Implementation of Role-playing Games for Strengthening Oral Skills of Fifth-Grade Students at the José Edmundo Sandoval School in Santander de Quilichao

Universidad del Cauca

Presented by:

María Isabela Chocó Ararat
Jenny Ximena Coque Lopez
Liliana Patricia Mesa
Jazmin Andrea Alfonso Velasco

Direrected by:

Mg. Adriana Idrobo Hurtado

University of Cauca
Faculty of Human and Social Sciences
Bachelor's degree in Modern Languages, English and French.
Santander de Quilichao
2024

The undersigned committee of the School of Human and Social Sciences approves the research by Maria Isabela Chocó Ararat, Jenny Ximena Coque Lopez, Liliana Patricia Mesa Calambas and Jazmin Andrea Alfonso Velasco.

Implementation of Role-playing Games for Strengthening Oral Skills of Fifth-Grade Students at the José Edmundo Sandoval School in Santander de Quilichao

_____

Mg. Adriana Idrobo Hurtado

_____

Mg. Luis Miguel Ortíz Cifuentes

_____

Mg. Mauricio Andrés Manrique

_____

Approval date

Abstract

This project focused on the strengthening of oral skills through the implementation of the Role Games to positively intervene in the problems evidenced in fifth grade students regarding the lack of vocabulary, fluency, comprehension, and pronunciation which has been a constraint to their performance in English. The goal was to strengthen these four learning skills, the participants were 26 fifth-grade students from the José Edmundo Sandoval School. Participatory action research (PAR) was used, framed in the qualitative approach. The instruments used were audio recording, interviews, surveys, methodological logbooks and the field diary. Through these games, students strengthened their oral skills through the interpretation of characters thus overcoming shyness and improve spontaneity when speaking in English learning new vocabulary, improving pronunciation, comprehension, and fluency. The results showed that repetition, interpretation, and audiovisual resources were key elements that contributed significantly to strengthening oral skills in English, added to this through the game is encouraged collaborative work, autonomous learning, meaningful learning which contributes and facilitates not only student learning but also student participation in society.

Keywords: *Oral skills, Role-playing Games, Real Play, Role-playing Cards, Tabletop, Foreign language.*

Resumen

Este proyecto se centró en el fortalecimiento de las habilidades orales a través de la implementación de los Juegos de Rol para intervenir positivamente ante la problemática evidenciada en los estudiantes de grado quinto en cuanto a la falta de vocabulario, fluidez, comprensión y pronunciación lo cual ha sido un limitante para su desempeño en inglés. El objetivo fue fortalecer principalmente estas cuatro habilidades de aprendizaje, los participantes fueron 26 estudiantes de quinto grado de la Escuela José Edmundo Sandoval. Se usó la investigación acción participativa (PAR), enmarcada en el enfoque cualitativo. Los instrumentos utilizados fueron grabación de audios, entrevistas, encuestas, planes de clase y el diario de campo. Mediante estos juegos, se buscó que los estudiantes pudieran fortalecer sus habilidades orales por medio de la interpretación de personajes logrando así vencer la timidez y mejorar la espontaneidad a la hora de hablar en inglés aprendiendo nuevo vocabulario, mejorando la pronunciación, comprensión y fluidez. En los resultados obtenidos se evidenció que; la repetición, la interpretación y los recursos audiovisuales son elementos claves que contribuyeron significativamente en fortalecimiento de las habilidades orales en inglés, sumado a esto por medio del juego se fomenta el trabajo colaborativo, el aprendizaje autónomo, aprendizaje significativo, lo cual contribuye y facilita significativamente no sólo el aprendizaje del estudiante si no también su participación en la sociedad.

Palabras claves: *Habilidad oral, Juegos de rol, Juego real, Tarjetas de rol, Juego de rol de mesa, Lengua Extranjera.*

Agradecimientos

A Dios quien ha sido nuestro soporte durante todo este proceso.

A nuestras familias quienes nos apoyaron todo el tiempo.

A nuestra directora Adriana Idrobo Hurtado, quien nos brindó su respaldo y conocimiento durante la escritura de este trabajo de grado.

A los lectores que con su conocimiento nos orientaron para enriquecer este proyecto.

A los estudiantes del quinto grado.

A las maestras Bellini y Sandra quienes nos acompañaron y colaboraron en el tiempo de implementación en el colegio.

A aquellos quienes de uno u otro modo nos alentaron y apoyaron en este camino.

A todos ellos, muchas gracias.

Contenido

Rationale 11

Problem Statement 13

Objectives 16

General Objective 16

Specific Objectives 16

Reference Framework 17

Previous studies 17

International Studies 17

National Studies 18

Regional study 19

Local Study 19

Conceptual framework 21

Oral Skills 21

Role-playing Games 23

Tabletop Role-playing Game 24

Real Play 24

Role Cards 24

Foreign Language 25

Theoretical framework 26

Contextual framework 29

Participants 31

Methodology 32

Techniques and Instruments 33

Research Steps 35

Results' Analysis 57

Conclusions 72

References 76

Appendix 84

List of Tables

Table 1 *Thematics*……43

Table 2 *Methodological logbooks N° 1 - Living Real- Play Game*……47

Table 3 *Methodological logbooks N° 2 – Enjoying Role Card*……49

Table 4 *Methodological logbooks N° 3 – Living the Real Play* ……50

Table 5 *Methodological logbooks N° 4 – Describing Opposites* ……52

Table 6 *Methodological logbooks N° 5 - Our Real Play*……54

Table 7 *Methodological logbooks N° 6 - Wh-Questions Cards*……55

Table 8 *Methodological logbooks N° 7 - A Good Day with Tabletop.*……57

Table 9 *Methodological logbooks N° 8 - I like Role Cards.*……58

Table 10 *Methodological logbooks N° 9 - 9 Living Real Tabletop*……60

Table 11 *Methodological logbooks N° 10 - Final Session*……61

Table 12 *Comparative diagnostic table based on DBA vs. Students' Performance*……64

in the oral skills

List of Appendix

Appendix A: Parents' consent form 84

Appendix B: Principal consent form 86

Appendix C: Derechos básicos de aprendizaje 88

Appendix D: Teacher interview 89

Appendix E: Students interview 91

Appendix F: Survey 94

Appendix G: Field diary 95

Introduction

"Games are the most elevated form of investigation".

Albert Einstein

This research study aimed to strengthen oral skills in fifth grade students through Role-playing Games. It was conducted at a public school in Santander de Quilichao, with students from the José Edmundo Sandoval Educational Institution, who showed a lack of vocabulary in the diagnostic class, pronunciation, understanding and fluency in English.

The first segment of this study shows the rational. The second segment describes the problem statement and the question that guided this investigation with the general and specific objectives. Therefore, the third describes the references framework and the previous studies. The fourth segment presents the conceptual framework, theoretical framework, and contextual framework. Fifth segment displays the methodology, results' analysis, conclusions and references, these segments contributed to the organization and structuring of the document.

In the diagnostic stage, the following instruments were used: Interviews with the teacher and students to gather information about the teaching learning process. Also, the observation in the classroom that was given at the first meeting with the students. It allowed to collect information about the oral skill (vocabulary, comprehension, fluency and pronunciation).

The date collected in the diagnostic stage revealed the main problem. It was the lack of vocabulary, comprehension, fluency, and pronunciation in the English language. Since, students had deficiencies saying simple words, which could be attributed to the lack of exposure to the language and their difficulty in forming sentences by

themselves. According to the identified problems, the following research question arose: How does the implementation of Role-playing Games strengthen the oral skills of fifth-grade students at José Edmundo Sandoval School in Santander de Quilichao?

The implemented methodology is framed within the qualitative approach (Creswell, 1994) and the design of participatory action research (Gillis & Jackson, 2002, p. 22 Each phase of the research allowed for the design and structuring of activities to be carried out, and then collecting data through each instrument such as interviews, surveys, field diary, and methodological logbook, these instruments enabled the researcher to track the research question regarding oral skills.

