communicative skills. Based on these findings, a booklet was designed with board game activities focused on improving English oral production.

Keywords: Board games, game-based learning, speaking skills, English teaching.

RESUMEN

Esta investigación determinó el uso de juegos de mesa como herramienta académica para el mejoramiento de las habilidades de expresión oral en estudiantes de primero de bachillerato del Colegio Universitario UTN. Esta investigación utilizó un enfoque mixto, incorporando datos cualitativos y cuantitativos. Específicamente, se entrevistó a dos profesores de inglés y 94 estudiantes de primero de bachillerato completaron una encuesta. Los resultados obtenidos revelaron que los estudiantes reconocen la importancia de hablar inglés, pero enfrentan dificultades como falta de confianza, temor a cometer errores, timidez y escasas oportunidades para practicar. Asimismo, tanto profesores como alumnos expresaron una percepción positiva respecto al uso de los juegos de mesa como herramienta para promover la expresión oral en un ambiente participativo, motivador y sin presiones. Se concluyó que los juegos de mesa pueden ofrecer una alternativa pedagógica viable para mejorar las habilidades comunicativas de los estudiantes. A partir de estos resultados, se diseñó un cuadernillo con actividades de juegos de mesa enfocadas en mejorar la producción oral en inglés.

Palabras clave: Juegos de mesa, aprendizaje basado en juegos, habilidades orales, enseñanza de inglés.

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INTRODUCTION

In today's world, English has become one of the most important languages. It is considered the global lingua franca and is used for communication in various fields, such as society and education (Macías Loor et al., 2024). There are over 7000 languages around the world, but English stands as the most widely spoken, reaching more than 1.5 billion people, including native and non-native speakers (Eberhard et al., 2024). This broad influence highlights the growing need for learners to develop their English-speaking skills to take advantage of the international academic and professional opportunities English offers.

English as a foreign language is taught in the majority of countries where English is not the native language. It involves using various tools to have an effective teaching-learning process in the four skills. Regarding speaking, it is essential to incorporate interactive communication in classes and prepare pupils for real-life contexts. Thus, they might be able to successfully interact with others, ask and respond to questions, and request clarification or repetition (Wagstaff, 2022). Accordingly, board games have the potential to serve as a didactic tool that not only allows students to develop their speaking abilities but also enhances their social skills.

Research context

In Ecuador, the Ministry of Education has established the English language as a compulsory subject in all educational institutions from the second grade of elementary school to the third year of high school since 2016 (Ministry of Education of Ecuador, 2015). The National Directorate for Curriculum has designed a curriculum for this subject whose basic principle is a communicative language approach. It emphasizes the acquisition of speaking skills (Ministry of Education of Ecuador, 2019). Nevertheless, many freshmen students in higher education institutions often have problems with oral fluency, confidence, and active participation in English-speaking activities.

Traditional language teaching methods focus on grammar or other skills, often excluding the improvement of oral expression. Hashim (2025) states that these methods prioritize structured learning and rules over communicative competence. This has led teachers to explore new, dynamic, and student-centered tools that encourage oral participation. One of them is the integration of board games into the language learning process. These foster a

flexible environment where communication, collaboration, and spontaneous language use are the main goals.

Research problem

According to the National Curriculum Guidelines (2014) at the end of the third year of high school, learners are expected to reach a B1 level, specifically in terms of speaking skills. This proficiency level enables them to describe personal and educational topics in a clear and organized manner. However, despite these curricular requirements and standards, Ecuadorian students continue struggling to achieve the desired English proficiency levels. The EF English Proficiency Index showed that Ecuador ranked 82nd out of 116 countries, placing it among the countries with low English proficiency levels (Education First, 2025). This indicates that students have difficulties with the English language acquisition. For that, there are some possible reasons why this can happen and affect English development.

Students often have limited participation during classes, and their attention is frequently distracted, which can lead to difficulty expressing their ideas. Bermello García and Vaca-Cárdenas (2022) state that students are unwilling to take part in speaking activities in English due to their fear of making mistakes and a lack of sufficient vocabulary. Consequently, they cannot develop their communicative skills, feeling unmotivated to continue learning. In this way, the teaching-learning process is facing obstacles that can be addressed by the implementation of different tools that promote active participation in an environment of reliability.

Justification

Nowadays, knowing English has become an essential competence to advance in various aspects of life: personal, professional, and academic. Having strong English skills provides students with the opportunity to study abroad, be part of exchange programs, and build global connections (Moxira Baxromovna, 2025). Given the increasing importance of English communication competencies, there is a growing need to improve the tools that support the development of oral production. Therefore, the present research focused on improving teenagers' speaking skills through the use of board games as an academic tool.

The primary reason for conducting this study was to determine how board games address the speaking challenges in first-year high school classrooms. Research has

demonstrated that these games are used by teenagers as a useful tool for the enhancement of this skill. It encourages students' participation through the creation of a fun and relaxing environment while also motivating learners by introducing engaging and different activities from the usual ones in class (Tiing and Yunus, 2021). An effective way to encourage students to improve their speaking skills is to incorporate board games into the English learning process.

Freshmen students and teachers at Colegio Universitario UTN were the direct beneficiaries of this research. For students, this opportunity offers a way to increase their motivation to learn and communicate in English, enabling them to improve their oral skills in a fun and stress-free environment. For teachers, this tool provides a resource to diversify classroom activities, with a set of engaging board games that they can integrate into the classroom. The benefits extend to indirect beneficiaries. Students' families have the certainty that their children are developing English communication skills through enjoyable educational tools that support their academic growth. Furthermore, this work serves as a resource for English language teachers at other institutions, as they can incorporate this engaging tool into their teaching practices to improve their students' speaking skills.

Objectives

General objective

- Determine the use of board games as an academic tool for the enhancement of speaking skills in freshmen students at Colegio Universitario UTN.

Specific objectives

- Analyze the usefulness of board games to enhance speaking skills in freshmen students.
- Select the most appropriate board games to develop speaking skills.
- Design a booklet with a set of board game activities to improve students' oral expression.

CHAPTER I: THEORETICAL FRAMEWORK

The present chapter establishes the conceptual and theoretical foundations that support the effectiveness of the use of board games for the enhancement of English-speaking skills in freshmen students. The literature was selected based on key pedagogical concepts and theories. The content of this chapter is organized into five sections, moving from teaching English as a foreign language to board games to improve oral expression.

1.1. Teaching English as a Foreign Language

Language is the primary means by which people communicate; through it, individuals can share emotions, thoughts, ideas, and expressions with others. It is a tool that influences many aspects of life in society. For instance, it allows people to socialize, position themselves in society, and spread knowledge (Dilnoza Rakhimjonovna, 2024). Although there are around seven thousand languages in the world, English has become the dominant. Statistics show that it is the only language widely used and accepted at an international level (Jumanazar, 2024). Making it a common global means of communication.

In this context, since English is widely spoken around the world, students must acquire communication skills in this language to succeed in most fields (Rao, 2019). Furthermore, Flores Albuja et al. (2021) explain that speaking is a key skill in the process of learning a foreign language, where students do not learn passively, but through active interaction, allowing learners to develop their communicative competencies.

When teaching English to those who live in a country where English is not the primary language, the strategies and steps to follow can vary, as the people’s objectives may be different. Masadeh (2022) examined the impact of implementing educational games in teaching English as a foreign language. The researcher's analysis indicates that using games in EFL classrooms helps change the focus from the teacher to the students, making learning student-centered and encouraging learners to take greater responsibility for their progress (Masadeh, 2022).

Therefore, since the main purpose of learning a foreign language is effective communication, it is necessary to identify the skills that allow the active production of the language, so that appropriate activities can be implemented to foster their development.

1.1.1. Teaching English to Teenagers

Teaching English to young learners involves engaging teens in fun, interactive, and age-appropriate activities that help them develop language skills. At this early stage, learning is most effective when it is playful, meaningful, and connected to everyday experiences. Islahuddin (2023), determined that implementing innovative, activity-based strategies can be a highly effective way to sustain students' interest and motivation in learning. Furthermore, teachers need to maintain students' motivation throughout the class, as learners are individuals who need to explore their identity and learn how to handle challenges effectively. To achieve this, it is necessary to select appropriate pedagogical approaches, methods, and strategies that foster interaction, active participation, and language use in the classroom.

1.2. Approaches and Methods to Teach English

Throughout history, various approaches, methods, and strategies have been employed to facilitate the process of teaching a new language. These have varied depending on the contextual factors, the needs of the different historical periods, and the specific competencies learners need to develop (Köksal and Demir, 2023). The following section explores the approach and method focused on developing speaking skills.

1.2.1. Communicative Language Teaching Approach

Communicative Language Teaching (CLT) is an approach that considers interaction as the main objective of language learning. Fergana (2019) states that "in this approach, it is believed that communicative functions are more important than linguistic structures" (p. 472). It encourages student-student interaction by creating situations where students are prompted to share information. In other words, CLT prioritizes real communication as the main goal of language learning. It focuses on students using language functionally and interactively, rather than just memorizing grammatical rules.

This method helps students develop their communication skills in a fluent manner and in accordance with different contexts. Nasimova (2022) affirms that Communicative Language

Teaching makes learning much more interesting and relevant, since student participation is fully active. This, in turn, helps learners develop greater confidence when communicating in real-life, practical situations.

1.2.2. Communicative Method

The communicative approach provides a general framework for language teaching focused on communication and interaction, while the communicative method refers to a more specific and systematic way of applying its principles into practice. Richards and Rodgers (2014) state that the communicative method derived from this approach involves learners being active in real communication through contextualized tasks and activities that facilitate communicative language learning.

Based on the principles of the Communicative Language Teaching (CLT) approach and the communicative method, it is important to consider a strategy that aligns with interaction and communication, as these are essential elements in these methods and approaches. In this sense, the game-based learning strategy stands out for its ability to encourage language use in a fun and interactive way, using student-centered tools such as board games.

1.3. Game-Based Learning

On the one hand, a game is defined as a recreational activity involving rules, the participation of players, and a measurable objective that will determine who wins, loses, or progresses, often causing an emotional reaction (Zimmerman and Salen, 2003). The main objective of the games is to entertain as well as to provide a space for fun. On the other hand, learning is defined as the process of acquiring new knowledge or skills by reasoning (Schneider, 2024). Besides, learning is considered a change in behavior as a result of personal experiences influenced by the environment (De Houwer et al., 2013). In other words, learning is the process of gaining new skills, behaviors, and an understanding of concepts through experiences, study, or being taught.

Based on this, Game-Based Learning (GBL) is a learning strategy that helps students at any level of education to achieve their learning outcomes through the use of digital or non-digital games. Ortiz De Zaldumbide and Akcaova (2024) state that:

> An extensive body of literature and various examples provide evidence of GBL's effectiveness in creating meaningful and rewarding learning experiences. Within the field of education, GBL can offer learning environments where students practice and master skills as they overcome engaging challenges, follow narratives, collaborate, explore learning material in interactive ways, and master skills through practice in controlled-risk settings. (p. 4).

Accordingly, GBL provides opportunities to create an enjoyable environment where students learn without stress and engage in activities they enjoy. Thus, board games can attract the students' attention and foster their interest in learning English.

1.3.1. Game-Based Learning Techniques

Game-based learning is implemented through a variety of techniques, each offering a different pedagogical focus (Awing and Mohamad Nasri, 2023). These range from fostering students' engagement to simulating real-life situations. In this sense, these techniques enable students to develop their speaking skills in an engaging environment. For this, the game-based learning techniques are presented below.

- **Gamification**

Gamification is a technique used in GBL that refers to elements of games, such as points, badges, penalties, and so on. Increasing the interest and motivation of the students and making them feel engaged in the activities is the main objective of gamification (Hasan Qasim et al., 2024). This allows students not only to be actively involved in the board game but also to receive immediate feedback, which enables them to track their progress and follow the path of their improvement throughout the activity.

- **Serious games**

Serious games are games that are redesigned so that their objective is no longer just for entertainment and leisure, but rather to be used to improve learning processes. Krystalli and Arvanitis (2024) mention that "serious games serve as immersive and dynamic learning

environments that enable meaningful learning experiences" (p. 145). In this sense, serious board games help students improve their learning process by enabling them to practice, explore, and express their ideas more dynamically, thereby enhancing their learning outcomes.

- **Role-playing**

Role-playing is a playful technique commonly used in GBL, in which students assume imaginary or fictitious roles. This technique combines typical game elements such as narrative, characters, interaction, and challenges, with well-defined learning objectives (Pereira and Wahi, 2021). According to Herrero Debón et al. (2023) role-playing is mainly used to develop students' communicative and social skills in different contexts, as it favors oral fluency, reduces anxiety, and encourages participation and interaction. Therefore, using role-playing in board games allows students to practice their speaking skills in a contextualized way and through active participation.

- **Simulations**

Simulations are techniques that imitate real-life situations. This technique focuses on recreating real-life processes based on a specific communicative goal. This enables learners to learn through active participation in controlled but realistic environments. (Sounthornwiboon et al., 2025). In these situations, students must apply their knowledge, skills, and critical thinking abilities to solve problems, perform tasks, or make important decisions. (Elenany and Ahmed, 2024). Thus, implementing the simulation technique in board games enables students to practice their oral skills in practical and real contexts, helping them to act with confidence in similar situations outside the classroom.

1.3.2. Game-Based learning in language teaching

Game-based learning is an effective strategy in language teaching because it creates a fun and relaxing environment. Ningsih (2023) highlights that:

> The use of GBL has a significant impact on students during the learning process, where a positive learning atmosphere makes students feel comfortable, learning becomes enjoyable, and students' interest in learning increases, thereby simplifying their understanding of the material and reducing student anxiety. (p. 29).

Game-based learning offers several advantages for teaching English to non-native speakers. It makes the process of acquiring knowledge more interesting and easier, which can increase students' motivation by maintaining their interest in language learning. The use of games allows students to take an active role and learn through experiences, which leads to positive responses to learning outcomes.

The most representative benefits that GBL provides in language learning are that it improves vocabulary, the understanding of grammar and its tenses, and the retention and subsequent application of language and its patterns (Fayoris Hafiza and Pratolo, 2024). In this sense, games like board games naturally promote participation and communication among students in the target language, and this helps them not only in language acquisition but also in their collaborative, cooperative, and social skills.

1.4. Board Games

One of the most widely used tool in the GBL are board games. Iglesias Amorín (2022) defines board games as tabletop games in which two or more players participate, move pieces on a marked surface, according to a set of rules and instructions, to determine a winner. Furthermore, explain that these games use cards, dice, tokens, boards, and any other board game elements. In addition, highlights that board games promote social interaction and strategic thinking.

1.4.1. Board Games as an Academic Tool

It is essential for teachers to incorporate innovative tools in education instead of traditional methods, and shift the focus of their classes from teacher-centered to student-centered, and one of the tools that aligns with this is board games. Asemani Barekat (2023) remarks many reasons that demonstrate the effectiveness of implementing board games into classes, the main reasons being that it makes learning attractive and engaging, also it increments students' interest in researching more about the taught subject, and promotes a collaborative learning environment||. This effectiveness can be analysed from the following.

- **Cognitivism**

Cognitivism highlights how people acquire, process, and store information. It emphasizes the internal mental processes involved in learning. Malik (2021) mentions that when students are aware of their progress, it motivates them to perform even better and fosters

a positive attitude toward continuous learning. It means that human beings are not machines or animals who react to commands or stimuli, but rather thinkers who interact with and analyse their environment, generating knowledge. Board games can enhance the educational development of students. These games allow students to actively participate in their learning process instead of passively receiving and memorizing information (Asemani Barekat, 2023).

- **Motivational**

Motivation is defined by Filgona et al. (2020) as "a mental impulse that drives and directs human behaviour to achieve their goals" (p. 20). In an educational context, this impulse becomes essential for success in the teaching-learning process, since it fosters students to participate and stay engaged in the academic process actively (Filgona et al., 2020). Being simply physically present in class is not enough for meaningful learning; students must feel motivated. Therefore, it is the teacher's responsibility to implement activities that motivate students and spark their interest in learning.

Board games have a natural ability to capture students' attention and motivate them throughout their learning process. It incorporates elements such as challenges, immediate feedback, and rewards, which help to encourage students to learn (Zawacki-Richter and Jung, 2022). In this sense, students are more likely to remain motivated and willing to continue playing and learning, as they are in a situation where they are having fun and enjoying.

- **Sociocultural**

The sociocultural perspective emphasizes that learning is a social process, influenced by interactions within a cultural and community context. According to Rahmatirad (2020) Socio-cultural conditions are fundamental to the development of human cognition. Individuals are considered social by nature; therefore, interactions with others play a fundamental role in learning. In this regard Plass et al. (2015) recognize "the opportunities for social engagement and contexts that board games can provide when social interactions occur" (p. 276). Consequently, board games are effective in language teaching, where interaction plays an important role in the development of oral competence.

1.4.2. Board Games to Enhance Speaking Skills

Effectively developing speaking skills requires active participation on the part of the students. Board games are an interactive tool that encourages such participation and

contributes to the development of their communicative skills. In this sense, Syakur (2020) highlights that board games provide “an engaging practice to the students, attract students’ attention and help students communicate easily” (p. 153). Hidayatullah and Haerazi (2022) mention that board games improve oral fluency and accuracy, promote the correct use of grammar, and expand vocabulary. These games are effective in improving students' communicative skills, as they create a cooperative, dynamic, and communicative learning environment.

1.5. English Language Skills

Teaching the English language involves developing four macro skills in students to facilitate effective communication. These skills are the receptive ones: reading and listening, and the productive ones: writing and speaking. In the case of productive skills, they require active participation, as they involve creating content and producing language, allowing people to transmit and express their ideas.

While writing is the ability to use letters and other symbols to express thoughts, feelings, and ideas in written form, whether on paper or in digital formats (Dragomir and Niculescu, 2020). Speaking, on the other hand, is the ability to convey ideas orally. As Lara Freire et al. (2022) mention, verbal communication is the ability that differentiates humans from other living beings. Through the use of sounds and words, people are able to express and communicate their emotions and opinions to others verbally. Thus, speech remains the most commonly used form of social interaction in daily life, making it an essential English skill for learners to develop.

1.5.1. Speaking Skills

The primary purpose of language is to enable meaningful communication, and the main way to convey this is through speaking (Guevara-Betancourt and Flores Albuja, 2020). Speaking is considered a “productive skill that allows people to interact with people around them.” (Lara Velarde et al., 2022, p. 15). It is used in all countries around the world by all people to share knowledge, ideas, information, feelings, thoughts, and so on (Nurman et al., 2022). This process involves words and sounds, enabling interaction with others by transmitting, receiving, and processing ideas.

When learning a foreign language, oral communication is one of the most fundamental skills to develop, as it enables individuals to communicate with others in their target language and demonstrate their proficiency in it. Pittayanantakul and Phusawisot (2024), after conducting quasi-experimental research about the effect of board games on speaking skills, concluded that the integration of board games in the classroom has a positive effect on the improvement of students' speaking, especially in the areas of grammar, vocabulary, and fluency. Also, the students who participated considered this didactic tool to be pleasant, motivating, and attractive, which facilitated the acquisition of oral expression and reinforced their confidence.

1.5.2. Components of Speaking Skills

To achieve effective oral communication, it is necessary to understand and apply the key components of English-speaking skills (Das, 2023). Learners must master this set of linguistic components to produce fluent and coherent speech. In this sense, the key components that structure spoken language are described below.

- **Fluency**

Fluency in spoken language is to talk naturally and continuously without interruptions, errors, or hesitations (Lopez et al., 2021). Fluency is an important measure of progress for those learning a new language. It is an indicator of success for those who achieve proficiency in its use, demonstrating that they can use it correctly (Pham Vu & Ho, 2018). Thus, it is important to develop good fluency when learning to speak a new language, so that communication is easy to understand, without awkward or confusing pauses, and also to show confidence and comfort while speaking.

In this context, Ningsih and Widhiatama (2023) after conducting a quasi-experimental study on the use of board games and their influence on fluency, it was concluded that board games are an effective tool since they establish a limit to give answers, which stimulates speed and agility in forming sentences. In other words, they help organize thoughts and ideas quickly, something necessary to develop to speak naturally in a real conversation.

- **Accuracy**

Accuracy refers to how correctly learners use a language. It consists of the proper use of the components of a language system, including grammar, pronunciation, and vocabulary (Wang et al., 2024). Although fluency and accuracy are often compared, fluency prioritizes content over form, while accuracy is concerned with grammatical correctness in language production, or with the process of eliminating errors.

Board games can help address problems students face with essential components of accuracy. These games allow practice aspects such as grammar to be actively and playfully and engagingly, which helps prevent boredom and lack of interest among students (Montufar-Zavala and Valdiviezo-Ramírez, 2024). Although grammar is often perceived as the boring part of learning a new language with board games, it becomes a dynamic, motivating and meaningful experience.

- **Pronunciation**

Pronunciation is how the sounds of a word are produced in speech. It involves aspects such as intonation, articulation, stress, timing, and rhythm; it often follows a standard of acceptability (Mulatsih, 2015). Pronunciation is a significant component of effective English communication, as it directly impacts the understanding of word meanings.

This element is key to being understood by listeners. Poor pronunciation can change the meaning of words and thereby hinder communication (Prashant Pandya, 2018). By having proper pronunciation of words, students can demonstrate that they have achieved proficiency in the language, as they are able to speak in a way that is intelligible to others.

- **Vocabulary**

Vocabulary refers to the knowledge of words and their meanings. A language could not exist without a set of words that serve to communicate ideas and emotions; that is to say, vocabulary is an essential basis for language acquisition. The more words students learn, the greater their ability to understand and generate new ideas. Therefore, having a wide knowledge of vocabulary is crucial to understanding and expressing oneself in any language (Dauletova and Rahimova, 2022).

Vocabulary knowledge is a key element in acquiring a foreign language and mastering language skills, as it contributes to both the comprehension and production of written and spoken texts (Agazzi, 2022). According to Garzón Córdova (2023) "incorporating board games in vocabulary learning positively influenced vocabulary retention regarding word meaning and form" (p. 79). Vocabulary is central to English language acquisition because, without a sufficient vocabulary, students struggle with effective communication.

1.5.3. Factors Influencing Oral Expression

English oral communication is challenging for most English learners. To understand how students produce speech, it is important to analyse the various factors that influence oral production. These factors are explained below:

- **Affective factors**

Affective factors have a significant impact on those who are learning a new language. Ngoc and Dung (2020) state that fear of making mistakes, lack of confidence, lack of motivation, and anxiety are the most common factor that affects learners in language acquisition. When students are in a negative emotional state, they may experience a mental block that prevents them from fully engaging in the learning process, making it much more difficult for them to learn (Tran, 2023). Using board games helps create a positive emotional environment, which allows learners to feel comfortable, confident, and secure, thereby enabling them to face these difficulties and thus develop their language skills effectively.

- **Linguistic factors**

Another challenge faced by learners in developing their speaking skills is related to linguistic factors. These linguistic factors include poor pronunciation, a limited vocabulary, and unfamiliarity with grammatical structures (Sabata et al., 2023). Tam and Duc (2024) mention that having a limited vocabulary makes students unable to convey their ideas accurately, likewise, not mastering grammatical structures does not allow a fluent and coherent expression, and inadequate pronunciation makes the message unclear to understand. Thus, to overcome this difficulty, board games can be implemented as they contain these elements simultaneously; these games allow for the expansion of vocabulary, improve pronunciation, and put into practice grammatical structures.

CHAPTER II: METHODOLOGY

This chapter details the methodology implemented to conduct the research. This study utilized a mixed-methods approach, combining inductive and statistical methods to analyze how board games could help freshmen students improve their English communication skills. The content of this chapter is organized into sections that outline the study area, research design, techniques and instruments, research questions, study population, and the general procedure.

2.1. Description of the study area

This research was conducted in the city of Ibarra, located in the Imbabura Province. The study was carried out at Colegio Universitario "UTN", located at Ulpiano de la Torre and Obispo Jesús Yerovi streets. The high school offers education from the upper basic to the upper secondary level. Moreover, the selected participants were freshmen students and two English teachers from the institution. This description of the study area provided a general idea of the environment where the investigation took place.

2.2. Type of Research

This research employed a mixed-method research approach, as the researcher wanted to collect both numerical and non-numerical data from the population. Taherdoost (2022) states that a mixed research approach is the integration of qualitative and quantitative approaches to enhance study outcomes, adapting its focus according to the study's needs. It combines the strengths of both when one alone is insufficient. In this research, this approach contributed to obtaining a complete idea, as the participants provided clear, quantifiable, and qualitative answers regarding the effectiveness of board games as an academic tool.

2.3. Methods

The methods that were included in the development of the instruments and analysis of data were the inductive and statistical methods. The inductive method strengthens observation, analysis, experimentation, and judgment, helping to establish principles for organizing learning materials (Niaz et al., 2023). This method was useful during the analysis of the qualitative information collected from the application of the interview to the teachers. In this way, information from experiences, perceptions, and opinions was discussed to notice the patterns

among them and provide generalizations. Instead, the statistical method involves the ability to understand and interpret statistical data and representations (Rosidah et al., 2018). The use of this method contributed to analyzing the quantitative data to provide interpretations and inferences of what was obtained after the application of the surveys to the students.

2.4. Techniques and research instruments

To gather information, the techniques employed on the population included interviews and surveys. On the one hand, the interview is a qualitative technique that involves a purposeful conversation between the researcher and the selected participant to generate data about thoughts, opinions, and experiences for the study (Nuryanto et al., 2025). The interview in this research was a structured interview that contained six questions based on the variables under study. This instrument was useful for gathering information about teachers' challenges, experiences, and perspectives related to speaking skills in freshmen students and the use of board games in English classes.

On the other hand, the survey is a quantitative technique that enables making informed decisions. It consists of a questionnaire with a set of consistent questions that are applied to a representative sample population, ensuring comparable data to obtain valid results (Nuryanto et al., 2025). In this research, the survey consisted of a closed-ended questionnaire with eight questions presented in a way that allowed students to answer appropriately. This tool was suitable for obtaining measurable data regarding students' perception of their English-speaking skills and the activities used to enhance this skill. These tools were essential for analyzing how the use of board games could improve communication skills in freshmen students at Colegio Universitario UTN.

2.5. Research questions

- How do board games enhance the speaking skills of freshmen students at Colegio Universitario UTN?
- What are the most appropriate board games to develop speaking skills in freshmen students?

2.6. Population

The study population included 96 individuals from Colegio Universitario "UTN," consisting of two English teachers and freshmen students. There were three parallel groups: parallel A with 30 students, parallel B with 31 students, and parallel C with 33 students. The 94 students represented the entire population of freshmen at the institution as of the date of the investigation. They were teenagers between 14 and 16 and had an English level of A2.2 (Elementary). Additionally, this research considered two high school teachers for the interviews because they could provide essential information about the selected study group.

2.7. Procedure

For data collection, the first step was to design the instruments to be applied: a survey consisting of eight multiple-choice questions and an interview with six questions. These instruments were reviewed by the teachers who guided this process. After receiving their feedback, the corrections were made to be reviewed again. After that, the instruments were approved and validated by two professors of the University. Moreover, an authorization document was prepared to submit to the institution under study to obtain permission for the application of instruments. Once the institution and the participants granted permission, the date of applying the instruments was set. The first instrument applied was the survey, which was done digitally through Google Forms for the first-year three high school parallels. Then, the interview was conducted with the two teachers in charge of the high school levels. Once the data was collected, it was organized and analyzed. The survey results were organized and represented in graphs with their respective interpretation. Meanwhile, the answers obtained in the interview were transcribed and analyzed accordingly.

CHAPTER III: RESULTS AND DISCUSSION

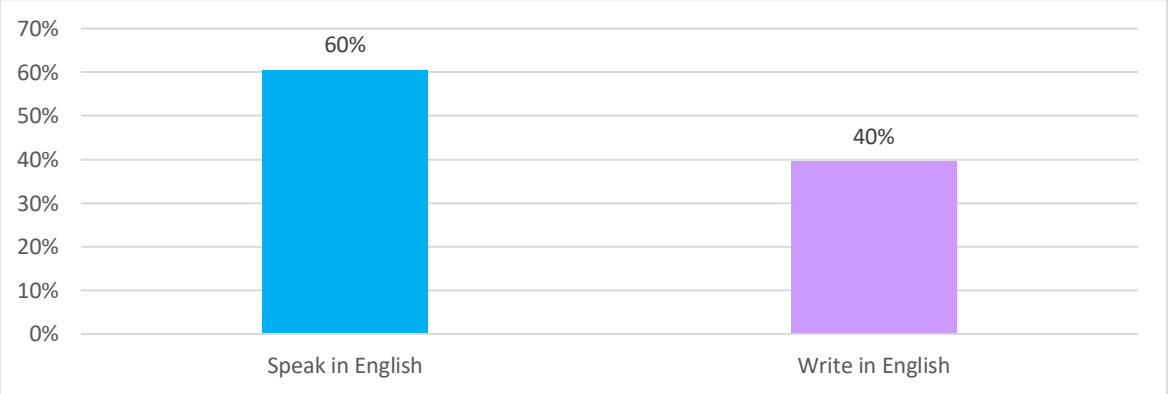
The purpose of this chapter is to present the results and analysis of the two research instruments applied at Colegio Universitario UTN. On the one hand, a survey was conducted with 94 freshmen students; the results are presented in statistical graphs with their respective interpretations. On the other hand, two teachers from the institution were interviewed to gather their perception of board games as an academic tool to improve the speaking skills of freshmen students. These instruments provided relevant information for the development of this research.

3.1. Students' survey results

Which of the following do you find more difficult?

Figure 1

The most difficult productive skill



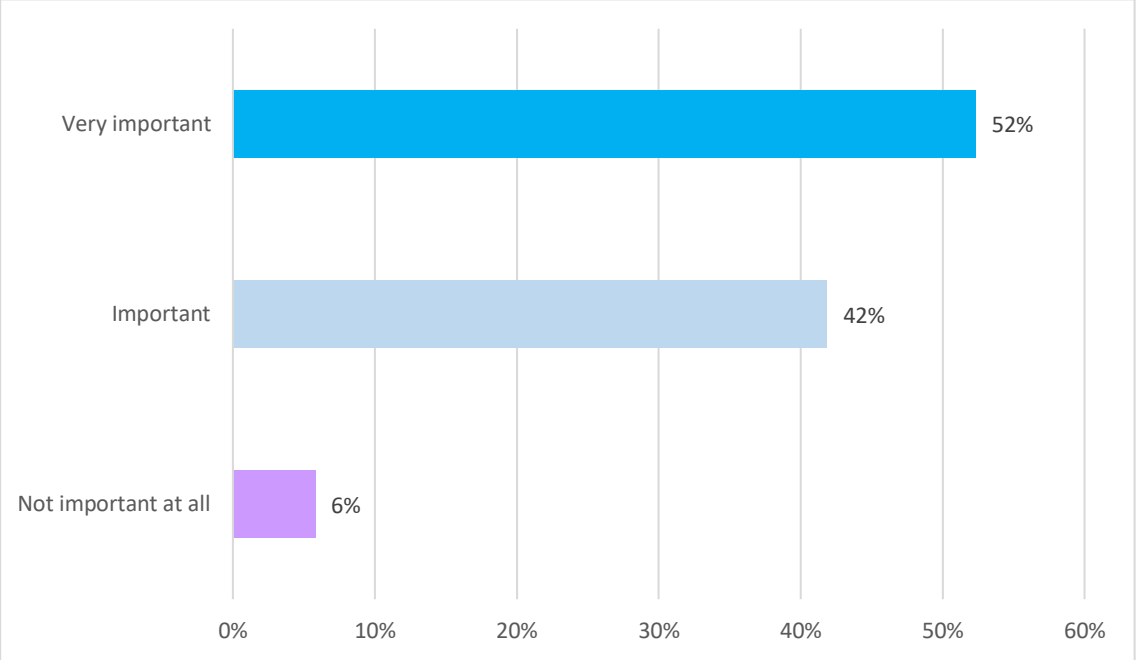
Note: Own elaboration. Source: Students´ survey, May 2026

This graph shows the skill students find most challenging in English, indicating that more than half of the participants consider speaking English the most difficult productive skill. Even though the English curriculum is based on a Communicative Language Teaching approach, students at this level still face difficulties with this fundamental aspect of language learning. Chamorro-Ortega et al. (2020) mention that for most high school students, the main problem they face is oral expression due to both external and internal factors. One of the most important internal factors to consider is the level of importance that students place on this specific skill.

How important do you think speaking English is for your academic and personal development?

Figure 2

The importance of speaking English



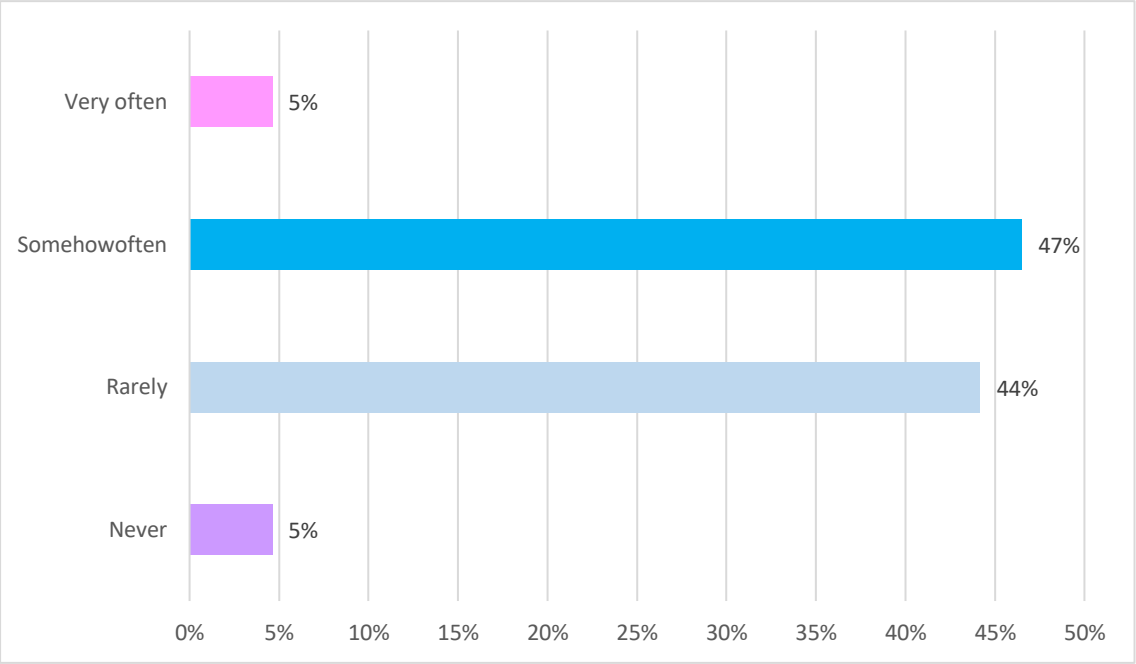
Note: Own elaboration. Source: Students´ survey, May 2026

This graph provides information about the importance that students place on being able to speak English. The response obtained in this question is positive, as it shows that a large percentage of students recognize the value of being able to speak this language and how this is a tool that will help them in both their personal and professional development. Effectively developing communication skills in English allows people to have great opportunities, ranging from communicating with people from different countries to accepting academic and job offers abroad (Akther, 2022). It is necessary to take advantage of the fact that students recognize the value of this skill and motivate them to develop it. In this sense, it is important to determine if the great recognition that students give to the speaking skill corresponds to the amount of time they actively practice it inside the classroom.

How often do you practice speaking activities in English classes?

Figure 3

Frequency of speaking activities in class



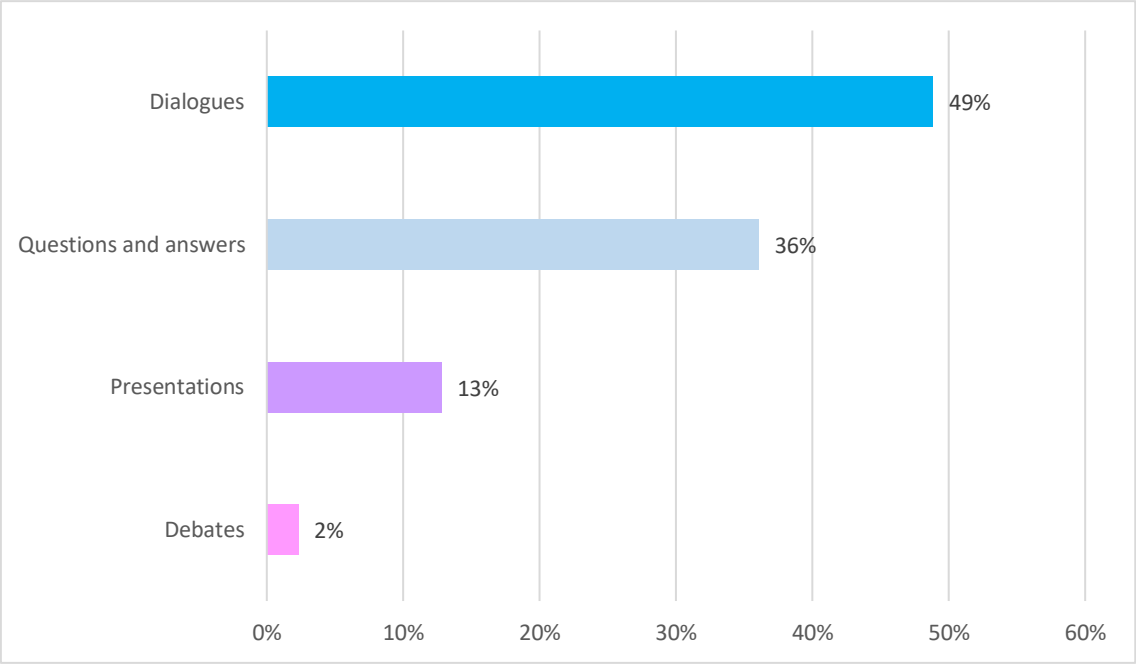
Note: Own elaboration. Source: Students´ survey, May 2026

This graph provides a representation of the frequency with which students do oral activities in English classes. This data reflects how most students consider that there are not enough spaces to practice the language within the classroom. Chin et al. (2024) mention that several factors influence the development of communicative skills in the English language, with one of the most concerning being the lack of spaces where students can dedicate to practicing this skill. Thus, it is necessary to offer students more opportunities in which they can interact, develop their ideas and thoughts in the foreign language, taking them beyond simply receiving theoretical knowledge. Apart from the frequency with which this skill is practiced, the implemented activities to enhance it within the classroom must be considered.