Then, during the evaluation stage, significant information was gathered about the effectiveness of the 3 types of role-playing games: Role Cards, Real Play, and Tabletop implemented. Students strengthened their oral skills, such as pronunciation, vocabulary, fluency, and comprehension. They achieved better communication and self-confidence with their peers and researchers when speaking in class.

Finally, the implementation of Role-playing Games as a didactic strategy proved to be effective in strengthening students' oral skills, demonstrating improvements in their pronunciation, fluency, vocabulary, and comprehension in L2. Additionally, findings were obtained, highlighting the increase of autonomous learning, meaningful learning, a competitive spirit, and collaborative learning. Role-playing Games emphasize the importance of research in language teaching, providing a practical and participatory approach.

Rationale

The present study focuses on the significant impact of the implementation of Role-playing Games, focused on oral skills (pronunciation, vocabulary comprehension, and fluency) in the fifth-grade students at the José Edmundo Sandoval School in English classes. The application of Role-playing Games is intended to generate a playful and participatory environment that motivates students to practice and improve their ability to communicate in English. Role-playing Games begin to strengthen fantastic themes. The Role-play is built collaboratively, combining the ideas of children and adults. Through play, children learn to put their own desires in the background before the demands they make. It also encourages children to follow a series of social norms and rules and do what the game requires. In this process, children must learn the language of the game and have a real intention to play. Because Role-playing activities develop students' thinking and creativity, helping students develop and practice new language and behavioral skills in a relatively non-threatening environment, and promote motivation and participation (Samsibar & Wahyuddin, 2018).

For this reason, the aim is to strengthen oral skills in the learning of the English language, taking into consideration the themes suggested by the DBA (*Derechos Básicos de Aprendizaje*) as a basis for the elaboration of the class plans to be carried out in each session.

From the background attached to this research project, there is a true data on the effectiveness of Role-playing as a strategy to teach a foreign language. To reduce anxiety, shyness, fear, and lack of confidence when speaking, as it has been evidenced in some students when carrying out educational guidance practices (EOP) in some public institutions in Santander de Quilichao, such as the José Edmundo Sandoval Educational Institution. Role-playing fosters the participation, motivation, safety and

confidence of participating children and adolescents by considering the context of the game as a beneficial social and behavioral platform for the development of impulse control. (Enfield et al., 2007).

For this reason, it was considered to choose fifth-grade students as the participants, who are in a strategic stage to strengthen their oral ability since according to British Council México (2022), "Learning English from primary school offers advantages that go beyond mastering a foreign language. Between the ages of 6 and 12, children are at a crucial stage of their development, both intellectually and personally, socially, and emotionally" It is found relevant for their future.

Finally, the implementation of Role-playing Games is considered an appropriate strategy for the strengthening of oral skills, since it is believed that the context, the content, methodology and motivation of students are important in learning a foreign language. Role-playing Games allows students to strengthen their oral skills by extending their vocabulary, improving their pronunciation, and having a greater ability to understand and express themselves in English. Role-playing also aims to motivate students to participate by the possibility of taking roles, before a game in which they have to make strategic decisions, strengthening their oral skills, and this will help them build trust when faced with a real-life situation.

Problem Statement

English learning process has been a relevant issue in most countries around the world, as communication between different cultures is connected through this common language. In this sense, English is a global language due to the wide impact it has in different social fields (Srinivas Rao, 2019). For some countries, mastering this language has been challenging, including Colombia, where it has been declared that obstacles to English learning for Colombians are not dedicating enough time to it, feeling ashamed of making mistakes, and thinking that learning foreign languages will not benefit them. These factors do not contribute to Colombians developing a genuine interest in language learning, as stated by (Semana Journal, 2016).

Furthermore, in May 2015, (British Council, 2015) published a research study titled "English in Colombia" which identified perceptions and factors influencing English proficiency. This information provides objective elements that help understand the context and actions that have been taken in response. Through surveys, statistical data, and interviews with 1,000 Colombians, factors such as English teaching and learning in the country, economic development, and Colombians' goals and motivations for learning the language were analyzed.

The collected data presented in the previous research showed that many Colombians have interests that motivate them to learn English, but there are problems they have identified in achieving high levels of proficiency. One of the causes of this difficulty is the lack of daily contact with English, influenced by different contextual factors, especially in less industrialized regions where some people do not find the need to learn a foreign language. This applies to students in some educational institutions who have encountered difficulties in language mastery. This situation is attributed to various factors such as teaching methods, focus, fear of speaking, or teachers' lack of knowledge in the English field. Some students face limitations in language learning due to the lack of effectiveness in English instruction in schools.

Although it is true that there is a discrepancy in the training of teachers in different educational stages, such as high school and primary school. In high school, teachers are usually specialized in specific subjects and teach them according to their academic background and experience in that field. In contrast, in primary schools, teachers usually teach multiple subjects and are not necessarily specialized in all of them.

This situation is evident at the local level, including many educational institutions in the Cauca department, including the José Edmundo Sandoval school. For data collection, interviews were conducted with the English teacher responsible for guiding the classes (See Appendix D) and the participants (See Appendix E). This information provided relevant data for the research. Thus, the English teacher in charge stated that most of the students were not able to produce a sentence by using words they already worked. In addition, in terms of pronunciation and writing there is a clear shortcoming which often makes the understanding of the language though. This is due to the English class focusing on improving writing and spelling in the target language, prioritizing writing over oral skills.

Moreover, interviews and diagnostic class with the students revealed data such as their desire to learn English, their future goal of traveling and their recognition of the need for English in the job market and academia. Other relevant details from these first visits include the lack of English comprehension of some students since they were unable to answer basic questions like greetings or responding their age in English. Likewise, when they pronounced phrases, they did so incorrectly. For instance, they pronounced it as the Spanish words "ian" instead of "**I am**", "jeyou" instead of "**Hello**", "ai libe in Santander" instead of "**I live in Santander**", instead of "ai Ocho year ol" instead of "**I am 8 years old**", "ai litoor lear en inglés", instead of "**I like to learn English''.** They mentioned that fear of expressing themselves is one of the factors hindering their learning. On the other hand, the students showed a limited vocabulary based on the results obtained in question number 3 of the interview in which they were

asked to speak and write in English for researchers to have in mind how many words they knew. The results revealed that for some students it was difficult to both speak and write one or two words in that language, such as "Hello" and "Pink". This lack of vocabulary can be attributed to several reasons, such as the absence of exposure to the language and one of the reasons by which they were not able to produce sentences by themselves and lack of implementing situations related to the fifth-graders. Given the above, it is considered necessary to implement methodological strategies that would allow students to learn more vocabulary, better pronunciation, fluency, and comprehension to strengthen their oral skills.

Therefore, Role-playing Games were considered a good strategy for the learning process and strengthening of English oral skills in fifth-grade students. According to Chesler & Fox (1996), "Role-playing in the classroom is a technique with great potential"(p.12). For this reason, the following question was posed: How does the implementation of Role-playing Games strengthen the oral skills of fifth-grade students at José Edmundo Sandoval School in Santander de Quilichao?

Objectives

General Objective

To strengthen oral skills through the implementation of Role-playing Games.

Specific Objectives

- To determine the required topics according to the DBA.
- To adapt different Role-playing Games activities to be implemented in the classroom.
- To apply the Role-playing Games as a methodological strategy to strengthen oral skills: (Pronunciation, vocabulary, comprehension, and fluency).
- To evaluate the effectiveness of the Role-playing Games in the strengthening of oral skills.

Reference Framework

Previous studies

In the development of this research, two previous international studies, two national studies, one regional and one local are considered. These studies are used as key references for the construction of the theoretical and methodological framework. The most relevant aspects of each project related to this study are presented below:

International Studies

Teaching English Using Table-top Role-playing Games, Osijek 2018 by Josip Farkaš; The present study was conducted in the School in Vinkovci, Croatia. This paper focuses on finding out whether Tabletop Role-playing Games positively affect the four language skills (reading, writing, listening, and speaking) when used to teach English as a Foreign Language. As a result of this experiment, the students who participated obtained positive results, in terms of (oral production and listening), and significantly improved their linguistic skills. On the other hand, it was not reflected in the other two skills (reading and writing). Additionally, this experiment allowed finding other positive effects in terms of motivation, participation, and the strengthening of personal relationships where students and teachers felt comfortable talking and playing Tabletop Role-playing Games, therefore, Tabletop Role-playing Games provide many benefits not just as something done for fun but also as a tool to improving languages skills.