What speaking activities do you do in English classes?

Figure 4

Speaking activities used in classes



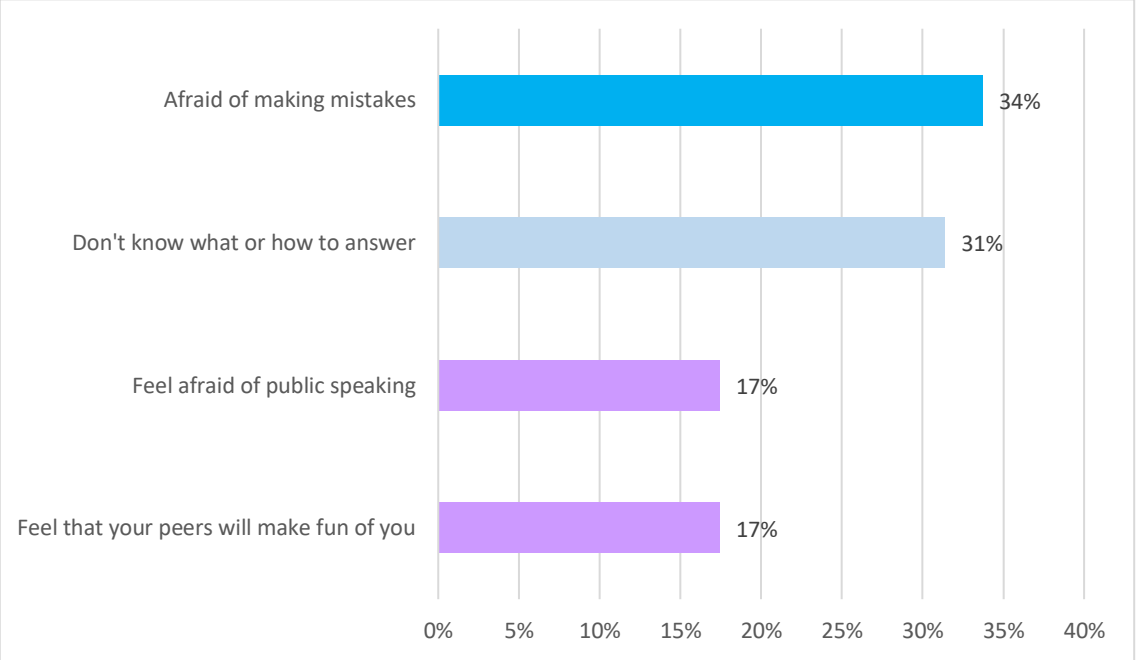
Note: Own elaboration. Source: Students´ survey, May 2026

This graph illustrates the common oral activities that are carried out inside the classroom. According to the data, the most common activities developed in English classes are dialogues and question-and-answer exercises. On the other hand, activities such as debates and presentations are not so common. These traditional activities are not enough to speak fluently and naturally. That is why teachers need to diversify the tools and activities through which students can develop their spontaneous communicative skills (Hashim, 2025). The activities implemented in class are closely related to how students feel about them. Therefore, understanding students' feelings is another important factor to consider in helping them to improve their oral skills.

Which of the following difficulties do you experience during speaking activities in English class?

Figure 5

Student difficulties during speaking activities



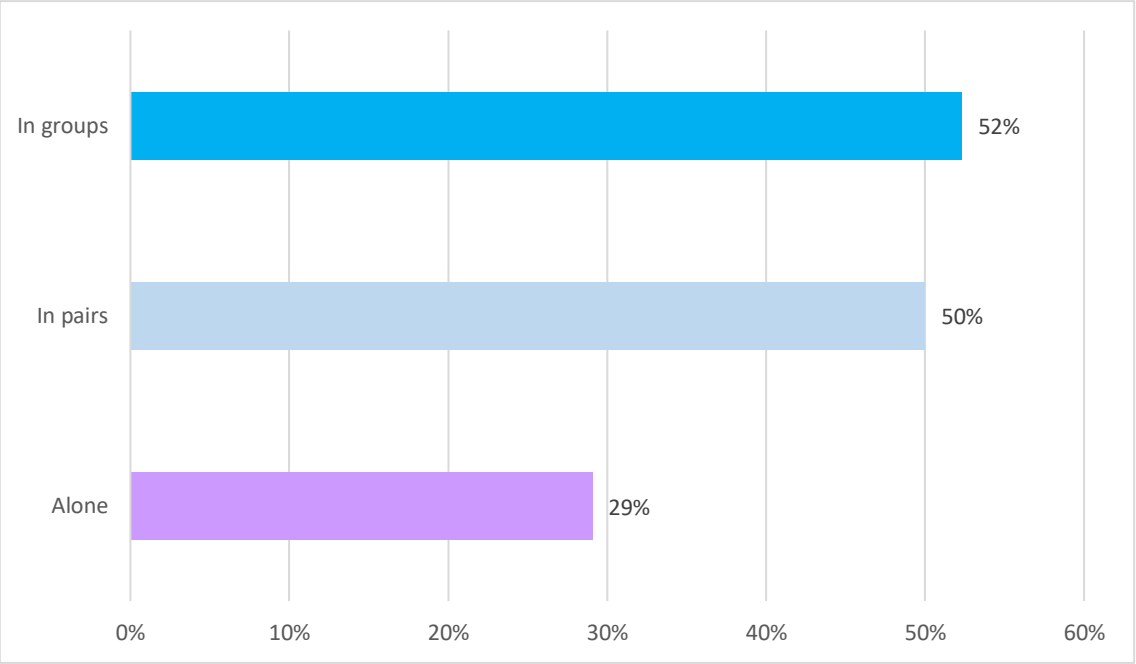
Note: Own elaboration. Source: Students´ survey, May 2026

The information presented in this graph indicates the difficulties that students experience during speaking activities. Based on this information, being afraid of making mistakes and not knowing how to answer are the primary difficulties students face. This is supported by Caamaño López et al. (2025), who state that students who are learning English present several difficulties when developing oral expression, with emotional factors such as fear, lack of confidence, and shyness being the most common, followed by factors such as lack of knowledge in vocabulary and grammar. To overcome these barriers, it is necessary to understand how students prefer to engage in oral activities in English classes.

How would you prefer to do oral activities in English classes?

Figure 6

Oral activity preferences in English class



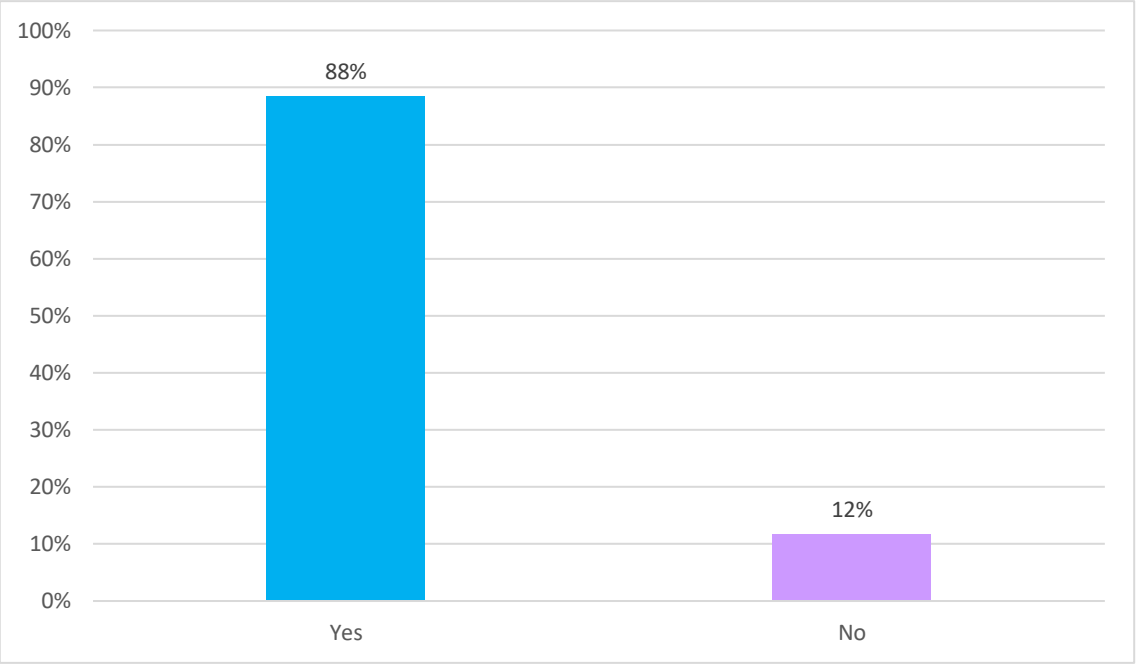
Note: Own elaboration. Source: Students´ survey, May 2026

This graph shows students' preferences when working on activities in English classes. According to the data, students prefer to work in groups and in pairs. Madjid (2020) mentions that working in groups has a positive impact on encouraging students to communicate in English, as they feel more confident working with their peers, and they do not feel under pressure. This is also supported by the social board game perspective, which states that interaction with others plays a fundamental role in effective learning. For this reason, it is important to know whether freshmen like board games.

Do you like board games?

Figure 7

Perception of board games



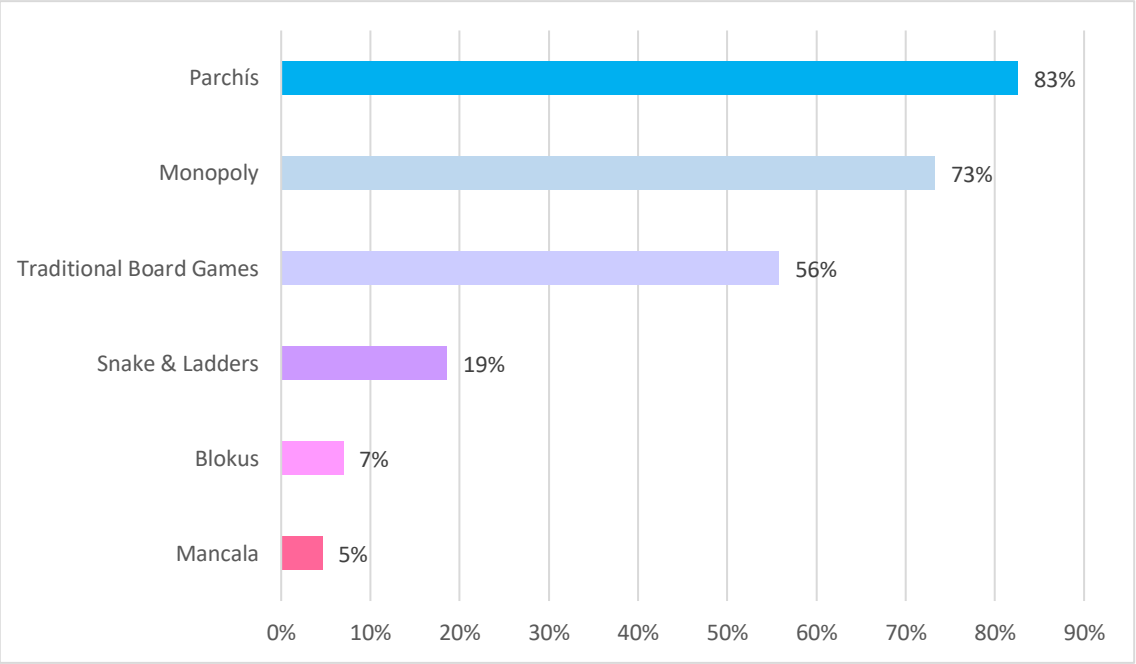
Note: Own elaboration. Source: Students´ survey, May 2026

This graph illustrates the students' perception of board games. According to the gathered information, most students like board games, which means this tool can be implemented in the classroom to increase their participation in speaking activities. Due to this acceptance, it is necessary to identify the board games that are already familiar to the students.

Which of the following board games are you familiar with?

Figure 8

Known board games



Note: Own elaboration. Source: Students´ survey, May 2026

This graphical representation shows the board games that students are familiar with. The data reveal that the board games they are most familiar with are the classic and simple ones, such as Parchís, Monopoly, and Traditional Board Games. This indicates that there is already a solid base of knowledge about these games, which facilitates their application within English classes, since it is not necessary to introduce unfamiliar and complex systems to the students.

3.2. Teacher’s Interview Analysis

What are the challenges you face when conducting oral activities with freshmen students?

Teacher A:

Motivating them is quite difficult. For teachers, it is terrible. Teenagers nowadays have lost some skills, and, mainly, motivating them in the long term is becoming increasingly complex for us in the classroom.

Teacher B:

The challenges we face as teachers in oral expression are that students gain confidence in producing a language that is not their own, that they are afraid to make mistakes, whether in pronunciation or otherwise, and that they are not afraid to make mistakes, since they will overcome them little by little.

Analysis

Based on the teachers' responses, the two biggest challenges students face in speaking activities are a lack of confidence and motivation. As Teacher A stated, keeping students engaged for long periods is a common challenge in classes, as they get bored easily. Furthermore, Teacher B mentions that fear of speaking has a greater influence on oral production activities. This indicates that the biggest challenge that may arise is not related to linguistic factors, but rather to the emotional ones. Consequently, it is the teacher's responsibility to help students overcome these problems so that they can feel engaged in the classroom activities and develop confidence when communicating in a foreign language.

What difficulties have you observed in freshmen students when doing oral activities in class?

Teacher A:

The greatest difficulty could be the students' insecurity; they feel very nervous. They don't feel confident about what they know. They are very afraid of making mistakes in front of their classmates. So, sometimes breaking these cultural patterns we have of laughing, making fun of the person who makes a mistake... well, that is quite complicated. Another thing that could affect them is perhaps the matter of technology. Teenagers rely too much on technology now for everything. They consult with technology, so they make very little effort to memorize vocabulary, for example. So, the moment they want to communicate, they are lacking a lot, that is, having the vocabulary at hand to be able to communicate in a real and effective way.

Teacher B:

Well, the fear of speaking in public. I think that even if it's their classmates, sometimes the insecurity, the lack of confidence in themselves, also causes that, when using a language that is not their own, they are afraid of making mistakes, of being wrong.

Analysis

In response to the question, the teachers reiterate that one of the greatest difficulties is the lack of confidence and fear they have of communicating with others in a language they do not master, of making pronunciation errors, or using a word incorrectly. Added to this are other difficulties that prevent them from communicating effectively in English, such as a limited vocabulary, which limits their development in this skill. In other words, in addition to the fear of making mistakes and insecurity when speaking, there are also factors such as the lack of linguistic resources. Hence, it is important to integrate both the emotional and linguistic aspects in the oral teaching process.

What activities do you use to enhance your students' oral English expression? Why?

Teacher A:

Something that we as teachers apply a lot is giving them adequate input so that they feel a little more confident. So, when they listen to, or they listen to a model, they listen to a pattern; for them, a little bit, it makes it easier to reproduce the information again instead of creating their own information.

Teacher B:

For me, the activities that I like a lot are image descriptions, because they can observe and also, right there, they start working with their ideas. Having them describe a situation they see is creative thinking.

Analysis

The teachers mention different activities they implement to improve their students' oral expression. On the one hand, Teacher A prefers working with adequate input and linguistic models, which allows students to work within a structured framework so they can feel comfortable when speaking the language, rather than having to create something without guidance. On the other hand, Teacher B focuses on the description of pictures, noting that this activity fosters spontaneous and creative oral production as it provides visual guidance that helps students organize their ideas. In this sense, the development of speaking skills goes beyond memorizing content; it is about allowing students to construct their own ideas. Therefore, teachers must employ activities that encourage active participation, enabling students to transform passive knowledge into real oral production.

What is your opinion on the use of board games in English classes?

Teacher A:

I think it is a technique or a methodology that catches their attention; it serves to focus them a bit more, to also create a bit more of a natural environment for their communication. So, it seems to me that this thing about board games is quite interesting. So, I think so. They are very good materials to motivate them and encourage them to communicate.

Teacher B:

Well, in itself, the playful part is very good for learning a language. Board games would not only allow them to generate more language production, but they also foster other situations, such as values, promoting respect in listening, and having them gradually use a language that is not so structured, but rather like already more technical, sometimes, because it would be partly, right? A technical English, but I think that yes, it is a playful resource that would catch the students' attention.

Analysis

Both teachers agree that board games are a beneficial pedagogical tool in English classes and explain the benefits they can offer. They mainly highlight that it is a resource that catches students' attention and allows them to practice their oral skills in a secure and motivating environment. Furthermore, Teacher B mentions that this tool also contributes to the development of values such as responsibility, patience, and respect for others' ideas. This qualitative evidence suggests that incorporating board games into the classroom is an effective strategy that keeps students naturally motivated and engaged in this learning process.

Have you ever used board games in your classes? Why?

Teacher A:

Well, let's start backwards. The why? Because the students need a lot of motivation. They need to change activities. They get bored very easily with routines. So, we are always looking for some way to change the activity, motivate them, and do something different for them that catches their attention. So, yes, we apply games; we don't have much specific teaching material for this, but sometimes we create it with them, a bingo, a list of words depending on the context we are currently living in, or the topics we are studying at that moment. Sometimes they make the class a bit more dynamic, but what I couldn't say is that we as an institution have a lot of teaching material that we permanently work with.

Teacher B:

In the Ministry of Education textbooks, there are some small game activities. So, we have applied them, because it catches our attention that the students wait for their turn or put a lot of concentration and attention so that they can win the games or so that they can participate; they need to be attentive, they need their concentration. It is part of the curriculum that is indeed in the Ministry's textbooks, but also to make the classes dynamic, for it to be a part of entertainment for them too, without neglecting learning, because when they are very interested, they pay attention.

Analysis

In relation to this question, both teachers explain that they have implemented some board games in their English classes. Teacher A has done this to break traditional classroom routines, keep her students from getting bored, and encourage them to participate in activities that capture their interest, making classes more dynamic while focusing on the material they are covering. Teacher B, for her part, justifies the use of this tool by pointing out that it motivates her students to participate, as it provides entertainment, and they focus their attention on winning the game while reinforcing what they have learned. In general, these responses show how board games help create a dynamic and participatory environment, favouring interaction, motivation, and collaboration. However, it is also worth noting that teachers do not have sufficient teaching resources to work with board games permanently; therefore, having access to this tool would be extremely helpful in enabling them to implement it and develop students' language skills.

Do you think that using board games could improve your students' speaking skills? Why?

Teacher A:

Yes, definitely, yes, it would be an excellent material to gradually motivate, improve, and develop this speaking skill that is quite complicated for them to develop.

Teacher B:

Yes, because I think that it could be the basis for them to understand that speaking is something simple, it is not as complex as we sometimes put it, because we can structure sentences without the need for grammar to be right there, and explain to them that this is how it is. So, they would learn the language in contexts, or they would learn to communicate in a more fluent way through a game.

Analysis

At this point, both teachers agree with the idea that board games are a potential tool to improve oral expression in their students. Teacher A emphasizes that through games, students have the opportunity to be motivated and develop their speaking skills. When playing games, students feel in a comfortable environment, so they are more likely to speak and participate more. Teacher B highlights how board games allow students to have practical and contextualized learning, which will allow them to use the language in a spontaneous and fluent way. In summary, there is a shared positive perception regarding the use of board games to improve students' oral expression, because they will be able to communicate freely, naturally, and without pressure. Therefore, the idea that board games are an effective tool to develop not only language skills but also social and emotional skills is reinforced.

3.3. General Discussion

The survey data reveal that for most students, speaking English is a valuable and important skill for their personal and academic development; however, they still face challenges with it. Students recognize that there are few spaces in the classroom for oral production activities. In addition, teachers express that they have limited resources to put this skill into practice. These findings align with the work of Antonio et al. (2022), whose research concluded that the resources used in class and the frequency of oral activities in English classes are key external factors in developing speaking skills. Consequently, it can be inferred that the lack of these elements affects the oral production of first-year high school students.

Furthermore, the results indicate that the difficulties students encounter when engaging in speaking activities are primarily associated with internal affective factors. Students and teachers acknowledge that fear of making mistakes, low motivation, and the lack of self-confidence are the main reasons that limit participation, interaction, and use of the target language. In the same vein, Tran (2023) reinforces the idea that students experience a mental block when they are in a negative emotional state, which directly affects their performance during these tasks. Thus, it is possible to deduce that oral tasks are frequently implemented without considering the learners' affective aspects, which involuntarily fosters psychological barriers and an anxious environment, preventing learners' participation.

Moreover, the gathered data demonstrate that teachers and students expressed a positive attitude toward board games. Teachers, for their part, considered that this tool would primarily help to develop the language in a more enjoyable environment, facilitate practical learning, and enhance the overall learning process. This is supported by Pittayanantakul and Phusawisot (2024),who highlight that the integration of board games in the classroom has a positive effect on improving students' speaking skills as they help them increase their motivation in oral activities, develop communicative competencies, promote collaborative learning, and interact in a positive environment. These findings suggest that the implementation of these games would be welcomed by teachers and students, thereby facilitating their integration in the classroom.

In light of these results, it is essential to provide dynamic strategies that enable students to actively participate so that they can effectively develop their speaking skills. Board games, as an academic tool, allow students to practice their oral expression in a free, natural, enjoyable, and low-pressure way. Moreover, they offer a space where students can feel more comfortable and motivated to interact. Therefore, based on the information presented above and the results obtained from the survey and interview, this research introduces a booklet containing various board games designed to help first-year high school students improve their communicative skills in the English language.

CHAPTER IV: PROPOSAL

Title

Let's play and speak: A set of Board Game Activities to Enhance Speaking Skills in Freshmen Students

4.1. Rationale

In contemporary society, the ability to express ideas effectively is important to foster strong interpersonal relationships, as it enables individuals to communicate their feelings, thoughts, and perspectives in diverse situations. Consequently, speech remains the most used skill in real-life interaction and plays an essential role in language acquisition since most human interactions are oral. For this reason, when teaching a foreign language like English, the development of these oral competencies is fundamental, even though it is often considered quite challenging due to the various complexities involved.

Despite the benefits of oral communication, traditional teaching methods often perceive speaking as a complex task that requires significant class time. As Riadil (2020) states, most educators tend to include grammar lessons over productive skills, which causes students to struggle due to a lack of the necessary linguistic competence to communicate with others in English. Educators frequently place greater emphasis on receptive skills rather than productive ones like speech. This, along with other factors, hinders the enhancement of oral proficiency in English, causing students to feel unmotivated and fearful of using the target language.

Students and teachers face challenges when developing speaking skills; to address these difficulties, there are several strategies and tools that can be implemented to overcome them. Among these, the integration of the Game-Based Learning strategy has a positive impact on foreign language acquisition. Furthermore, it encourages genuine communication by engaging students in realistic and immersive environments (Ortiz De Zaldumbide & Akcaova, 2024). GBL not only helps to expand vocabulary and grammar, but also improves oral fluency.

Based on the theory above, this academic proposal was designed based on the principles of Game-Based Learning to foster English language acquisition and improve communicative skills in an interactive, engaging, and meaningful way. The purpose of this booklet is to help solve the challenges faced by learners when developing oral production. Furthermore, this material has been specifically developed to provide English teachers with practical and

pedagogical resources to help them enhance their students' oral proficiency. The booklet entitled Let's Play and Speak includes a set of board game activities aimed at enhancing speaking skills in freshmen students. These activities are aligned with the content and topics of the student's book A2.2, provided by the Ministry of Education in 2016, as it is the material used by the teachers of the institution.

4.2. Theoretical foundations

This academic booklet has been elaborated taking into account key features and elements of EFL learning and teaching. Besides, several aspects of improving speaking skills in teenagers were included to fit the needs of teachers and learners when learning. The integration of pedagogical elements that were explained in this research work was fundamental to contributing to a customized learning experience. In this sense, communication was the basis of this booklet, where Game-Based learning is the path that promotes it.

Respectively, games offer opportunities for learners to make decisions, negotiate meaning, and receive immediate feedback, which are key components in foreign language acquisition (Fayoris Hafiza & Pratolo, 2024). At considering those aspects, some techniques based on Game-Based Learning were selected to promote oral production in a reliable environment. Those techniques were gamification, serious games, role-playing games, and simulations. In such a manner, the application of GBL can be effective, as seen in previous research, like the case of Ruziyeva's work. The author's findings point out that powering GBL provides positive opportunities for improving students' speaking skills (Ruziyeva, 2024).

Additionally, this booklet was designed around board games, which promote active oral communication while learning English concepts that encourage students to talk. In the booklet, a previous explanation of the games as well as the grammatical structures that will be used in the games is presented. By doing so, learners will have the chance to improve their speaking in games activities that foster interaction and an enjoyable atmosphere. According to Ningsih (2023), board games can increase motivation and active participation, supporting overall English language development in a supportive environment.

Lastly, the booklet presented aims to provide the learners with the opportunity to practice the language during classes, leaving behind the fear of making mistakes and traditional speaking practices. As previously stated, motivation and interest in learning are fundamental to developing English skills. Therefore, this academic booklet offers such elements integrated into the different activities. Like this, the mix of board games and academic elements is evident, taking into consideration innovative strategies to make speaking development more engaging.

4.3. Objectives

General Objective

- Enhance the English-speaking skills of freshmen students through the use of board game activities.

Specific objectives

- Foster an engaging environment among freshmen students for the development of their English-speaking skills.
- Reduce freshmen students' anxiety through collaborative learning when speaking in English

4.4. Development

LET'S PLAY & SPEAK!



Set of Board Game Activities to Enhance Speaking Skills in Freshmen Students

Author
Allison Imbaquingo



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BLANK BOARD GAME TEMPLATES

INTRODUCTION

The booklet entitled Let’s Play and Speak includes a set of board game activities to enhance speaking skills in freshman students. The activities in this booklet are aligned to the content and topics of the student's book A2.2, provided by the Ministry of Education in 2016, as it is the material used by the teachers of the institution.

Board games can reduce anxiety, encourage peer interaction, and provide meaningful opportunities to talk. In this sense, incorporating board games into English classes can improve students' speaking skills by encouraging the use of language in enjoyable, low-pressure environments.



JUSTIFICATION

This booklet has been created and designed to provide English teachers with practical and pedagogical resources to help them develop their students' speaking skills in an interactive, engaging, and low-stress manner. It aims to create a communicative environment in which students feel encouraged to practice this skill and teachers can facilitate effective learning.

OBJECTIVE

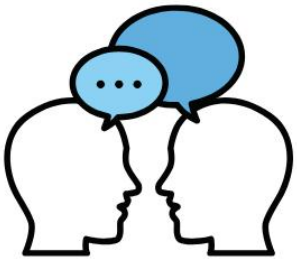
Enhance the speaking skills of freshmen students through the use of board game activities.



APPROACH

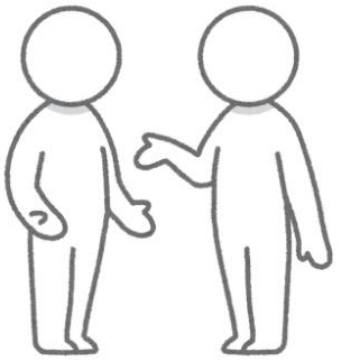
COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) is an approach that prioritizes real communication as the main goal of language learning. It focuses on students using language functionally and interactively, rather than just memorizing grammatical rules.



METHOD

COMMUNICATIVE METHOD



The Communicative Method is the practical application of Communicative Language Teaching. It uses interactive activities for students to use the language in real and meaningful contexts.

STRATEGY

GAME-BASED LEARNING

Game-Based Learning (GBL) is a learning strategy that helps students at any level of education achieve their learning outcomes through the use of games.



GAME-BASED LEARNING TECHNIQUES CONSIDERED

GAMIFICATION



This technique incorporates elements of games, such as points, badges, and penalties, to increase student motivation and engagement.

SERIOUS GAMES

This technique uses games that have been redesigned with a primary educational purpose, rather than just entertainment, where the mechanics and narratives are aligned to help students achieve their learning objectives.



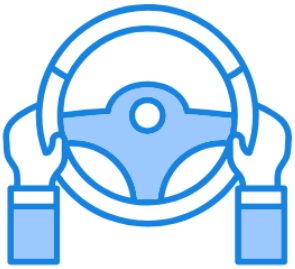
ROLE-PLAYING GAMES



This technique uses games where participants assume fictitious roles to solve problems, explore narratives or practice social and language skills in a simulated context.

SIMULATIONS

This technique imitates real-world processes or systems, allowing students to interact with controlled environments to practice skills.







INSPIRATIONAL PEOPLE





TEENS OF TODAY

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Monopoly

Objective

Students will be able to express preferences and opinions using gerunds and infinitives in a communicative context.

Description

This is a version of Monopoly that will help students talk about the interests and personalities of teenagers using grammar structures like "enjoy," "like," and "be interested in".

Grammar Point

Only Gerunds

STRUCTURE

Subject + enjoy + verb -ing + complement

EXAMPLE

She enjoys practicing sports.

They enjoy being indoors.

Gerund and Infinitives

STRUCTURE

Subject + like + verb -ing + complement

Subject + like + to verb + complement

EXAMPLE

She likes to buy new gadgets.

They like having online friends.

Gerund after Prepositions

STRUCTURE

Subject + to be + interested in + verb -ing + complement

EXAMPLE

I am interested in exploring the world.

He is interested in making art.

PRE-GAME

Label the pictures *5 minutes*

Look at the pictures. Write the correct label for each picture in the spaces provided

play instruments eco-friendly practice sports

traveler social media make art













LET'S PLAY!

15–20 minutes

4 - 5 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each student must choose a token.
- The game starts at the "Let's Go" space.

On each turn, students must:

1. Roll the dice.
2. Move their token forward according to the number rolled.
3. Respond with complete answers to the questions in the space where the token lands.
4. If no answer is given, return to the space the students were in before.

Special spaces


Steal 2 points


Give away 2 points


Swap places


Back 1 space

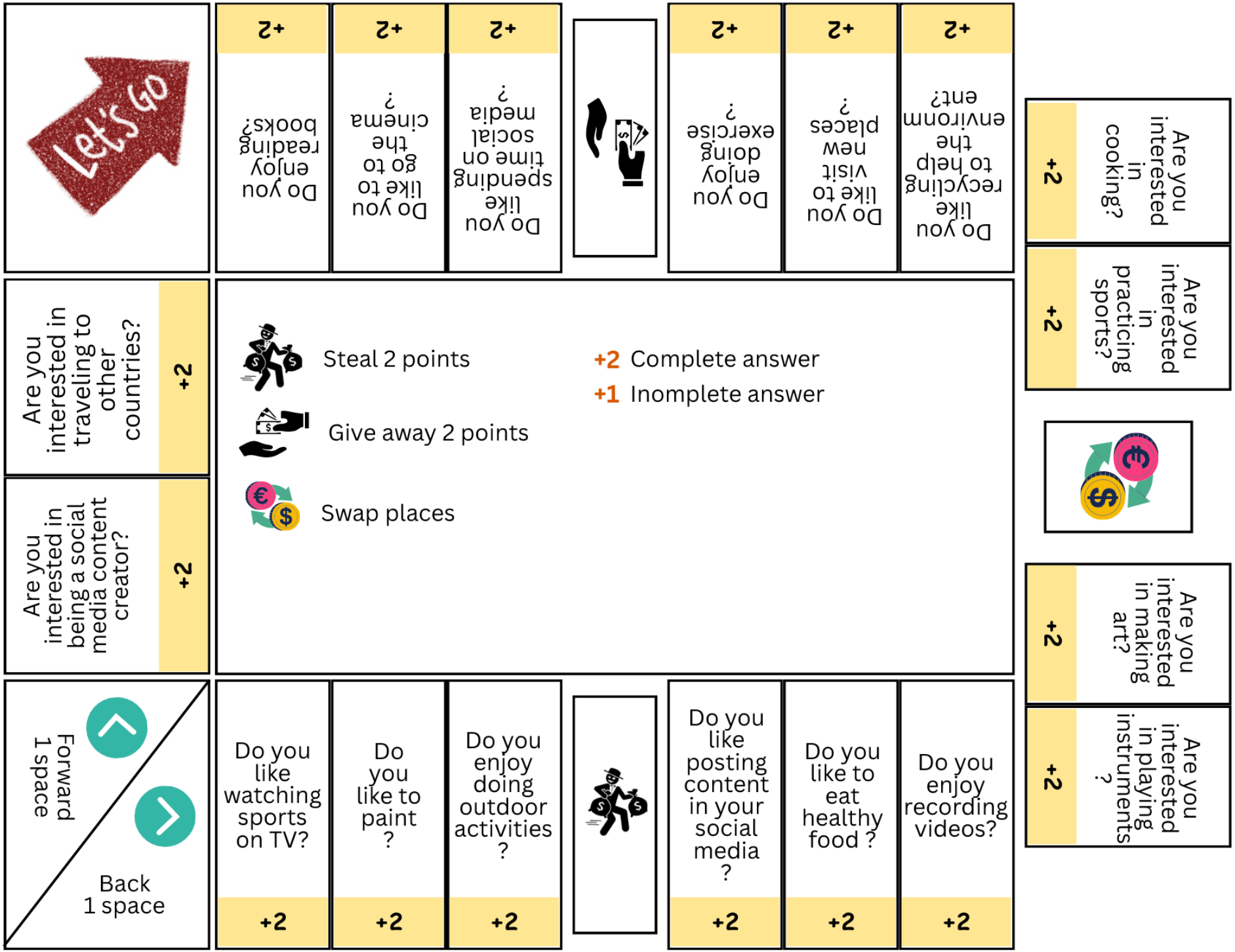

Forward 1 space

The first student to reach the finish wins!