Another research study *The Effectiveness of Role-play Strategy in Teaching Vocabulary, Saudi Arabia by Thuraya A. Alabsi,* attributes the lack of vocabulary learning to the use of traditional methods, focused on memorization and rote learning, and suggests Role-playing as a potentially enjoyable way to encourage students to use vocabulary appropriately by simulating authentic situations. A quasi-experimental

design was applied in a girls' high school in Al-Madinah. In one test, before and after comparisons of vocabulary test achievement were made between two freshman classes. One (experimental) and the other (control). In the post-test, the mean score of the experimental group was significantly higher than that of the control. The beneficial effect of incorporating Role-playing in teaching a foreign language was evidenced.

National Studies

Role-playing as an evaluation strategy in an English as a foreign language course. Luis Felipe Hoyos Zúñiga. Universidad del Valle, faculty of humanities. School of Language Sciences. Santiago de Cali, 2015; This is a proposal framed within the framework of action research in the classroom, the process of which started with the observation consigned in narrative formats through the field diary, in the seventh-grade English class at Los Ángeles del Norte school. A didactic sequence was designed in order to evaluate the effects of the implementation of Role-playing as a tool for the evaluation of oral production. Four interventions were carried out as class sequences. This strategy increased the degree of motivation on the part of the students, favored cooperative work among peers, and increased fluency and spontaneity in participation.

In accordance with the relevance of improving oral skills, another research work was carried out:

The *Role-playing Games as a strategy for improving oral production in English as foreign language in students of course 401 of the Marco Tulio Fernández school. Bogota, July 2019 by Camilo Enrique Martínez López.* This work was conducted in an institution in Bogotá, where the aim was to improve oral production in English as foreign language through Role-playing, in which Role Cards were used. This allowed students to feel comfortable and free of anxiety when practicing their oral skills. In addition, when

students have previously employed some discourse, they are able to easily retrieve the information, thus, these games promoted students to have a better discourse, by using the same sentences they had already practiced during the previous sessions. Therefore, it is demonstrated that the implementation of Role-playing Games favors the students' speech development which allows them to interact in a natural way in their daily life.

Regional study

The role of games in the development of oral skills in teaching English as a foreign language to adult learners from extension course at Universidad del Valle, Cali 2015 by Mariana Aristizabal Romero; this qualitative research was carried out at the Universidad del Valle with a group composed of students between the ages of 22 to 65 in the adult learners of the English Extension courses to describe the impact of games aimed at promoting oral production in English. Their data were collected from one demographic survey, video recordings of classroom events during the implementation of games, students' surveys after each game, and a teacher's journal. It displayed that the games did have an impact on student's performance which was related to a positive atmosphere in the classroom. It was relevant for the researchers regarding Role-playing Games because thanks to the games, students showed progress in fluency, interaction, and even pronunciation, helping them to develop their oral skills.

Local Study

Design of a didactic guide for EFL Teachers based on Role Plays to enhance listening and oral skills of third and fourth-grade students at the José Edmundo Sandoval school in Santander de Quilichao, 2021 by Gabriela María Mamian Araújo, Juliana Marcela Cabezas Pérez. Karina Daniela Suarez Díaz, María Camila Peña Mejía; the present study focused on improving the oral comprehension and production

skills in English of third and fourth-grade students of José Edmundo Sandoval School of Santander de Quilichao based on Role-playing. This research was conducted using a qualitative approach based on the research paradigm and an exhaustive review of the State of the Art was carried out. In the first stage of the research, they conducted classroom observations and a diagnostic test to identify the learning needs of the participants. In the second stage, they analyzed forty-five Latin American articles addressing Role-playing Games' use in English language teaching. This analysis was conducted using a bibliographic and analytical matrix which facilitated the identification of the benefits of Role-playing strategies in language learning. This study found that the using these strategies improved comprehension and oral production and students' social skills. Finally, in the third stage, they designed an educational guide for teachers based on Role-playing and took into account the alignment with the *Mallas de Aprendiz*aje and *Derechos Basicos de Aprendizaje* (DBA). This ensured that these resources were relevant and appropriate for the specific educational context.

Conceptual framework

This section shows the definition of the key concepts of study of this project which are: Oral Skills, Role-playing Games and Foreign Language.

Oral Skills

Oral skill is a more colloquial, subjective, redundant, and open form of communication. It is characterized by having a simpler syntax, full of anacolutha, unfinished sentences, circumlocutions, ellipses, repetitions, etc. In addition, oral communication is faster and more agile, allowing the interlocutor to communicate and respond to the sender efficiently (Cassany et al., 1998). Therefore, oral skills are the ability to send and receive messages. Likewise, oral expression is the linguistic skill related to the **interaction** that is the reciprocal relationship between two or more people. It is also the communicative capacity that includes **pronunciation, vocabulary, grammar, sociocultural and pragmatic knowledge**. In the same way, oral skill is characterized as the ability to verbally express oneself for effective communication, adhering to the linguistic rules of a language (Gordillo, 2011). Therefore, oral skills are a means of communication that allows you to interact with others, without any limitations. In this project the following skills were considered relevant:

- **Pronunciation**

According to Archibald (1998) defines pronunciation as a pedagogical notion, where language is made up of several correlative sections, all equally important in the acquisition of a foreign language (L2) and one of these areas is the learning of phonology. In the practices carried out, it has been shown that when the child has an adequate pronunciation model, he or she follows the pattern, giving pronunciation an important role in the English learning process by being able to imitate sounds. As a

result, students have good pronunciation for better communication in the L2. In the Observations and Reflections section for more details on the oral skills (See table 2 to 11).

- **Vocabulary**

According to Cooper (1990) "Vocabulary is defined as all words that the subject recognizes and understands immediately in the texts, without the need for a verbal analysis of them" (p.158). During the implementation of Role Cards, it was evidenced that students learned more vocabulary through dialogue cards. This strategy not only reinforced their oral skills but also improved their ability to retain new words. The implementation of Role Cards proved to be an effective Role-playing Games that resulted in deeper and more lasting learning. In the observations and reflections section for more details on the oral skills (See table 2 to 11).

- **Comprehension**:

It is the ability to understand what is expressed verbally, known as auditory comprehension, described as the ability to understand spoken language in a discursive context. This ranges from conversations to narrative and informative oral texts and involves processes such as the extraction and construction of meaning. Kim and Pilcher (2016). Throughout the implementation of Role-playing Games, a strengthening in the students' understanding of English was observed. This progress is attributed to the use of audiovisual resources, participation in character Role-playing Games, and image association. In the observations and reflections section for more details on the oral skills (See table 2 to 11).

- **Fluency**

According to Lennon (1990) define fluency as "the ability to reformulate,

monitor, and self-correct production on-line"(p.413). In some sessions it was evident that although the students knew that it was not the correct pronunciation of some words, they tried to do so to be corrected and to be able to do it again by pronouncing better. On the other hand, according to Ghafar (2023), "It takes a variety of linguistic, cognitive, and affective skills to become proficient in English as a second language. Among these variables, self-assurance has been found to be a critical determinant of fluency in the English language " (p.56). Learning a second language in the classroom shows that self-confidence influences contributing and enriching the process of achieving fluent English as the student feels safe and can speak without fear and transmits it to the interlocutor.

Role-playing Games

The concept of Role-playing Games is " an aspect that may lead to a more pleasant and active way of learning, while aiding the development of cooperative and sociability skills" (Ferreira & Faustino, 2013, p. 2). Role-playing Games is a type of game in which the participants assume the role of imaginary characters and participate in a story or narrative plot. Through the interpretation of dialogues and the description of actions, the players bring their characters to life and make decisions that determine the course of the story. Unlike games with a prearranged script, in Role-playing Games, the story unfolds improvised and depends on the choices of the players. Imagination, narrative ability, originality, and ingenuity are key elements for the successful development of this type of game. In a sense, Role-playing Games create and represent several characters in an imaginary universe by using different systems of rules that function as guidelines for make-believe action and interaction (Waskul & Lust 2011). Finally, Role-playing Games encompass a variety of genres and settings, allowing

participants to assume different roles and engage in imaginative storytelling. They offer a unique opportunity for individuals, particularly children, to develop oral skills, creativity, and social-emotional abilities through interactive and immersive play.