Teachers procedure

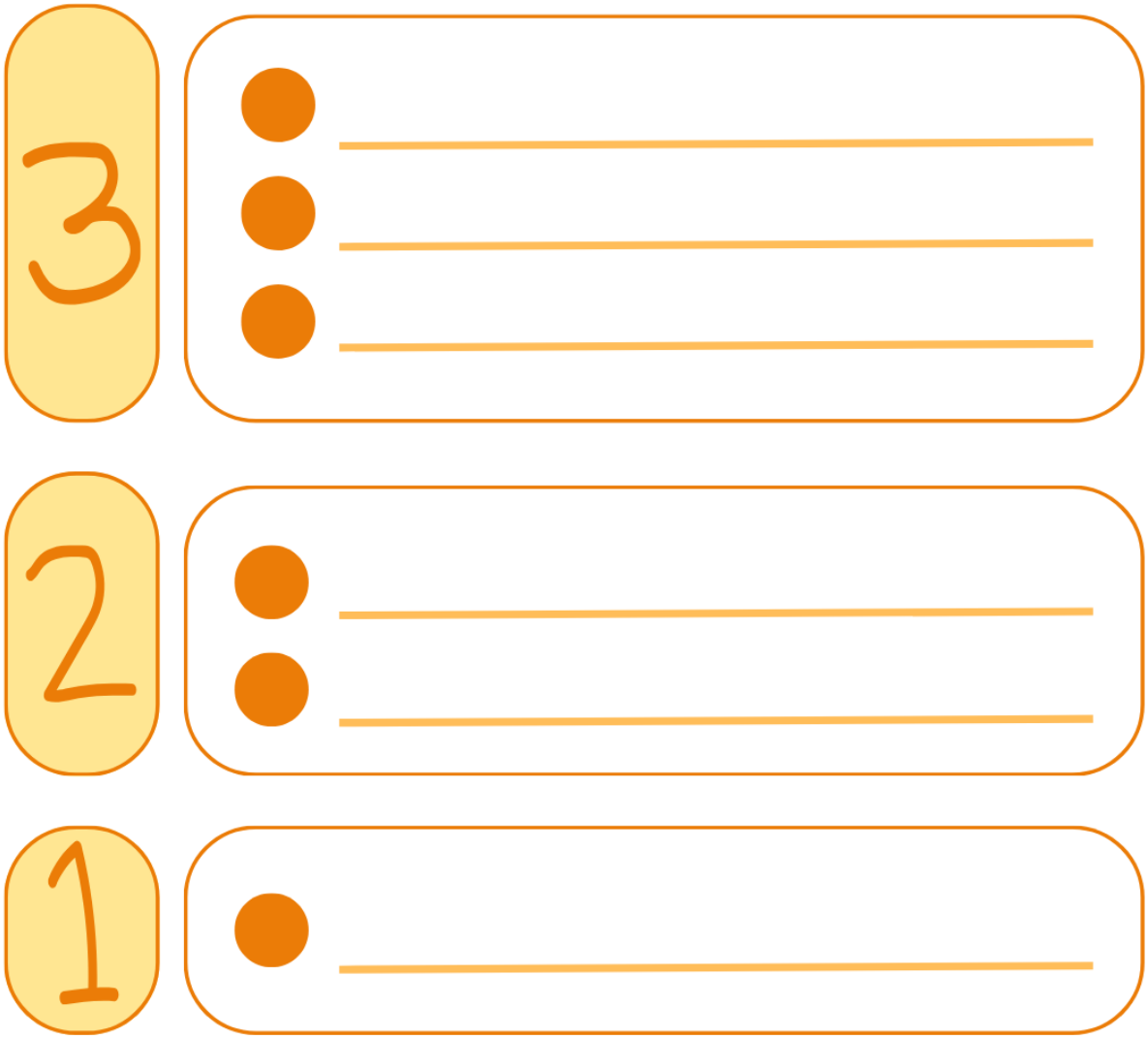
1. Divide students into groups of 4 - 5.
2. Give each group a Monopoly game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward


Let's Go
Do you enjoy reading books?
+2
Do you like to go to the cinema ?
+2
Do you like spending time on social media ?
+2
Do you enjoy doing exercise ?
+2
Do you like to visit new places ?
+2
Do you like recycling to help the environment?
+2
Are you interested in cooking?
+2
Are you interested in practicing sports?
+2
Are you interested in traveling to other countries?
+2
Are you interested in being a social media content creator?
+2
Steal 2 points
Give away 2 points
Swap places
+2 Complete answer
+1 Inomplete answer
Are you interested in making art?
+2
Are you interested in playing instruments ?
+2
Forward 1 space
Back 1 space
Do you like watching sports on TV?
+2
Do you like to paint ?
+2
Do you enjoy doing outdoor activities ?
+2
Do you like posting content in your social media ?
+2
Do you like to eat healthy food ?
+2
Do you enjoy recording videos?
+2

POST-GAME

3-2-1 ⏰ *5 minutes*

Ask students to write three things they learned, two interesting facts, and one question about the topic they worked on. Then, choose a few at random to share with the class



GREAT PEOPLE, GREAT EXPERIENCES

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Traditional board game

Objective

Students will be able to talk about inspirational people, describe important events in their lives, using target vocabulary and grammar structures.

Description

This is a traditional board game that will help students talk about inspiring people and important events, using the verb patterns of gerunds and infinitives in various verb tenses.

Grammar Point

Only Gerunds

STRUCTURE

Subject + keep / enjoy / finish + verb -ing + complement

EXAMPLE

He enjoyed taking sports classes.

They keep practicing sports.

I will finish studying soon.

Only Infinitives

STRUCTURE

Subject + want / plan / be going + to verb + complement

EXAMPLE

I want to travel to Korea.

She planned to be an actress.

She is going to study acting.

Gerunds and Infinitives

STRUCTURE

Infinitive Subject + start / begin / continue + to verb + complement

Gerund Subject + start / begin / continue + verb -ing + complement

EXAMPLE

I will start practicing chess.
She began to learn Spanish.
We continued studying late.

PRE-GAME

Match the pictures

5 minutes

Match the pictures with the correct meaning. Write the number to connect it to its meaning.



SUCCESSFUL



GREAT PERSON



FAMOUS



INSPIRATION



ROLE MODEL



ACHIEVEMENT

1. Someone who is admired for their actions or personality.
2. Something important that you succeed in doing.
3. A person you admire and want to be like.
4. Known by many people, usually for something special.
5. Having reached your goals or done something very well.
6. A person or thing that makes you want to do something good.

LET'S PLAY!

20–25 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each player selects a token to play with.
- The game starts at the "Start here" space.

On each turn, students must:

1. Roll the dice.
2. Advance their token the number of spaces shown on the dice.
3. Respond with complete answers to the questions found on the space they land on.
4. If no answer is given, return to the space the students were in before.

Special spaces

Back to start

Lose a turn

Go again

Back 1 space

Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 5-6.
2. Give each group a traditional board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish the limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward



	Who do you want to be like when you grow up?	What do you need to be successful in life?	Would you like to meet a famous person? Who?	**Back 1 space**
Do you like following your favorite role models online?	**Forward 2 spaces**	What did your favorite famous person to inspire you?	Would you like sharing your own story to inspire others?	Do you want to become famous ?
Back 2 spaces	Were you interested in becoming a famous person when you were little?	Who is someone that inspires you?	**Go again**	Do you like following people who inspire you on social media?
Do you want to become a role model to inspire others?	Do you enjoy watching series about famous people?	**Lose a turn**	**Forward 1 space**	What do you plan to do in the future?
Who inspired you to become a best person ?	**Back to start**	Do you want to become a great person one day?	What is your most important achievement ?	Who is your role model?
START HERE	What do you want to be in the future?	What famous person do you admire?	Are you interested in learning about famous people life ?	**Back 1 space**

POST-GAME

Exit Ticket *7 minutes*

Each student says a sentence using the structure and vocabulary learned to leave the game.

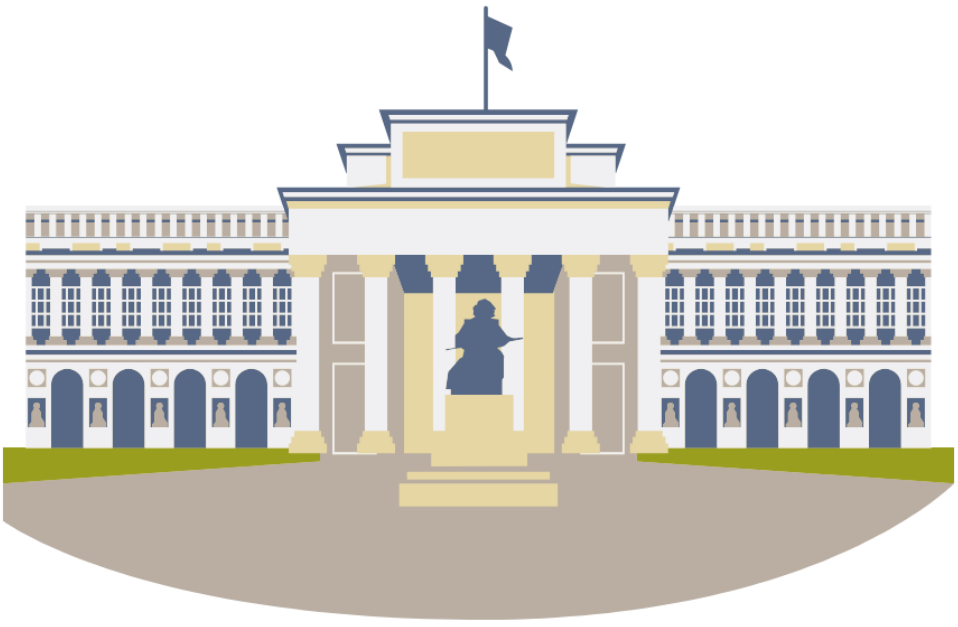








EXPERIENCE CULTURE



WHAT HAVE YOU DONE LATELY?

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Parchís

Objective

Students will be able to talk about cultural experiences using target vocabulary and grammar structures.

Description

This version of Parchís will help students to talk about cultural experiences and learning, using the present perfect tense.

Grammar Point

Present perfect

(+)

STRUCTURE

Subject + have/has + verb past participle + complement

EXAMPLE

You have been part of this museum.

(−)

STRUCTURE

Subject + have/has + not + verb past participle + complement

EXAMPLE

She has not watched a movie.

(?)

STRUCTURE

Have/has + subject + verb past participle + complement + ?

EXAMPLE

Have you taken karate?

PRE-GAME

Find someone who...  *10 minutes*

Ask students to walk around the classroom and ask their classmates questions using the present perfect and the sentences provided. Then, write the name of the person who says "Yes" in the chart. They must find a different person for each sentence.

Find someone who.....	**YES**	**NO**
has eaten traditional food from another country		
has visited a museum this year		
has danced in a cultural event		
has watched a foreign movie		
has taken part in a school event		
has listened to music from another culture		
has talked to a person from another country		
has written a letter in English		

LET'S PLAY!

20–25 minutes

4 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each student must choose an element and a token.
- Place all tokens in their starting area.

Elements

On each turn, students must:

1. Roll the dice.
2. Move the token forward according to the number rolled.
3. When landing on a space, answer the question linked to that space. (Look for it in the question sheet)
4. If the answer is incorrect, go back to the previous space.
5. If they land on a space with another player's token, send that token back to their starting area!

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 4.
2. Give each group a Parchís game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish the limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward

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QUESTIONS

1. Have you ever participated in a campaign?
2. Have you ever danced on a stage?
3. Have you been a member of a club?
4. Have you ever written a letter in English?
5. Have you taken up a new hobby this year?
6. Have you ever joined a competition?
7. Have you talked to a foreign person?
8. Do you like going to cultural events?
9. Have you seen a cultural show?
10. What book would you like to read?
11. Have you participated in a school event?
12. Have you ever seen a traditional dance?
13. How long have you studied at this school?
14. What museum have you visited?
15. Have you visited another city?
16. What kind of music do you recommend?
17. Do you enjoy visiting historical places?
18. Have you participated in a traditional dance?
19. Have you ever been to a concert?
20. Have you ever seen a foreign movie?
21. Have you traveled by plane?
22. What country would you like to visit?
23. Have you eaten food from another country?
24. What music from another culture do you like?
25. What museum would you like to visit?
26. What new thing would you like to learn?
27. Have you studied a foreign language?
28. Would you like to be in a theater play?
29. Have you ever been to a theatre?
30. What cultural activity do you want to try?
31. Have you ever participated in a show?
32. Have you lived in your neighborhood since you were little?
33. Have you ever sung in public?
34. Have you ever painted a picture?
35. Have you ever done a presentation in class?
36. Have you visited the cinema?

☀️💧🔥🌿 **1** What language would you like to learn?

☀️💧🔥🌿 **2** Do you like learning about other cultures?

☀️💧🔥🌿 **3** What cultural activity do you recommend?

POST-GAME

One Word Lesson Closure ⏰ *10 minutes*

Students must think of one word that summarizes the activity for themselves, then share the word with the whole class.

CULTURAL LITERACY FOR EVERYONE

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Traditional board game

Objective

Students will be able to talk about cultural literacy, using target vocabulary and grammar structure.

Description

This is a traditional board game that will help students talk about their goals, past experiences, and important events, using the past simple and present perfect tenses.

Grammar Points

Simple past

It is used for actions completed at a specific time in the past.

STRUCTURE

Subject + past verb + complement

EXAMPLE

I went to a great concert.

Present perfect

It is used for actions that began in the past and have some relevance or effect in the present, or for actions that may continue in the present.

STRUCTURE

Subject + have/has + verb past participle + complement

EXAMPLE

I have been to a concert.

PRE-GAME

Hangman *15 minutes*

Ask students to guess the word by saying one letter at a time. If the letter is correct, it goes in the word. If not, one part of the hangman is drawn. Students must guess the complete word before the drawing is finished!



C_ _ _ _ _ _



D_ _ _ _
P_ _ _ _ _ _ _ _ _



F_ _ _ _ _ _ _



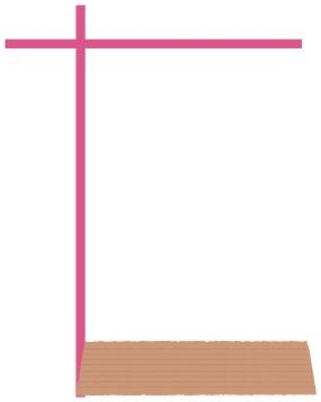
S_ _ _ _ _
E_ _ _ _



T _ _ _ _ _ _
S _ _ _



C _ _ _ _ _ _ _
S _ _ _



LET'S PLAY!

15–20 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each player selects a token to play with.
- The game starts at the footprint space.

On each turn, students must:

1. Roll the dice.
2. Advance their token the number of spaces shown on the die.
3. Respond with complete answers to the questions found on the space they land on.
4. If no answer is given, return to the space the students were in before.

Special spaces

Lose a turn	Go again	Back 1 space	Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 5 or 6.
2. Give each group a traditional board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward



Have you ever tried food from another country? What did you eat?	Have you met anyone from a different culture? When did you meet them?	**Forward 1 space**	Have you ever visited a famous place in your country? What did you see there?	Have you participated in a school event about culture? What did you do in the event?
Have you learned anything new about another culture? How did you learn it?	**Go again**	Have you seen a traditional dance performance? Did you like it?	Have you ever met someone from another culture? Where did you meet them?	Have you ever seen a cultural dance? Where did you see it?
Have you ever traveled to another country? When did you go?			Have you ever visited a museum? When did you go?	**Lose a turn**
Forward 1 space		Have you seen photos of places around the world? Which one did you like most?	Have you ever written about a cultural tradition? What tradition did you write about?	Have you taken part in a group project about countries? When did you do it?
Have you ever taken part in a school project about culture? What did you present?	Have you ever listened to music from another country? What kind of music did you like most?	**Back 1 space**	Have you ever learned a traditional song? Where did you hear it first?	Have you ever eaten at an international restaurant? Which one did you go to?

POST-GAME

Hard potatoe ⏰ *8 minutes*

Ask students to write a question in English on a small piece of paper. All the papers will be crumpled into one big paper ball. Then, ask students to make a circle and throw the ball randomly to a classmate. The student who catches it opens it, reads one question aloud, and answers it.





STORY TIME!



BEFORE IT HAPPENED

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Snake & ladder

Objective

Students will be able to talk about past events, using target vocabulary and grammar structure.

Description

This is a Snakes & Ladders board game that will help students talk about their past actions, using the past perfect tense.

Grammar Points

Past perfect

(+)

STRUCTURE

Subject + had + verb past participle + complement

EXAMPLE

She had lost the ring in the park.

(−)

STRUCTURE

Subject + had + not + verb past participle + complement

EXAMPLE

I had not heard this story before.

(?)

STRUCTURE

Had + subject + verb past participle + complement + ?

EXAMPLE

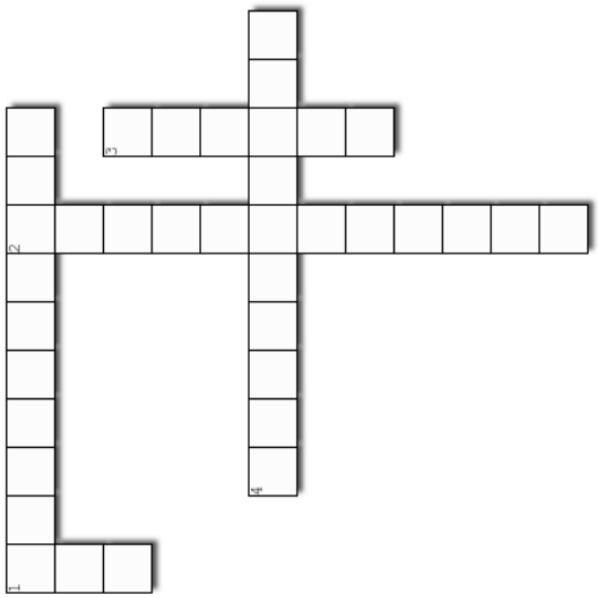
Had you finished telling the story?

PRE-GAME

Crossword *5 minutes*

Ask students to read the clues and complete the crossword with the correct words. Then, they must choose two or more of the words and use them in past perfect sentences.

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Down

1. You rest here at night
2. You do this after waking up
3. You go here to study

Across

1. You do this before going to bed
4. You do this after lunch

LET'S PLAY!

15–20 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each student must choose a token.
- The game starts at the "Start" space.

On each turn, students must:

1. Roll the dice.
2. Move their token forward based on the number shown.
3. Answer the question in the space where they land, using full sentences.
4. If no answer is given, go back to their previous position.

Special spaces



Go up | Go down | Lose a turn | Go again | Back 1 space | Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 5 or 6.
2. Give each group a Snakes & Ladders board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward



	What had you done before you went to school?	Had you eaten before you left home?	Had you finished your homework before dinner?	Had you taken a shower before bedtime?
				What had you watched before going to sleep?
What had you taken with you before going to the park?	**Back to start**	When had you cleaned your room?		
Who had you met at the park?				
	What had you seen on TV?	**Go again**	Had you brushed your teeth before breakfast?	Why had you been tired yesterday?
				Where had you traveled last summer?
What had you eaten before going to bed?	What had you done before coming to class?	**Forward 1 space**	Who had you visited during the holidays?	**Lose a turn**
What had you watched before dinner?				
	What had you done before going to sleep?	**Back 1 space**	What had you eaten before coming to school?	



POST-GAME

Fast Talk ⏰ *7 minutes*

With the “hot patote” game, students must pass the ball until the teacher says “stop”. The student holding the ball must say as many words related to the topic as possible within one minute.

IF IT HAPPENS, I...

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Simulation • Gamification

Board Game

Traditional board game

Objective

Students will be able to talk about possible consequences using target vocabulary and grammar structures.

Description

This is a traditional board game that will help students talk about possible future situations, using the first conditional.

Grammar Points

First conditional

It is used to talk about future situations that are possible or probable.

STRUCTURE

If + simple present, + future simple

Condition **Result**

EXAMPLE

If I cut this tree down, I will make good money.

Condition **Result**

PRE-GAME

Label the pictures *5 minutes*

Students have to find all the words related to daily situations and consequences. Then, use each word in a sentence using the first conditional.

LATE
HELP
TEST
TIRED
STUDY
FORGET
CLEAN
RAIN
OUTSIDE
MONEY
SICK

T	S	E	E	O	L	T	N	T	K	I	I	C	T
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H	C	L	A	E	T	T	I	S	T	U	D	Y	C
I	K	L	E	L	M	Y	Y	D	Y	T	T	E	I
Y	R	T	I	P	E	T	K	R	E	Y	D	P	S
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O	A	I	A	T	A	O	I	T	F	T	M	T	E
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I	M	C	L	N	I	O	E	T	E	L	E	S	R
F	L	N	N	U	R	T	E	S	T	I	A	S	L

LET'S PLAY!

15–20 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each player selects a token to play with.
- The game starts at the "Start" space.

On each turn, students must:

1. Roll the dice.
2. Advance their token the number of spaces shown on the die.
3. Respond with complete answers to the questions found on the space they land on.
4. If no answer is given, return to the space the students were in before.