Types of Role-playing Games

- **Tabletop Role-playing Game**

In tabletop Role-playing Games (TRPG), participants gather around a table, where each one takes on the role of a character and verbally describes their actions in a fictional world. This world is overseen and detailed by a referee. The outcomes of the characters' actions are determined through the use of rule systems derived from war games and the roll of dice (Zagal & Deterding, 2018).

- **Real Play**

The **Real Play** is defined as a real interpretation, defined as a situation that has prominence based on acting the same as the other person. The person must present a context (of their working life) to the other trainees, and then together they recreate the situation in class. The actual interpretation technique allows learners to practice the vocabulary they need in their own lives. It is particularly useful for professionals and businesspeople. (Scrivener, 2005).

- **Role Cards**

The **Role Cards** is defined according to Scrivener (2005) as a game where the students form groups in a classroom and receive instructions from the game coordinator. The game incorporates the use of cards that contain key and precise information about short dialogues which assist participants in understanding the conversations. This

enables them to portray their assigned roles based on the information provided on the cards, allowing for acting and interaction with others.

This Role Cards allows the teacher to create activities that promote the learning of grammar and the learning of vocabulary in the target language being learned.

- **Foreign Language**

The concept of **foreign language** according to Rintaningrum & Aldous (2018)," a foreign language is a language that is learnt at school and a part of the curriculum" (p. 5). This refers to a language that is not native and is learnt as a subject in a school. As Muñoz (2002) exposed that it is not prevalent in the learner's community. To illustrate, English is considered as a second language for a Mexican immigrant living in the United States, while it is considered as a foreign one for a student in Spain.

Theoretical framework

The theoretical framework allowed researchers to inquire on the essential theory that are exposed in this work with the aim of providing a wider perspective about the different strategies to develop the oral skill through the implementation of several games, as it is the Role-playing Games.

According to that, **oral skill** is one of the four (4) competences any student develops when learning a language, English in this case. Researchers decided to work on oral skills that this proficiency pertains to the speaker's capacity to spontaneously express and comprehend thoughts, viewpoints, and remarks in various communication scenarios, and it incorporates grammatical rules." (Dueñas et al., 2015). Thus, when fostering this ability in the fifth graders, they had a better performance according to what was previously said by Dueñas. So, to reach a better performance, attention to the oral skill is needed as is literary ability in both native and foreign languages (Urrutia & Vega, 2010).

It was relevant to have provided students with an environment in which they felt comfortable to practice their oral skills. That is why **games** are a good way for teachers to create an atmosphere that will enhance the students' desire to learn the language. The students learn better through the implementation of different activities to have better confidence and/or self-confidence for the development of their oral skills (Rodgers & Richards, (2010). In accordance with the above, **Role-playing Games** as a strategy can provide both a comfortable environment and the advantages of fostering oral production as a foreign language. In addition, Bowman, (2010) stated that the use of Role-playing allows players to recreate characters in a fun and dynamic way, contributing to creativity and recognition of different scenes comparing them to our daily life. That's

why dialogues and role games provide the opportunity to use the vocabulary that has been learned previously in any other context.

Based on the Role-playing Games, one of the games that was conducted in this research project was the Role Cards. This game allowed participants to understand each role by providing them with basic information about the character they had to interpret or the context in which they were placed. Furthermore, **Role-play Cards** is an activity of playing a role which fosters grammatical accuracy, pronunciation, vocabulary, and fluency (Krisdiana et al.,2018). Likewise, Role Cards should be short and contain only the essential information. It is recommended to use linguistic structures familiar to students. In addition, some paper cards contain instructions such as: "You are Mrs. Smith, and you are angry". However, imposing emotional states in this way can be limiting for students. It is more beneficial to ensure that strong emotions arise naturally from the established situation if we want students to learn to express them (Porter, 1987). So, Role Cards are a valuable tool for promoting student learning and emotional expression. By formulating them properly and allowing emotions to emerge naturally, an environment is created for students to develop oral and comprehension skills effectively.

The use of Tabletop Role-playing Game allows players to take on the role of a character and guide him or her through an adventure. The player makes decisions, interacts with other characters and players, and essentially "pretends" to be their character during the game (Chung, 2013). **Tabletop Role-playing Games**, also known as pen-and-paper Role-playing Games, are games in which players embody characters and collaborate in an imaginary world. These games are usually played in person and rely on player interaction and Role-playing (Zagal & Deterding, 2018). So TRPG

provides an overview of the dynamics and nature of these games, highlighting their focus on character interpretation and collaboration in a fictional environment.

Despite the Role-playing Games were seen as equals, there were differences among the games, such as the **Real Play** game that was presented to the participants in this work. In this game, a person had to explain the context of their work life to the other participants, and then they had to recreate the event in the classroom. The technique of real interpretation permits the learners to practice the vocabulary they need for their own life (Scrivener, 2005). Furthermore, Role-playing is a technique that involves imagining being another person or ourselves in a specific situation for a time, enhancing dialogue and creating a **Real Play** world scenario (Samsibar & Wahyuddin, 2018). According to the above, The Real Game highlights the development of symbolic thinking in children. It is mentioned that Real Play occurs when children are able to imagine and represent real situations. This suggests that play is not limited to direct imitation of reality, but rather involves the ability to create and experience imaginary situations.

Contextual framework

Santander de Quilichao is a municipality located in the north of the department of Cauca, it has a multicultural population, inhabited by Afro-descendant, indigenous and mestizos. This town has 24 official schools, including the Institución Educativa Instituto Técnico, a mixed school approved by the Ministry of National Education. This institution offers formal education at the levels of Preschool, Elementary Basic, Secondary Basic and High School, in the Academic Calendar A.

This institution has a wide projection. It also includes the sites located in the urban area of Santander, benefiting the children of this population. The mission and vision of this institution includes topics such as training people with principles, values, and scientific attitudes to promote social change through leadership and the use of technology. It has 3 primary school sites, Rafael Tello, José Edmundo Sandoval and Francisco de Paula Santander and its main site focuses on high school which works in 3 shifts, morning, afternoon, and evening.

Finally, this project was carried out in one of the headquarters of this institution, the José Edmundo Sandoval school, where children receive education from preschool to fifth-grade. These students come from the urban area and belong to socio-economic strata 1 and 2, The population with which you are working is the fifth-grade, enrolled in the afternoon session. Currently, the institution has a teacher who guides this subject for all grades. In the aforementioned interview, the teacher also said that for her activities she uses photocopies, audios, readings, and didactic books in English, of which she uses thematic content. In the institution, there are English books, but they are not available for each child as they are working material for the teacher. The objective of this project will be to implement Role-playing Games to strengthen children's oral skills, taking into account that children have not had the opportunity to interact with this type of dynamics

and learning models, so at the end of the 10 sessions they will be able to use the language learned in real contexts.

Participants

This project was carried out at the José Edmundo Sandoval primary school, headquarters of the Instituto Técnico. It is in El Jardín neighborhood, in Santander de Quilichao - Cauca. This institution provides services to the community in the morning and afternoon. The group chosen by the school was the fifth-grade (5th), who attended in the afternoon. In this group there are 26 students made up of 12 boys and 14 girls, aged between 10 and 13 years old. They come from the urban area, where the majority are from areas close to the school and belong to socioeconomic strata one (1) and two (2).

Methodology

This section will present the approach, design, technique, and instruments used in the development of the proposal to obtain the results of the research in strengthening oral skills.

Approach

This study is framed within the qualitative approach, in which the population acquires a critical vision of the world. It entails social investigation that emphasizes how individuals interpret and comprehend their experiences, enabling a profound understanding of the social realities that shape their lives (Haradhan, 2018). This type of research is used to investigate and delve into the understanding of the importance that individuals or collectives give to a social problem. Formulating questions, adopting methods, collecting data from the context where the project is being carried out, the inductive analysis of data, moving from particular aspects to the identification of broader patterns and the interpretation of the meaning underlying the data obtained are implied in the qualitative research (Creswell, 1994). Therefore, this approach ended up by providing the sources to describe the implementation of the Role-playing Games as a strategy in English learning. Hence, this allowed the participants to experiment with remarkable changes which were not only positive for their learning context but social, as they were not found oppressed or limited to develop their capacities.

Design

Participatory Action Research (PAR) allows researchers and participants to work together to understand a problematic situation and improve it. According to Cornish et al., (2023):

> Participatory action research (PAR) is a scholar–activist research approach that brings together community members, activists and scholars to co-create knowledge and social change in tandem. PAR is a collaborative, iterative, often open-ended and unpredictable endeavor, which prioritizes the expertise of those experiencing a social issue and uses systematic research methodologies to generate new insights. (p.2)

This indicates that Participatory Action Research (PAR) is a research approach that values and uses the lived experience of those who are directly affected by a social problem. So, "Participatory action research uses critical social theory methods. It is research for the purpose of taking action and creating change. The focus is on learning about how people actually experience a specific issue or problem" (Gillis & Jackson, 2002, p. 22). Therefore, this method empowers people to be agents of change, promoting action and meaningful change.

Techniques and Instruments

In this section, the main techniques that are remarkable played a crucial role in the process of research.

Interview: According to Peniel (2016), "The data may be elicited face to face interviewing or at a distance by postal questionnaires." (p.9). Thus, the interviews carried out with the fifth-grade students contributed to the collection of information related to the problem statement regarding the oral skill.

Observation: According to Martínez (2007), "Participant observation is a technique used in qualitative research methodologies such as ethnography and participatory action research" (p.3). During the realization of this project, behaviors, participation, speeches, and attitudes of the students were observed during the sessions

of implementation of the Role-playing Games. Likewise, the video recordings were a tool used to document the process before, during and after the implementation of the Role-playing Games and thus evaluate the strengthening of the oral ability of the students. This observation was carried out during each session, a total of 10 sessions of one hour per day.

According to the techniques mentioned above, the following instruments were considered:

Field diary: As stated by Phillippi & Lauderdale (2018), "Field notes serve many functions. Predominately, they aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data"(p.1). With the use of this instrument, the researcher has theoretical and practical participation which facilitates the organization and analysis of the information in order to consider aspects that may be found irrelevant but that can enrich the process.

Logbook: A logbook is an essential tool for a researcher. Through it, they can organize and design their notebook as they see fit. It also allows them to experience each of the processes, which in turn allows them to observe and reflect on their work. In summary, the logbook is like the faithful companion of the researcher, recording their discoveries, challenges, and reflections throughout their scientific journey (Clerici, 2013). It's an instrument that allow the researchers to monitor their activities.

Survey: The Survey is a research technique that is based on quantitative studies of the statements (indirect observation of social behavior) of a representative sample of the participants of the research study (Ponto, 2015). In this work, the survey was used as a means to find out the perceptions of the students about the experiences lived during the implementation of the Role-playing Games. This survey was applied to 26 students and based on 4 open questions.

These tools not only facilitated the description and systematization of the experiences studied but also became fundamental pillars for achieving the objectives set within the framework of this research.

Research Steps

Population and informed consent form.

To start, the chosen population to be studied was from the school José Edmundo Sandoval, headquarters of the Instituto Técnico. Afterward, the researchers proceeded to talk with the coordinator of the institution with the aim of getting a wider perspective of the context. She expressed great interest in the project. She said that it would be helpful for them to implement it, since they are in the last grade of primary. In addition, they must present the Saber Pro Test which contains an English module. Therefore, it can be tough for students to respond. Consequently, she agreed with the implementation of the research.

Besides, having in mind the participants are underage, the authorization of the principal (See appendix B) and their parents (See appendix A) was required in order to collect information of students such as photographs, audios, videos, and surveys when the activities were implemented. Thus, two informed consents were designed in which the project was explained. As a result, their approval was received.

Interview

The next step involved conducting two semi-structured interviews, one with the English teacher. Some questions were formulated such as: "What methodologies did you use for teaching? How was the students' learning process? Do the students understand and speak in English during class?" among others. The other interview was conducted with the fifth-grade students. In this interview, some questions were asked to

assess the students' knowledge of basic English structures and vocabulary, their liking for English, how they found it easier to learn this language, what motivated them, and finally, each child had to read some sentences for which audio recordings were used. During the interview, some pronounced as if they were reading in Spanish: *"My nais mis Mario", "in an nine year ai old", "I like is Santander", "I study José Edmundo escool","lite deam like inglés"*. This demonstrated that many children had difficulty pronouncing some words.

According to the answers expressed by the teacher and collected in the interview with the students, it was evident that most of the children have great motivation to learn English others not so much, but they agree that learning this language is difficult because they do not know many words, it is difficult for them to understand and express themselves in English. Some said they only try to speak English in classes while others who are very few manifests receive private English classes. Questions asked to both teacher and students (See appendix D and E).

Thematics selection:

Afterward, the researchers chose the contents to develop according to the *Derechos Básicos de Aprendizaje* (See appendix C). The following table shows the thematics selection:

Table 1

Thematics

Sessions	Contents

Session I: Living Real Play Game	**Thematic:** Simple present. **Vocabulary:** Wonderful, okay, shoe, ruler. **Actions:** To watch out, to be **Grammar:** Verb to be - Affirmative and interrogative form. Example: Is that your ruler? Yes, it is. **References:** English SingSing. "Watch out! Are you ok - Easy Dialogue - Role-Play." *YouTube*, 24 11 2019, https://www.youtube.com/watch?v=WT7IXIiNp9w.
Session 2 **Enjoying Role Cards**	**Thematic:** Describing
	Vocabulary: Big, giant, happy, excited, fun, good, excellent, friendly, kind, smart, friend, nervous, scared, beautiful, wonderful. **Actions**: To be, to take, to win. **Grammar:** Simple present/verb to be - Affirmative form McQueen is heavy and very fast.
Session 3 Real Play	**Thematic**: Describing
	Vocabulary: Wonderful, nice, tall, fast. **Grammar**: Simple present/verb to be and modal verb can - Affirmative form. It's wonderful. I can run fast. **References:** (English SingSing Watch out!) (English SingSing, What a wonderful team!2019)
Session 4 **Role Cards**	**Thematic:** Describing **Vocabulary:** Beautiful, gorgeous, ugly, handsome, clumsy **Grammar:** Simple present/ verb to be - Affirmative form You are a clumsy donkey.
Session 5 **Our Real Play**	**Thematic:** Artistic expression
	Vocabulary: Princess, cool, true, peach, star. **Actions:** To love, to be, to understand, to rule. **Grammar:** Simple present - Affirmative form You're so cool. I love you. **Reference:** SantMusic. (2023, 04 7). *Cancion de Bowser a Peach - The Super Mario Bros Movie | Jack Black - Peaches / Sub Español + Lyrics*. Youtube. https://www.youtube.com/watch?v=pCvHFHJqVu4
Session 6 **Wh-questions cards**	**Thematic:** Questions