Special spaces

Lose a turn	Go again	Back 1 space	Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 5 or 6.
2. Give each group a traditional board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
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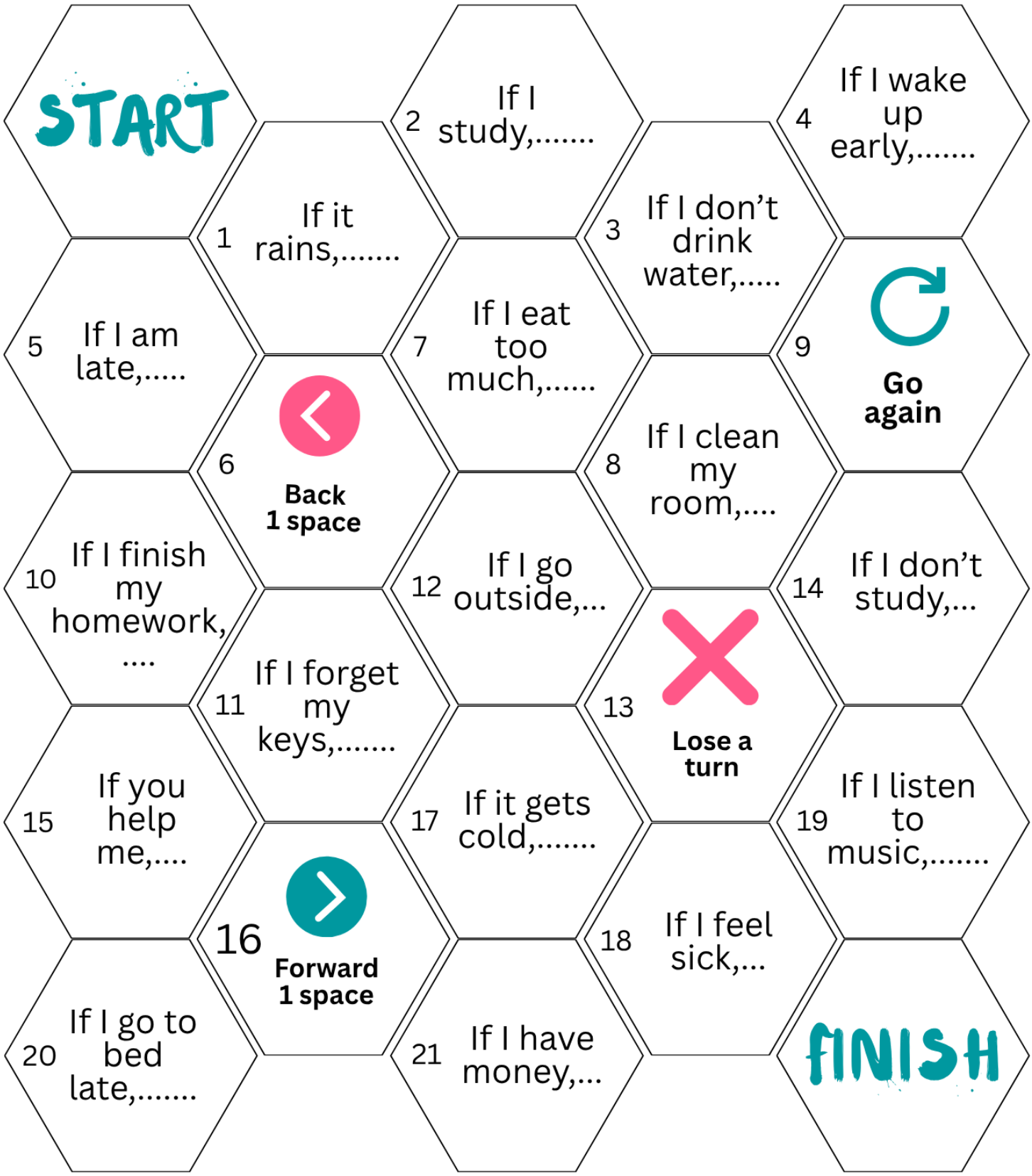
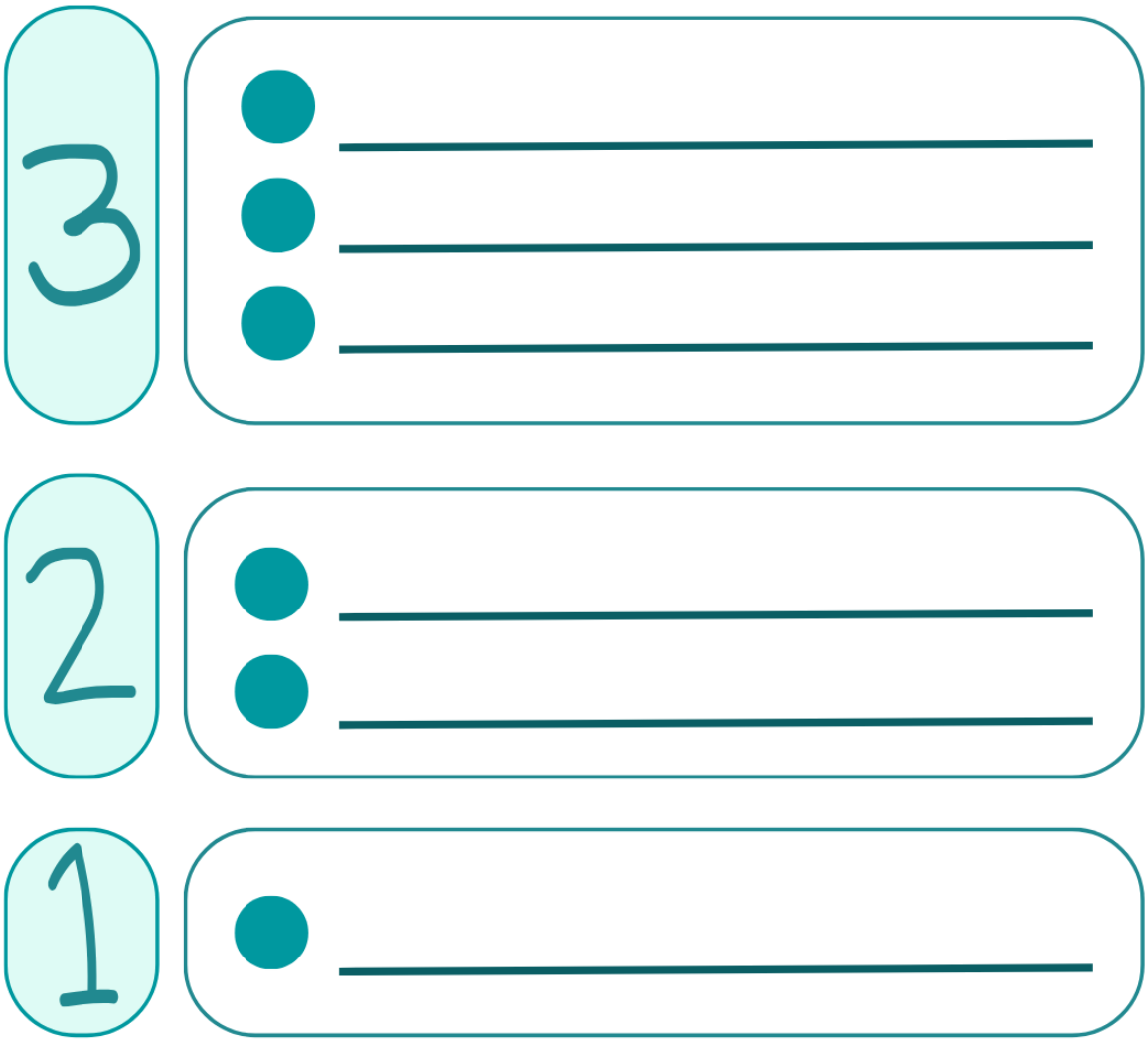
10. Give a reward


START
1 If it rains,.....
2 If I study,.....
3 If I don't drink water,.....
4 If I wake up early,.....
5 If I am late,.....
6 Back 1 space
7 If I eat too much,.....
8 If I clean my room,....
9 Go again
10 If I finish my homework, ...
11 If I forget my keys,.....
12 If I go outside,...
13 Lose a turn
14 If I don't study,...
15 If you help me,....
16 Forward 1 space
17 If it gets cold,.....
18 If I feel sick,...
19 If I listen to music,.....
20 If I go to bed late,.....
21 If I have money,...
FINISH

POST-GAME

3-2-1 *5 minutes*

Ask students to write three things they learned, two interesting facts, and one question about the topic they worked on. Then, choose a few at random to share with the class



FANTASY

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Role-Playing Games • Gamification

Board Game

Traditional board game

Objective

Students will be able to talk about imaginary situations using target vocabulary and grammar structures.

Description

This is a traditional board game that will help students talk about unlikely events, using the second conditional.

Grammar Points

Second conditional

It is used to talk about future situations that are hypothetical or improbable.

STRUCTURE

If + simple past, + future with would
Condition **Result**

EXAMPLE

If a fairy asked me a wish, I would wish for a hot sausage.
Condition **Result**

PRE-GAME

Label the pictures *5 minutes*

Ask students to look at the pictures. Then, they must write the correct label for each picture in the spaces provided

fairy	ghost	magic wand
golden crown	social media	troll













LET'S PLAY!

15–20 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each player selects a token to play with.
- The game starts at the "Start" space.

On each turn, students must:

1. Roll the dice.
2. Advance their token the number of spaces shown on the die.
3. Respond with complete answers to the questions found on the space they land on.
4. If no answer is given, return to the space the students were in before.

Special spaces

Lose a turn	Go again	Back 1 space	Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 5 or 6.
2. Give each group a traditional board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward



START

1 If I were a fairy,.....

2 If I had a magic wand,.....

3 If I saw a dragon,.....

4 If I met a fairy,.....

5 If I lived in a castle,.....

6 **Back 1 space**

7 If I found a magic ring,.....

8 If I were invisible,....

9 **Go again**

10 If I had wings,....

11 If I had a magic map,.....

12 If I were a giant,.....

13 **Lose a turn**

14 If I saw a monster,...

15 If I lived in a tree house,....

16 **Forward 1 space**

17 If I had a golden crown,.....

18 If I found a magic lamp,.....

19 If I saw a troll,.....

20 If I could fly,.....

21 If I were a ghost,.....

FINISH

POST-GAME

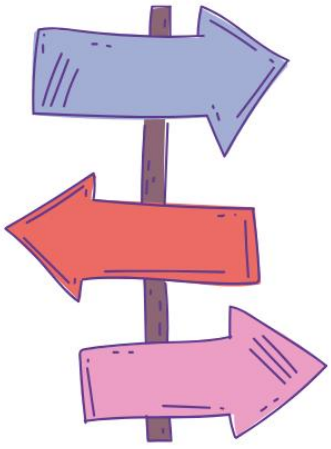
Hard potatoe ⏰ *8 minutes*

Ask students to write a question in English on a small piece of paper. All the papers will be crumpled into one big paper ball. Then, ask students to make a circle and throw the ball randomly to a classmate. The student who catches it opens it, reads one question aloud, and answers it.





TRAVELING THE WORLD





WHAT KIND OF TRAVELER ARE YOU?

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Monopoly

Objective

Students will be able to talk about travelers and traveling experiences using target vocabulary.

Description

This is a version of Monopoly that will help students talk about tourist activities and travelers, answering indirect questions

Grammar Points

Indirect questions

yes/no questions

STRUCTURE

Do you know if + subject + verb + complement + ?
Introduction **Question**

EXAMPLE

Do you know if we can swim in the lake?
Introduction **Question**

wh- questions

STRUCTURE

Could you tell me + wh question + subject + verb + ?
Introduction **Question**

EXAMPLE

Could you tell me where the hiking trail is?
Introduction **Question**

PRE-GAME

Find someone who  *10 minutes*

Students have to walk around the classroom and ask their classmates questions using the present perfect and the sentences provided. They must write the name of the person who says "Yes" in the chart. Find a different person for each sentence.

Find someone who	YES	NO
has traveled by plane		
has stayed in a hotel with a pool		
has visited a beach resort		
has gone camping		
enjoys road trips		
has visited a museum in another city		
prefers relaxing vacations over adventurous ones		
likes to take travel photos		

LET'S PLAY!

15–20 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each student must choose a token.
- The game starts at the "Let's Go" space.

On each turn, students must:

1. Roll the dice.
2. Move their token forward according to the number rolled.
3. Respond with complete answers to the questions in the space where the token lands to earn two points.
4. If no answer is given, return to the space the students were in before.

Special spaces


Steal 2 points


Give away 2 points


Swap places


Back 1 space


Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 4 or 6.
2. Give each group a traditional board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward

Back 1 space / Forward 1 space	Could you please tell me if you enjoy taking travel photos? +2	Could you tell me if you enjoy campin g during your trips? +2	Could you tell me if you prefer beach resorts or mountain lodges? +2	Do you know if you prefer traveling by plane or by car? +2	Could you tell me if you like to meet new people while traveling. +2	I'd like to know if you enjoy visiting theme parks. +2	Could you tell me if you prefer hotels with pools or gyms? +2	I'd like to know if you travel more for relaxation or adventure. +2	Could you please tell me if you enjoy road trips? +2
	I'd like to know if you enjoy planning your trips in advance. +2	Do you know if you like staying in hotels or using Airbnb? +2	Do you know if you enjoy hiking when you travel? +2	Could you tell me if you prefer cold or warm destinations? +2	Could you please tell me if you like visiting museums ? +2	Do you know if you prefer relaxing or staying active while on vacation? +2	I'd like to know if you travel more with friends than with family. +2	I'd like to know if you usually travel with friends or family. +2	Could you please tell me if you use travel apps to organize your trips? +2
Let's Go									

Steal 2 points

Give away 2 points

Swap places

+2 Complete answer

+1 Incomplete answer

POST-GAME

Fast Talk ⏰ *7 minutes*

With the “hot patote” game, students must pass the ball until the teacher says “stop”. The student holding the ball must say as many words related to the topic as possible within one minute.

YOU CAN'T MISS IT!

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Simulation • Gamification

Board Game

Traditional board game

Objective

Students will be able to give simple directions to get to a place using target vocabulary.

Description

This is a traditional board game that will help students explain how to get somewhere, using prepositions of place.

Grammar Points

Prepositions of place



between



next to



behind



in front of

PRE-GAME

Hangman *5 minutes*

Guess the word by saying one letter at a time. If the letter is correct, it goes in the word. If not, one part of the hangman is drawn. Guess the complete word before the drawing is finished!



C_ _ _ _ _ _ _



P_ _ _ _ _ _
L_ _



R_ _ _ _ _ _ _



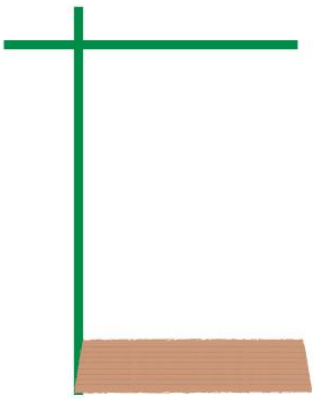
F_ _ _
R_ _ _



F _ _ _ _ _



S _ _ _ _ _



LET'S PLAY!

15–20 minutes

4 - 5 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each player selects a token to play with.
- The game starts at the "Start " space.

On each turn, students must:

1. Roll the dice.
2. Advance their token the number of spaces shown on the die.
3. Respond with complete answers to the questions found on the space they land on.
4. If no answer is given, return to the space the students were in before.

Special spaces

Lose a turn	Go again	Back 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 4 or 5.
2. Give each group a traditional board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward



	What can you find behind the bookstore and next to the school?	How can I get to the hotel?	What is near the campsite?	Where is the library?	**Back 1 space**	What building is between the hotel and the fire station?	What can you find in the park?
Where is the statue?							Where is the cinema?
Where is the cafeteria?							**Go again**
What is behind the school?							What is next to the restaurant?
Where is the forest?	Where is the bookstore?	**Lose a turn**	Where is the restaurant?	What is next to the fire ring?	How can I get to the restrooms in the park?	Where is the lake?	Where is the parking lot?

POST-GAME

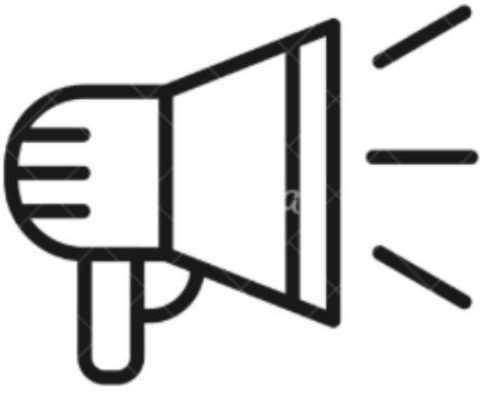
One Word Lesson Closure  *5 minutes*

Students must think of one word that summarizes the activity for themselves, then share the word with the whole class.





NEWS MEDIA





EXTRA! EXTRA!

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Role-Playing Games • Gamification

Board Game

Snakes & Ladders

Objective

Students will be able to report news using target vocabulary and grammar structure.

Description

This is a traditional board game that will help students communicate the latest news, using the passive voice.

Grammar Points

Passive voice

STRUCTURE

Object + to be + verb past participle + by + subject

EXAMPLE

180 donuts are stolen by them.
180 donuts were stolen by them.
180 donuts will be stolen by them.

STRUCTURE

Object + to be + not + verb past participle + by + subject

EXAMPLE

The Earth is not hit by an asteroid.
The Earth was not hit by an asteroid.
The Earth won't be hit by an asteroid.

PRE-GAME

Match the pictures *5 minutes*

Match the pictures with the correct meaning. Write the number to connect it to its meaning.