	Vocabulary: Very, sad, danger, castle, far away, here. **Actions:** To do, to be, to help, to want, to go, to come. **Grammar:** Simple present - Affirmative and question form. Where is the castle? How can I help you?
Session 7 A good day with Tabletop.	**Thematic:** Hobbies and daily activities
	Vocabulary: Clumsy, beautiful, crazy, shoe, fast, nothing, afraid, beautiful, sad, new, dream, house, crazy, princess, powerful **Actions:** To be, to look, to eat, to like, to want, to play, to do, to go, to love, to have. **Grammar:** Simple present - Affirmative- Negative and question form. Today is a beautiful day. Why are you sad? I don't like
Session 8 **I like table.** **Real Play**	**Thematic:** Simple Present
	Vocabulary: Why, but, because, people, character, favorite, donkey, football, spaghetti, dream, house, happy, excited. **Actions:** To live, to help, to come, to do, to understand, to be, to destroy, can, to run, to swim, to listen **Grammar:** Simple present - Wh questions (Why, how, what) Why are you sad?
Session 9 **Living Real Tabletop**	**Thematic:** Verbs and adjectives
	Vocabulary: Good, excellent, crazy, ocean, excited, friendly, friend, nervous, car, big, teacher, character. **Actions:** To be, to look, to eat, to like, to want, to play, to do, to go, to love, to have, to come, to destroy, can, to run, to swim, to listen, to want. **Grammar:** Simple present They do homework. I am excellent
Session 10 **Take your role**	**Thematic:** Verbs and adjectives
	Vocabulary: Giant, good, excellent, wonderful, friend, nervous, scared, big. Why, but, because, people, fast, powerful, monster, sad, handsome, fish **Actions:** To go, to study, to play, to read to watch.to understand, to be, to look, to eat, to like, to want, to play, to do, to go, to love, to have. To live, to help, to come, to destroy, can, to run, to swim, to listen. **Grammar:** Simple present - Affirmative form

Role-playing Adaptation

For the implementation of the Role-playing Games strategy, the games were adapted, adjusting to the selected thematics. The researchers decided to adapt three types of Role-playing Games for each session. First, Real Play in which different didactic videos were chosen with characters that the children had to perform, assuming their role. Second, Role Cards that contained two things. Images of characters from animated series and scenes of a brief dialogue in English to facilitate the participation of children. Finally, a Tabletop in which a board game was used. It contained 24 spaces distributed with different images and questions that the students had to interpret with the aim of reaching the goal.

After that, considering the contents suggested by the DBA (See Appendix C), the researchers designed ten (10) methodological logbooks. Despite the main purpose of this project was strengthening the oral skills by implementing the Role-playing Games, social skills were also affected positively. Therefore, the "coexistence and peace" was considered pertinent to be worked on the fifth-grade students. It is important to keep in mind that each session is carried out with the same students, grade, institution, researchers and the same time. Furthermore, a survey with 4 questions was carried out in each session which varied depending on the type of game that was implemented (See appendix F), in order to know the opinions of the students and what they learned. So this way, it is possible to have a previous perspective from them regarding the goal of the activity. Finally, with the objective of analyzing the methodological logbooks. The annotations, observations, and reflections were made as shown below:

Table 2

Methodological Logbook N° 1 - Living Real- Play Game

Universidad del Cauca	"TEACHING ENGLISH THROUGH THE IMPLEMENTATION OF ROLE-PLAYING GAMES FOCUSED ON ORAL SKILLS OF FIFTH-GRADE STUDENTS AT THE JOSÉ EDMUNDO SANDOVAL SCHOOL IN SANTANDER DE QUILICHAO"	
	METHODOLOGICAL LOGBOOKS Role-Playing Games	

School	I.E. José Edmundo Sandoval	**Researcher/Observer**	Jenny Coque, Jazmin Velasco, Isabela Choco and Liliana Mesa
Principal Professor	Belliny	**Time**	1 Hour
Grade 5 B	**Students:** Girls: 14 Boy: 12	**Resources**	Recording_x Notes_x Fotos x

ANNOTATIONS

Session N° 1 - Living Real- Play Game

Topics
Coexistence and peace
Thematic
Simple present
Abilities
Pronunciation, vocabulary, grammar, and pragmatic knowledge.
Objectives

- To learn expressions of respect and opinions of others.
- To express simple sentences in English on the role of men and women in the fifth-grade classroom.

Methodology
Direct method - Gamification.
Transversality
Ethics and values.

Activity	**Resources**	**Date** April 12th, 2023 **Comments**
Activity 1: Watch out! The classroom was divided into groups of four, with the objective of recreating the video **Watch out! Are you ok - Easy Dialogue - Role-Play**, and assuming the role of a character. **Vocabulary:** Wonderful, okay, shoe, ruler. **Actions:** To watch out, to be Example: Is that your ruler? Yes, it is. It's wonderful	Laptops, Student voices and bodies.	• At 1:00 pm began with the implementation of role-playing, for this first sesión. The session was assigned to Jenny coque and Jazmín Velasco to carry out the proposed activities. • The other two researchers Liliana Mesa and Isabela Chocó were taking note of everything that was happening in the class. • The first activity was carried out in the systems room. Since, the use of video beam was shown to project the videos. • In this first activity, the students were initially shy when asked to assume the role of the video character. After the children began to act several attempts, with more confidence. Most of the group began to pronounce, Although sometimes it was difficult to articulate some words and sounds. Since, they were not accustomed.

Activity 2: Evaluation by Survey Every student answered the questions about the Real Play activity: • ¿Te gustó la actividad de interpretar el personaje del video? • ¿Recuerdas algunas palabras en inglés usadas en el video? ¿Cuáles? • ¿Cómo te sentiste interpretando el personaje del video? • ¿Cuál fue la parte que más te gustó del juego de actuación?	Surveys, students voices	• At 1:50 pm, at the end of the session, students were given a questionnaire with 4 questions to answer, according to the proposed activities. • The researchers also asked questions such as How do you say "Cuidado, zapato, and regla" in English? Some students answered the question orally without difficulty.
OBSERVATION		
In this first session, a video called 'Watch out'' was presented. It was an interactive dialogue between two children where the students were guided by the subtitles and then imitated the characters, it was observed that the students recreated the scene while watching the video, some they pronounced the words exactly as they saw them in the subtitles ignoring the pronunciation of the audio while others only repeated what they heard, once the audio stopped the students forgot the pronunciation, some children responded orally to the following expressions: Wonderful, Are you Ok? Watch out, Hey. In addition, when the researchers helped the children to act out the video using bodily expressions, they observed greater motivation and participation from the students.		
REFLECTION		
The class showed that the use of audiovisual resources could be an effective tool to strengthen oral skills in the classroom, especially when it comes to children. The fact that most of the students could learn and produce short expressions in English related to the video situation indicates that repetition benefits the learning of a new language. Finally, it became evident that the teacher's motivation is important for the student to be motivated to speak and improve his or her pronunciation.		
Evidence		
References	English Singsing. ¨Watch out.¨ *YouTube*, 24 11 2019, https://www.youtube.com/watch?v=WT7IXIiNp9w. Ministerios de Educación Nacional. M*allas de Aprendizaje de Inglés: Para Transición a 5° de Primaria.*, 2016, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/.	

Table 3

Methodological Logbook N° 2 – Enjoying Role Cards

ANNOTATIONS **Session II: Enjoying Role Cards**

Topic
Coexistence and Peace

Thematic
Describing

Abilities
Pronunciation, vocabulary, grammar, and pragmatic knowledge.

Objectives
- To recognize grammatical structures, vocabulary(synonyms) to describe in English the qualities of their fellows.
- To produce short dialogues in English describing the role of some characters in their local context.

Activities	**Resources**	**Date:** April 19th, 2023 **Comments**
Activity 1: Enjoying Role Cards The researchers provided some cards to each student in which they observed different character descriptions that were performed by them. **Vocabulary:** Big, giant, happy, excited, fun, good, excellent, friendly, kind, smart, friend, nervous, scared, beautiful, wonderful. **Actions**: To be, to take, to win. **Grammar:** Simple present – Affirmative form McQueen is heavy and very fast.	Cards, Student voices and bodies.	• According to the methodological logbook scheduled for Wednesday April 19, 2023. The activity worked on with the 5th grade children was Real Play Cards, which was carried out as follows. The class started at 1:00 pm. • A la 1: 00 pm se inició con la implementación de los juegos de roles, para esta primera sesión se asignó a Liliana Mesa y Isabela Ararat para llevar a cabo las actividades propuestas • Las otras dos investigadoras Jenny coque y Jazmín Velasco estuvieron tomando nota de todo lo que sucedía en la clase. • Firstly, an icebreaker called "Hangman" was carried out, which consisted of discovering a word through spelling, taking into account the vocabulary seen in the previous session in order to develop their oral production. • Good participation was noted during the session. • Throughout the session, it was observed that some students were communicating in English. However, three children were identified who were challenging to work with, due to their lack of interest in speaking and their resistance to participation. A situation arose where an attempt was made to motivate one of the girls to participate, but this made her feel very uncomfortable to the point of crying, so it was decided not to pressure her further. • Later it was noticed that one of the students who did not want to participate dared to come forward to say his dialogue, although he did not finish it, but he tried to carry out the activity. • It is also important to highlight the participation of two children who are always very motivated and interested in oral production activities. • This session has been a challenge because it requires us to implement strategies to encourage non-participating students to participate.
Activity 2: Evaluation by Survey Every student answered the below questions about the activity: • ¿Te gustó la actividad? ¿Por qué? • ¿Recuerdas las palabras del vocabulario usado? • ¿Cómo te sentiste al realizar este juego? ¿Cuál fue la parte qué más te gustó de la actividad?	Photocopies	• At 1:50 pm, the students were taken to the classrooms and given a questionnaire with 4 questions according to the proposed activity. • Then one of the researchers began to record the students by asking them questions about what words they remembered from the session.
OBSERVATION		

In this session, the researchers used Role Cards, each card had two characters where the students had to assume a role. We started practicing pronunciation with the teachers and it was evident that the students read as in Spanish, However, as they practiced and repeated the dialogues corresponding to their cards, there was an improvement in their pronunciation and in the memorization of certain words throughout the session. Finally, the students interpreted their dialogues in front of the whole class. During this phase, some difficulties were identified in the articulation and oral production of certain words by some children.
REFLECTION
The Role Cards were an effective way to promote oral production in the classroom which encouraged their self-confidence and willingness to participate in oral activities. These factors are important in the process of learning a foreign language, likewise the repeated practice of dialogue, memorization of words and exposure to real situations in front of the class contributed to the strengthening of oral skills. In addition, it is important to highlight that some of those students who initially refused to participate in the activity finally managed to overcome their inhibitions and participated in the activity, reflecting a significant progress in oral production.

Evidence	
References	Ministerios de Educación Nacional. Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria., 2016, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. .

Table 4

Methodological Logbook N° 3 – Living the Real Play

ANNOTATIONS **Session III: Living the Real Play**		
Topic Coexistence and Peace **Thematic** Describing **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** ● To interact using simple language in English with classmates on topics related to people. ● To produce short oral or written texts in English, based on a given model.		
Activities	**Resources**	**Date:** May 3rd, 2023 **Comments**
Activity 1: Watch out, what a wonderful team! Videos.	Laptops, student voices and bodies**.**	• This session was carried out on 3 May 2023 at 1 pm as agreed with the institution.

Real Play: In this session students had to recreate scenes from a video. The objective of this activity was to provide a pleasant environment where students assumed a role in the story using English as the primary means of communication. **Vocabulary:** Wonderful, nice, I´m fine, tall, fast. **Grammar**: Simple present/verb to be and modal verb can – Affirmative form. It's wonderful. I can run fast.		• For this session, Jazmín Alfonso and Jenny Coque oversaw guiding the activities, while researchers Isabela and Liliana took charge of taking notes of everything observed in the field diary. • At the beginning of the day the students were very few interested, but as the hours passed, they decided to participate actively. • Children were afraid that their peers would tease them if they pronounce not correctly, so it was necessary to encourage them to come forward.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad de interpretar el personaje del video? • ¿Recuerdas algunas palabras usadas en el video en inglés? ¿Cuáles? • ¿Cómo te sentiste interpretando el personaje del video? • ¿Cuál fue la parte que más te gustó del juego de actuación?	Photocopies	• With 10 minutes left in the session, the children were given a meeting with the same questions from the first session, but these are according to the activities carried out in this session. • As the children answered the surveys, they were asked questions about what they had learned in that session, and everything they remembered.

OBSERVATION

At the beginning of the session many students expressed little interest in participating but their attitude changed after the video was shown, they tried to repeat and pronounce correctly what was displayed in the video, and they strived to imitate the body expressions.

The video used in this class was What a wonderful team! - Easy dialogue - Role-play. Most of the children were able to learn short English expressions according to the video, because when the researchers asked them to say the dialogue without looking at the subtitles, the students repeated sentences and words such as: What a wonderful team! Hurry up and Fast related to the scenes. Also, there were children who remembered expressions used in previous classes and expressed them orally with fluency.

REFLECTION

- It was evident that it is important to review the vocabulary previously seen, so that students do not forget it and remember short expressions easily because repetition helps them to memorize.
- The incorporation of audiovisual resources and practical activities in the classroom was an effective strategy for motivating learning in the strengthening of oral language skills and encouraged the active participation of students in the learning process.
- There were children who were more engaged with the activities, and this was noticeable when they spoke the video conversations in English and tried to reproduce it in class.

EVIDENCE

REFERENCES	English SingSing. "Watch out! Are you ok – Easy Dialogue – Role Play." *YouTube*, 24 11 2019, https://www.youtube.com/watch?v=WT7IXIiNp9w. English SingSing. "What a wonderful team! – Easy Dialogue." *YouTube*, 1 12 2019, https://www.youtube.com/watch?v=vIdMki7PIUY&list=Plii5rkhsE0Ld3xCgxG6j5fw7RlG2S5czO&index=30. Ministerios de Educación Nacional. Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria., 2016, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/.

Table 5

Methodological Logbook N° 4 – Describing Opposites

ANNOTATIONS **Session IV: Describing Opposites**		
Topic Coexistence and Peace **Thematic** Describing **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** • To recognize grammatical structures, vocabulary (antonyms) to describe in English the qualities of their fellows. • To produce short dialogues in English describing the role of some characters in their local context.		
Activities	**Resources**	**Date:** April 10th 2023 **Comments**
Activity 1: Describing opposites. Role-Play cards The researchers provided some cards to each student in which they observed different character descriptions that were performed by them. **Vocabulary**: Beautiful, gorgeous, ugly, handsome, clumsy.	Cards, Student voices and bodies	• On April 10 at 1 pm the fourth implementation session of role-playing cards was carried out. • For this session animated characters were chosen from series of interest of the children what caught their attention. • The students felt confident and inspired, to characterize the characters because they were known to them which facilitated their personification. • In this session the progress of the children could be evidenced, remembering many words, and pronouncing better and better many of them.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad de interpretar el personaje de las cartas? • ¿Recuerdas algunas palabras usadas en las cartas? ¿Cuáles?	Photocopies	• Before the end of the session at 1:50 the students evaluated the session by answering the surveys. • In their responses they expressed that they were very motivated to learn English and that they liked many activities.

• ¿Cómo te sentiste al realizar este juego? • ¿Cuál fue la parte que más te gustó del juego?		

OBSERVATION
In this fourth session was developed the Role Cards on Shrek and donkey, which contained a dialogue about these two characters. The students practiced the dialogues with the help of the researchers. The students then formed two groups where they were asked to take on the role of each character, to which they responded satisfactorily since they were heard to practice fluently and were seen doing the respective pauses and mimics according to the statements in the cards. At the end of class, the students mentioned many words that were used in the dialogue, such as: Alone, ugly, hello, Shrek, beautiful, donkey, princess, goodbye, yes, I am, she is beautiful
REFLECTION
This activity showed that the combination of Role-playing based on a popular film such as "Shrek" and subsequent interpretation of group dialogues is highly effective in promoting oral ability, building confidence, and increasing active participation. By taking on the roles of the characters, the students managed to overcome shyness and expressed themselves fluently, as evidenced by their enthusiasm during the acting activity. In addition, this dynamic contributed significantly to strengthening their ability to communicate in real contexts, which is essential for their progress in learning the English language. In short, Role-playing serves as a tool capable of boosting conversational skills and cultivating students' confidence in their English-speaking competence.

EVIDENCE	
REFERENCES	Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. Accessed 28 April 2023.