DISASTER



RESCUE



DISCOVER



STEAL

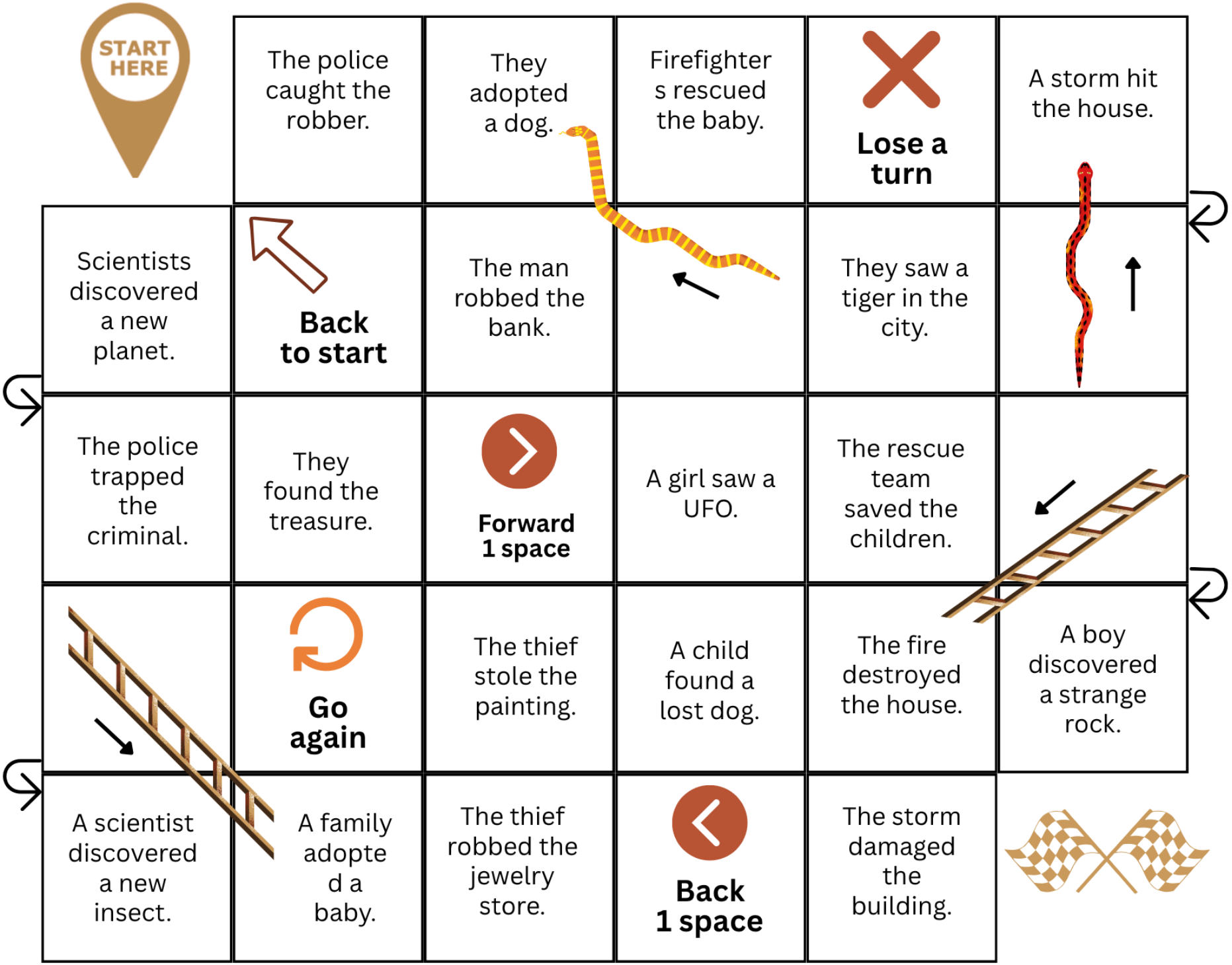


SAVE



CAUGHT A ROBBER

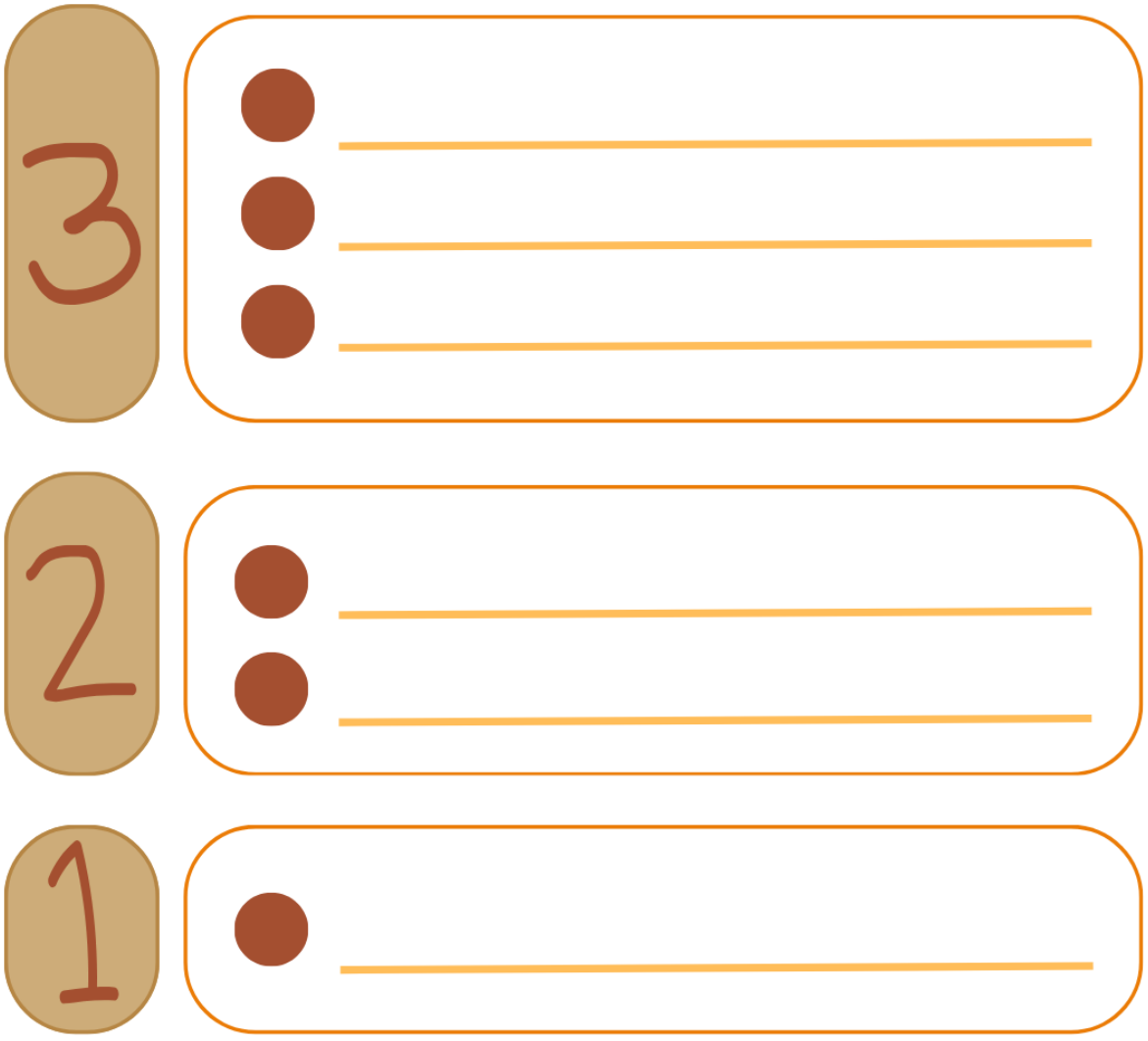
1. To keep someone or something safe from harm or danger.
2. A sudden bad event that causes great damage or suffering.
3. The police stopped the thief and prevented him from escaping.
4. To help someone in danger or a difficult situation.
5. To take something that is not yours.
6. To find something new or unknown.


START HERE
The police caught the robber.
They adopted a dog.
Firefighters rescued the baby.
Lose a turn
A storm hit the house.
Scientists discovered a new planet.
Back to start
The man robbed the bank.
They saw a tiger in the city.
The police trapped the criminal.
They found the treasure.
Forward 1 space
A girl saw a UFO.
The rescue team saved the children.
Go again
The thief stole the painting.
A child found a lost dog.
The fire destroyed the house.
A boy discovered a strange rock.
A scientist discovered a new insect.
A family adopted a baby.
The thief robbed the jewelry store.
Back 1 space
The storm damaged the building.

POST-GAME

3-2-1 ⏰ *5 minutes*

Ask students to write three things they learned, two interesting facts, and one question about the topic they worked on. Then, choose a few at random to share with the class



DISASTERS AND CONSEQUENCES!

Approach	Method	Strategy	Technique
Communicative Language Teaching	Communicative Method	Game-Based Learning	• Serious Game • Gamification

Board Game

Monopoly

Objective

Students will be able to talk about disasters and their consequences using target vocabulary and grammar structure.

Description

This is a traditional board game that will help students talk about tragic events and their effects, answering passive voice questions.

Grammar Points

Passive voice - questions

yes/no questions

STRUCTURE

To be + object + verb past participle + by + subject + ?

EXAMPLE

Is your house destroyed by the flood?
Was the city destroyed by the tsunami?
Will quakes be predicted one day?

wh- questions

STRUCTURE

Wh- word + to be + object + verb past participle + by + subject + ?

EXAMPLE

What is sometimes caused by heavy rain?
What was ruined by the flood?
Who will be rescued by the firefighters?

PRE-GAME

Label the pictures ⏰ *5 minutes*

Look at the pictures. Write the correct label for each picture in the spaces provided

snowstorm	tsunami	hurricane
earthquake	flood	fire













LET'S PLAY!

20–25 minutes

5 - 6 students per group

HOW TO PLAY?

- Students must take turns to participate.
- Each student must choose a token.
- The game starts at the "Let's Go" space.

On each turn, students must:

1. Roll the dice.
2. Move their token forward according to the number rolled.
3. Respond with complete answers to the questions in the space where the token lands to earn two points.
4. If no answer is given, return to the space the students were in before.

Special spaces


Steal 2 points


Give away 2 points


Swap places


Back 1 space


Forward 1 space

The first student to reach the finish wins!



Teachers procedure

1. Divide students into groups of 4 or 5.
2. Give each group a Monopoly board game, tokens, and dice.
3. Explain how to play.
4. Model one round of play.
5. Establish a limited time
6. Ask students to start the game.
7. While students play, the teacher monitors and helps.
8. Notify when the time is up
9. Ask who the winner is in each group
10. Give a reward

Let's go
Who is injured during a disaster?
+2
What is ruined in a flood?
+2
What is sometimes caused by heavy rain?
+2
How are people rescued in a fire?
+2
Where are people evacuated during a tsunami?
+2
What is usually predicted with weather technology?
+2
What is damaged in an earthquake?
+2
What is destroyed in a tsunami?
+2
Steal 2 points
Give away 2 points
Swap places
+2 Complete answer
+1 Inomplete answer
Is electricity cut during a hurricane?
+2
Is information shared on the news during a disaster?
+2
Is help sent from other countries after a big disaster?
+2
Are schools closed during a storm?
+2
Are people taken to hospitals during a disaster?
+2
Is medical help provided after a tsunami?
+2
Forward 1 space
Back 1 space
Are roads closed during a snowstorm?
+2
Are houses destroyed in a hurricane?
+2
What is done when a fire is started?
+2
How are people rescued in a flood?
+2

POST-GAME

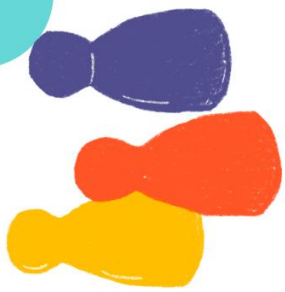
Exit Ticket *5 minutes*

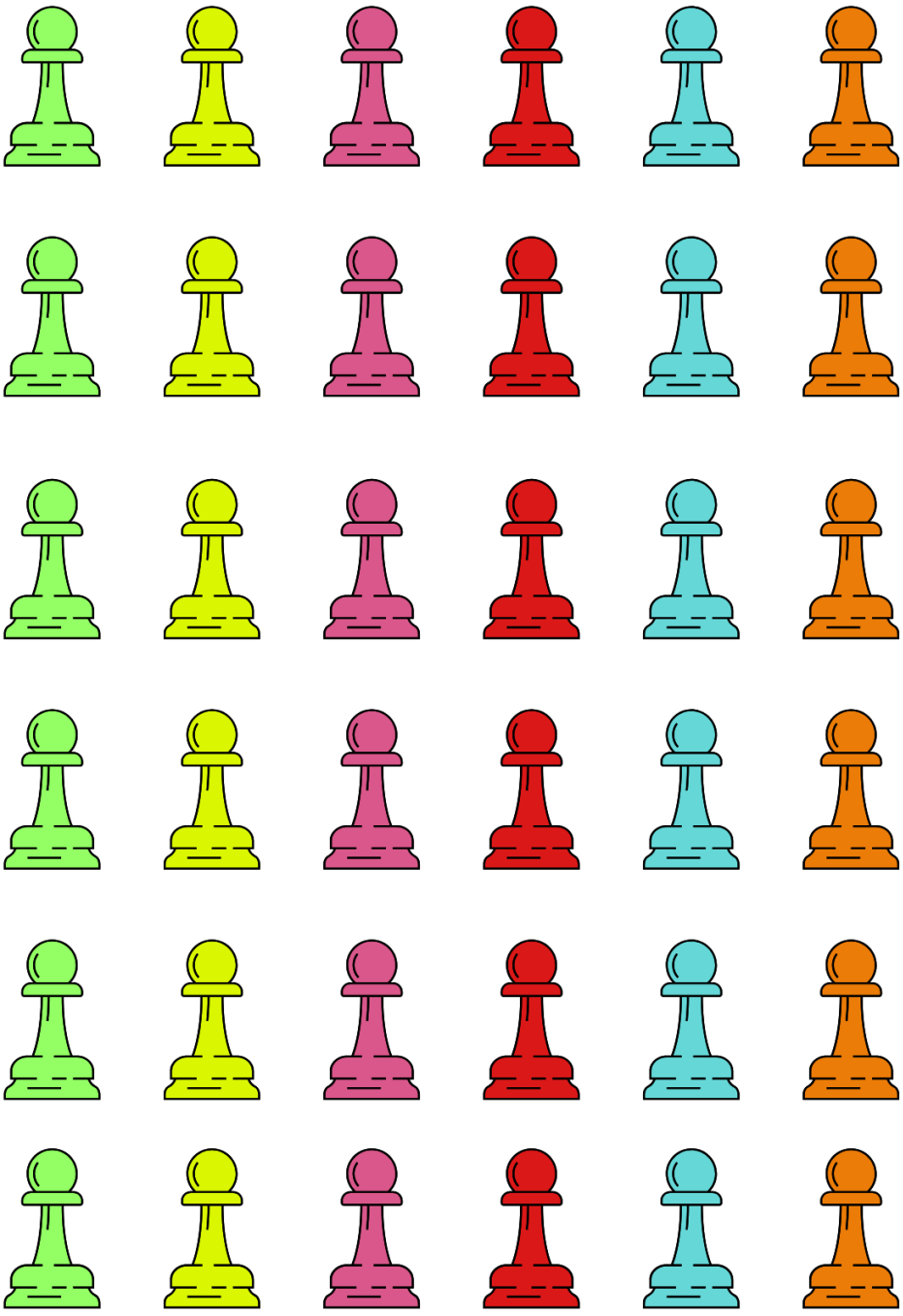
Each student says a sentence using the structure and vocabulary learned to leave the game.





MATERIAL





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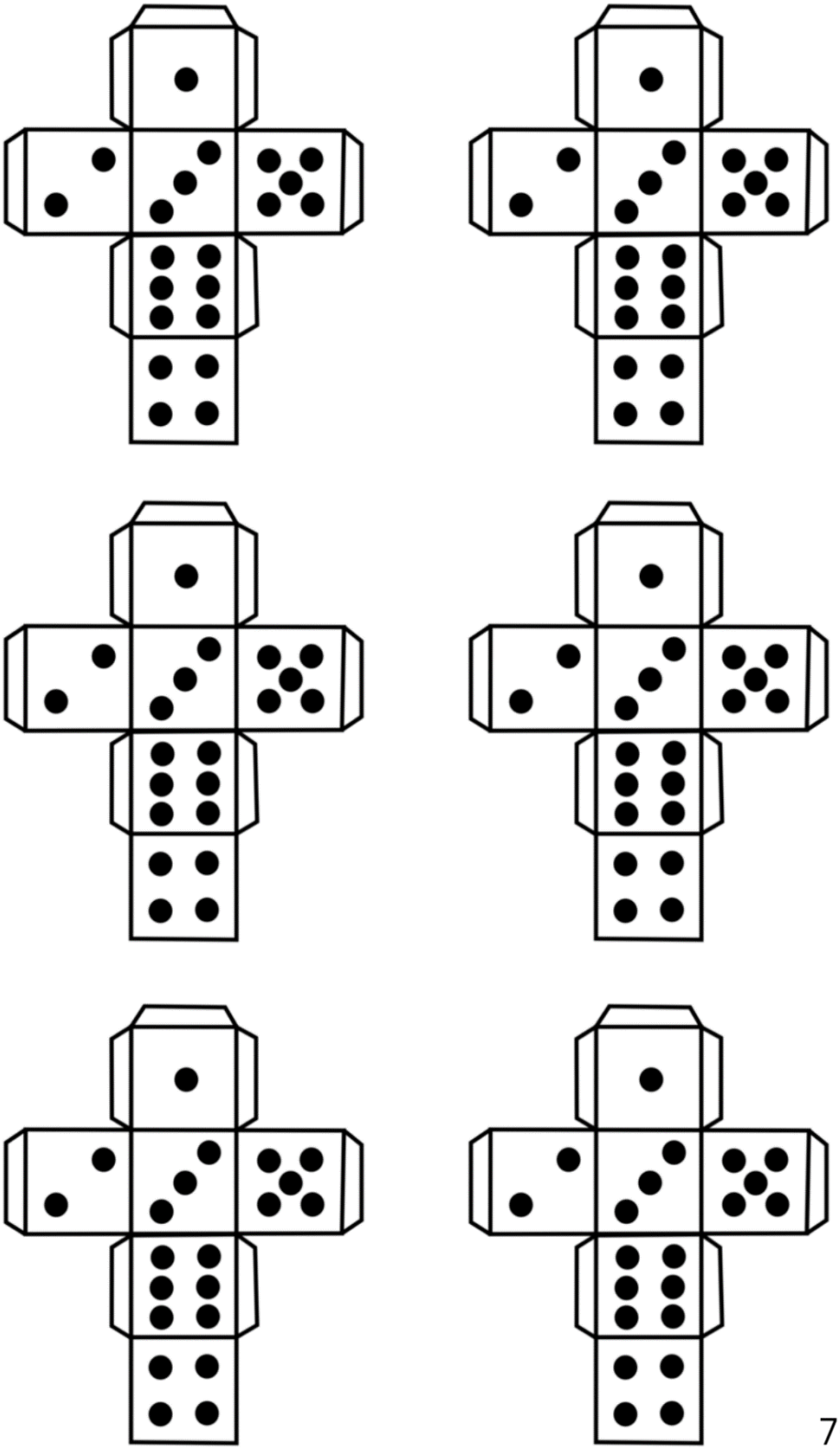

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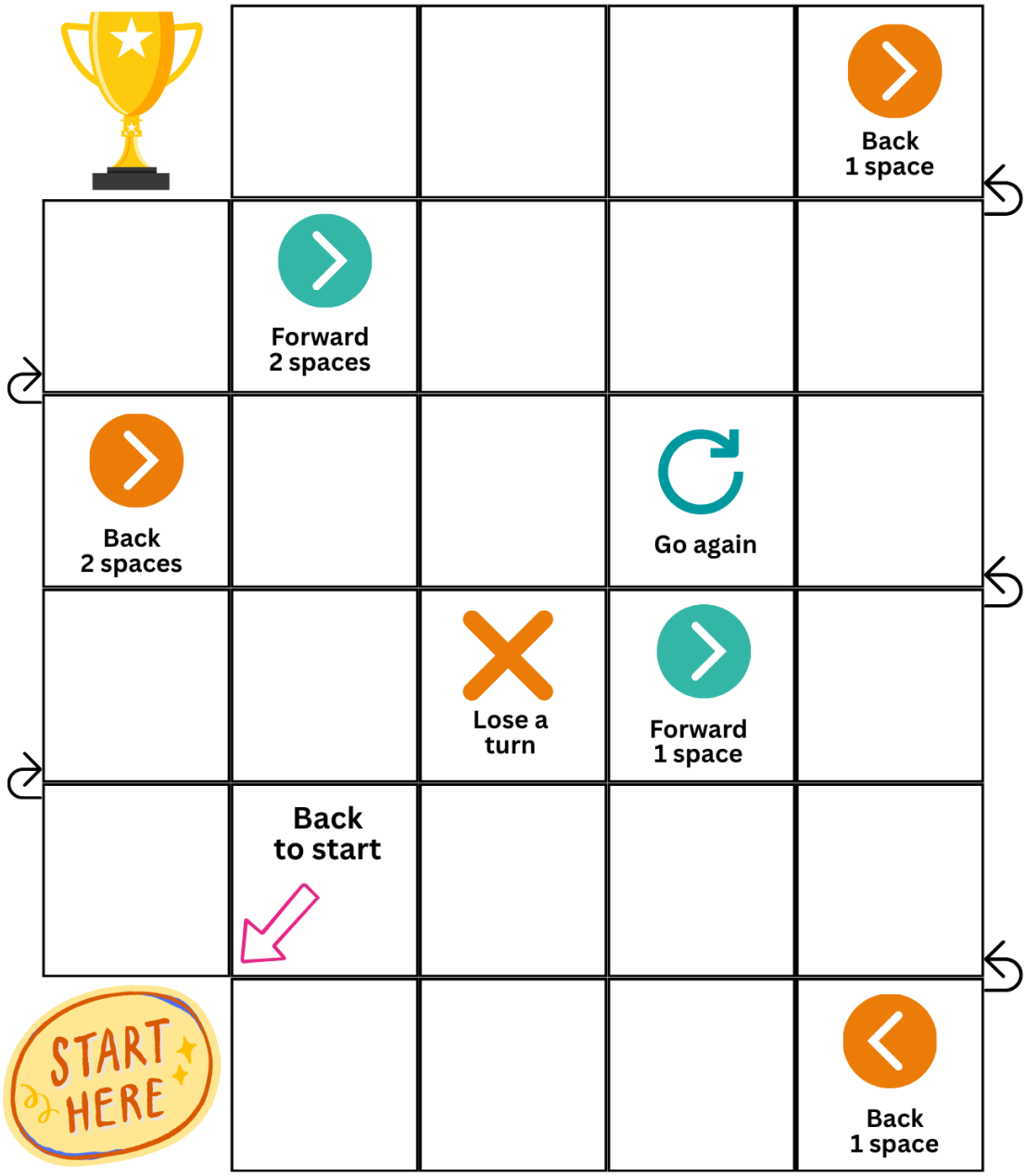
BLANK BOARD GAME TEMPLATES

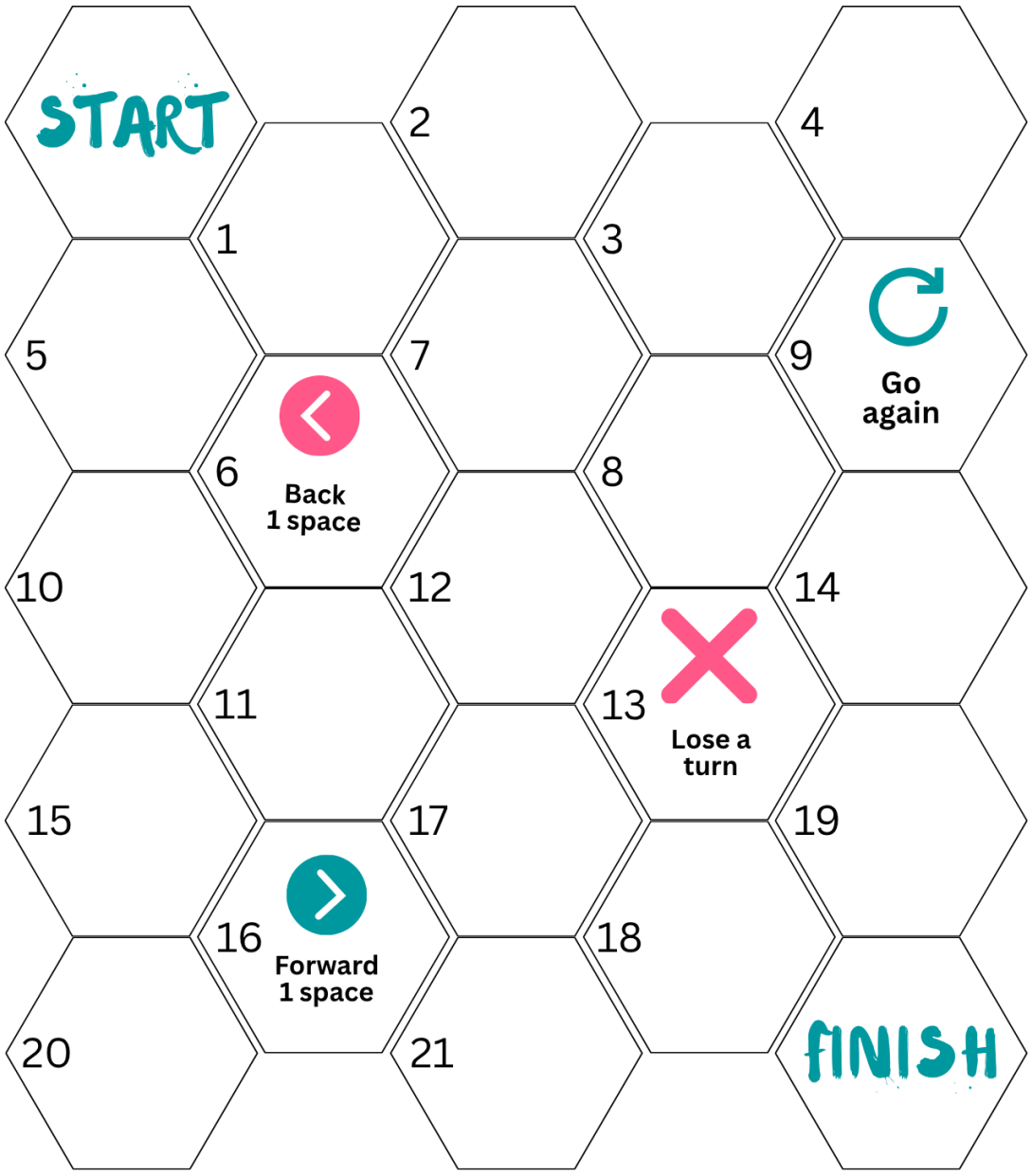


+2
+2
+2


Back
1 space
Forward
2 spaces
Back
2 spaces
Go again
Lose a
turn
Forward
1 space
Back
to start
START
HERE
Back
1 space

73

Lose a turn
Forward 1 space
Back 1 space
Go again
FINISH!
Forward 1 space


START
1
2
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1 space
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Go
again
10
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12
13
Lose a
turn
14
15
16
Forward
1 space
17
18
19
20
21
FINISH

75

START HERE
Back to start
Go again
Forward 1 space
Back 1 space
Lose a turn

76

1
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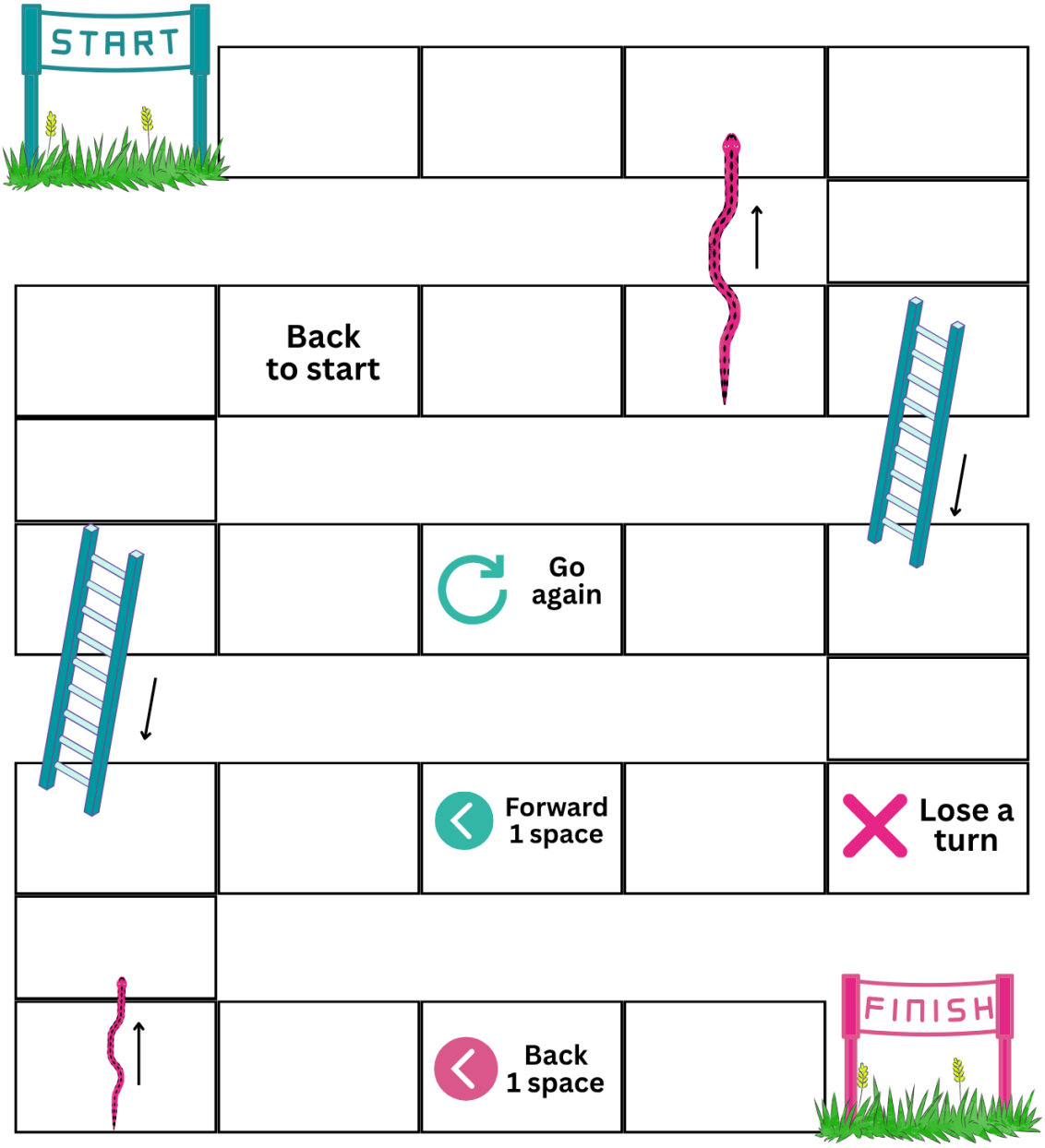
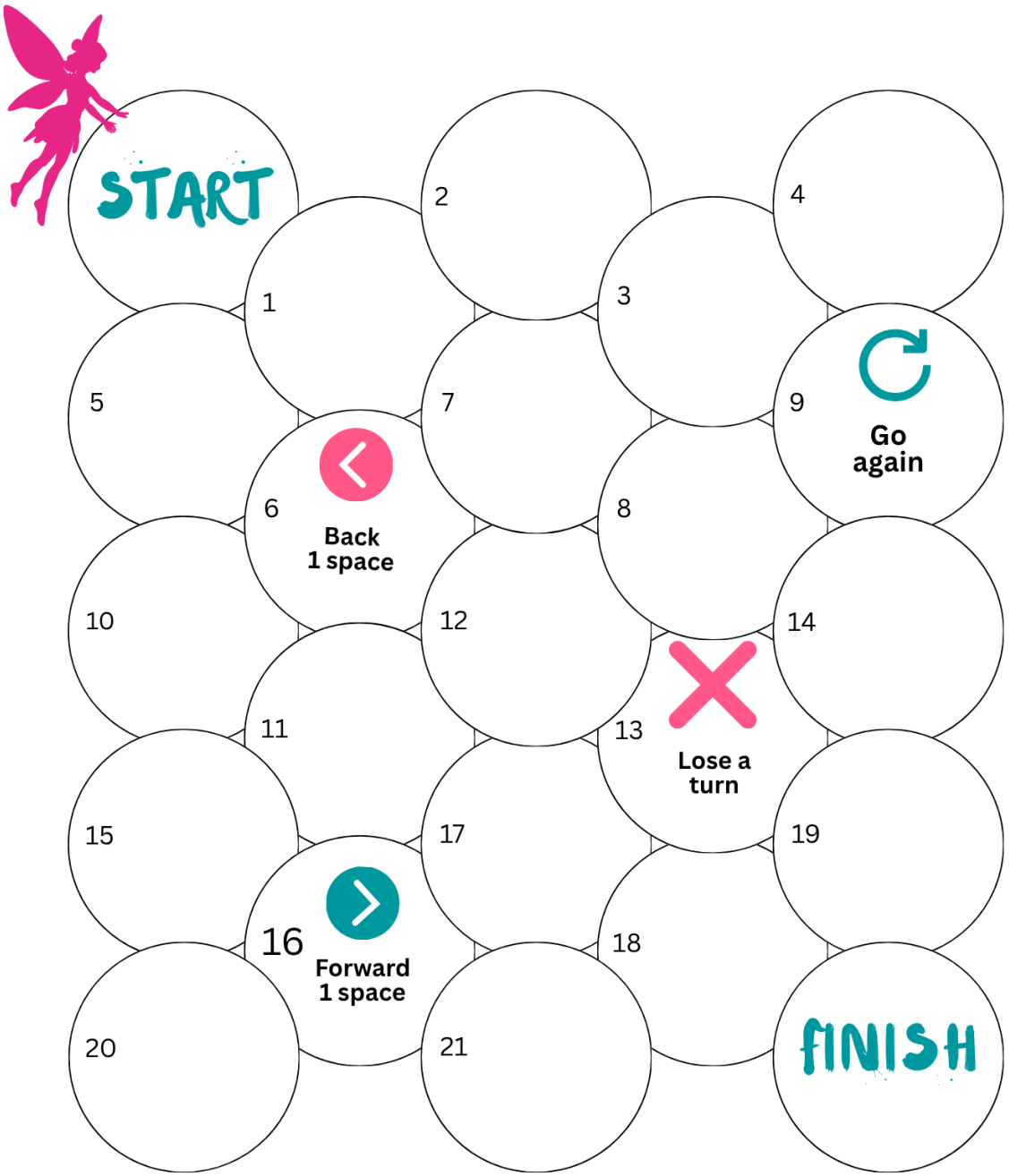

START
Back to start
Go again
Forward 1 space
Lose a turn
Back 1 space
FINISH

78


START
1
2
3
4
5
6
Back
1 space
7
8
9
Go
again
10
11
12
13
Lose a
turn
14
15
16
Forward
1 space
17
18
19
20
21
FINISH

79

Go again
Back 1 space
Lose a turn
START
HOTEL
SCHOOL
LIBRARY
POLICE
FIRE STATION
CINEMA
BOOKSTORE
COFFE SHOP
COFFEE

80

CONCLUSIONS

Students recognize the importance of speaking English for their personal and professional growth; however, it remains one of the most challenging skills for them to develop. Based on the theoretical framework and the results from teacher interviews and student surveys, it is concluded that board games, as an academic tool, can enhance speaking skills. As a playful activity, they can reduce fear and pressure, creating a participatory, motivating, fun, and low-pressure environment that encourages students' oral expression.

Board games that are familiar to students can be adapted to learning objectives for use in the classroom. This familiarity makes their use much easier and more effective, as it builds on the students' prior knowledge. In addition, using familiar games increases their willingness to participate actively in oral communication tasks.

As a response to the findings of this research, a booklet titled "Let's play and speak: Set of Board Game Activities to Enhance Speaking Skills in Freshmen Students" was designed, incorporating board game activities to improve the speaking skills of freshmen students. These activities promote interaction and oral production among English learners in a way that encourages them to speak spontaneously.

RECOMMENDATIONS

It is recommended to leverage students' recognition of the importance of speaking English and help them overcome barriers to speaking by implementing board games. This tool will facilitate their active participation and enhance this skill, as these activities are not only focused on speaking but are also designed to provide a space for fun while learning, creating an environment of trust where the fear of making mistakes is reduced, and continuous participation is encouraged.

It is advisable to use the board games that students are already familiar with as a basis for designing oral activities with clear communicative objectives. This will allow a more fluid transition between playing and learning, facilitating comprehension of instructions, vocabulary use, and active participation in English.

Finally, it is suggested that teachers use the booklet, which contains a set of board game activities, as a reinforcement tool, since these activities are aligned with the themes and contents of the Ministry of Education’s textbook they work with. These activities are designed with a communicative approach and can be adapted to the different oral proficiency levels of the students.

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ANNEXES

Annex 1. Certificate of the proposal



UNIVERSIDAD TÉCNICA DEL NORTE
COLEGIO DE BACHILLERATO UNIVERSITARIO UTN
Resolución Nro.MINEDUCCZ1-2024-00244-R

UTN IBARRA - ECUADOR | Colegio Universita

Ibarra, 16 de julio del 2026

En calidad de Rectora del Colegio de Bachillerato Universitario UTN

CERTIFICO

Que la señorita **IMBAQUINGO MORA ALLISON ESTEFANÍA** con C.I. 0401656871 realizó la socialización de su proyecto de investigación **"BOARD GAMES AS AN ACADEMIC TOOL FOR THE ENHANCEMENT OF SPEAKING SKILLS"** en el Colegio de Bachillerato Universitario UTN en el área de **Ingles**, actividad que se desarrolló de manera responsable.

Es todo cuanto puedo certificar

Validar Documento en Firmadr.
Firmado electrónicamente por:
SANDRA VERONICA ZAMBRANO ANDRANGO

COLEGIO UNIVERSITARIO UTN
RECTORADO
IBARRA - ECUADOR

MSc. Verónica Zambrano
RECTORA COLEGIO UNIVERSITARIO UTN