Table 6

Methodological Logbook N° 5 - Our Real Play

ANNOTATIONS **Session V: Our Real Play**
Topic Coexistence and Peace **Thematic** Artistic expression **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives**

- To express English sentences with known vocabulary

Activities	**Resources**	**Date:** May 11th, 2023 **Comments**
Activity 1: Our Real Play The students interpreted the voice and movements assuming the role of a character. **Vocabulary:** Princess, cool, true, peach, star. **Actions:** To love, to be, to understand, to rule. **Grammar:** Simple present - Affirmative form You're so cool. I love you.	Laptop	• Implemented by researchers Jenny Coque and Andrea Alfonso, observers: Liliana Mesa and Isabella Choco. Class started at 1:00 pm. • The song's video was used to work on vocabulary of adjectives and the verb "to be". • The lyrics of the song were written on the chalkboard to assist students with pronunciation. • Students not only sang and pronounced the lyrics in English but also performed their own interpretation. • The meaning of the words was explained to achieve expressive interpretation. • Some students pronounced phrases with ease, while others faced difficulties. • Researchers motivated students to actively participate. • Development of oral production with confidence and expression of the song. • Enthusiasm from the majority of students, even those initially less enthusiastic. • Observable development of oral skills reflected in fluency when pronouncing words. • Identified difficulties: pronunciation of long sentences and repetitive sounds in words.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad de interpretar el personaje del video? • ¿Recuerdas algunas palabras usadas en el video en inglés? ¿Cuáles? • ¿Cómo te sentiste interpretando el personaje del video? • ¿Cuál fue la parte que más te gustó del juego de actuación?	Photocopies	• Class concluded to 1: 00 pm with an evaluation: words easier to pronounce after the Real Play. • Responses recorded in videos to assess the effectiveness of Real Play.

OBSERVATION

In the implementation of the Real Play using the song called Peaches, the students were enthusiastic because it was a fashionable song. They began by listening to the song. Then, the researchers translated the words of the song, to which the students were relating and memorizing many of them. After, they continued practicing the song evidencing a good articulation and pronunciation in most of them. Finally, they went on to sing it in front of their classmates, where it was observed that many of them were embarrassed to be in front of their classmates, while others were spontaneous.

REFLECTION

The students found it easier to learn vocabulary through this song that was known to them, which has short and repetitive structures, and the sound and rhythm of the song allowed them to pronounce better. However, for some students, this is interrupted by insecurity and fear of performing in public, but for spontaneous children. It allowed them to memorize faster and pronounced better.

EVIDENCE	
REFERENCES	Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. Accessed 28 April 2023. SantMusic. (2023, 04 7). *Cancion de Bowser a Peach - The Super Mario Bros Movie | Jack Black - Peaches / Sub Español + Lyrics*. Youtube. https://www.youtube.com/watch?v=pCvHFHJqVu4

Table 7

Methodological Logbook N° 6 - Wh-Questions Cards.

ANNOTATIONS **Session VI: Wh-Questions Cards.**		
Topic Coexistence and Peace **Thematic** Wh questions **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** • To recognize grammatical structures, vocabulary, using Wh questions in English.		
Activities	**Resources**	**Date:** May 17th, 2023 **Comments**
Activity 1: Wh-questions cards The researchers provided some cards to each student in which they observed different character descriptions that were performed by them. **Vocabulary:** Very, sad, danger, castle, far away, here. **Actions:** To do, to be, to help, to want, to go, to come. **Grammar:** Simple present - Affirmative and question form. Where is the castle? How can I help you?	Cards	Start time: 1:00 pm Location: Schoolyard Present researchers: Liliana Mesa, Isabella Choco (observers); Jenny Coque, Andrea Alfonso. Activities: • Icebreaker with role-playing cards: Activity of passing role-playing cards to create interaction. Initially, there were some issues with the attitude of the children, but with the intervention of the researchers, participation was achieved. • Application of role-playing cards with observation: • Division of the class into groups of two to assign characters (Mario and Luigi). • Students practiced dialogues between the characters.

		• Active participation of some children, mentioning familiar vocabulary in English. • Some children faced complications in pronouncing long phrases, requiring repetition from the researchers. • Practice and learning of vocabulary, followed by the performance of dialogues. • Despite improvements in pronunciation, many children showed shyness in their performance. • The active intervention of the researchers was crucial for the initial participation of the children. • Positive participation of some children was highlighted, as well as the lack of interest from others. • The use of role-playing cards proved to be effective for vocabulary practice and pronunciation improvement.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad de interpretar el personaje de las cartas? • ¿Recuerdas algunas palabras usadas en las cartas? ¿Cuáles? • ¿Cómo te sentiste al realizar este juego? • ¿Cuál fue la parte que más te gustó del juego?	Photocopies	• At 1:50 they entered the classroom. • Questions were asked to the children about the words or phrases they remembered; the responses included terms such as "hello," "are you," "wonderful," "let's go," "It's far away from here," "beautiful princess." • Surveys were distributed, each containing 4 questions for every child regarding the role-playing card activity.

OBSERVATION

In this session, the Role Cards activity took place. To begin with, the students worked in groups where each played a character (Mario and Luigi) and recreated the dialogues. Some children had difficulty pronouncing complete sentences and needed to repeat the dialogues several times, but they always had to read the card because otherwise they forgot the word. Other children read the word as it was on the card and did not pronounce it in English. Later, they went out in pairs to represent the dialogue of each team. It was observed that the students helped each other remember the dialogue and assume the role of the character with their respective script. To conclude the presentation, the researchers asked the students what they remembered about the dialogue, but they had to say it without looking at the card. The students mentioned some words in English such as: Beautiful, princess, star, peaches that allowed the researchers to observe the students' progress in oral skills.

REFLECTION

In the development of this Real Play, it became evident that some students have greater ease to learn and/or remember the words by observing the card a few times while others need to constantly observe. Some memorize dialogues when they repeat what they observe with the help of researchers and cards. Also, it is relevant the way in which students try to overcome shyness during practice, when they pretend to be one of the characters. Finally, when students work in teams they are expressed more fluently.

EVIDENCE	
REFERENCES	Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. Accessed 28 April 2023.

Table 8

Methodological Logbook N° 7 - A Good Day with Tabletop.

ANNOTATIONS **Session VII: Role Play's Collage**		
Topic Coexistence and Peace **Thematic** Simple present **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** • To Produce vocabulary in English through the dramatization.		
Activities	**Resources**	**Date:** September 27th 2023 **Comments**
Activity 1: A good day with Tabletop The classroom was divided into groups with the objective students overcome the challenges of the game, to reach the goal. **Vocabulary:** Clumsy, beautiful, crazy, shoe, fast, nothing, afraid, beautiful, sad, new, dream, house, crazy, princess, powerful **Actions:** To be, to look, to eat, to like, to want, to play, to do, to go, to love, to have. can **Grammar:** Simple present - Affirmative-Negative and question form. Today is a beautiful day. Why are you sad? I don't like What is your favorite food?	Tabletop, cards, dice, chips.	• On September 27th at 1 pm the implementation session of Tabletop was carried out. • The table game and the cards were creating by the researchers. In the cards the similar characters were using. • The researchers Liliana Mesa and Isabella Choco explained the activity and the rules • A Table Top was assigned to each group which were divided into four smaller groups (sub-groups) • The students performed the characters with enthusiasm. • Each group helped themselves to have a better pronunciation and fluency. • Some students said words and phrases used in the last classes. • Students were focused listening to what their classmate said of each card. • the researchers asked the students about what words they remembered from the session.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad del Tabletop? ¿Por qué? • ¿Recuerdas las palabras usadas en inglés en el Tabletop? ¿Cuáles? • ¿Cómo te sentiste al realizar este juego?	Photocopies	• Before the end of the session at 1:50 the students evaluated the session by answering the surveys. In their responses, they expressed that they liked how their classmates expressed themselves during the game.

• ¿Cuál fue la parte que más te gustó del juego?		

OBSERVATION
In this session, the students *demonstrated* great teamwork and increased motivation when it came to acting the characters. They coordinated with each other to perform what was presented in the cards, practicing multiple times to pronounce correctly. The students mentioned several phrases they had learned in previous sessions, and when it came to portraying the characters, they were more spontaneous, repeating the dialogues with increasing fluency each time. Finally, when asking the children the phrases or words they remembered, they said the following: "good" "I'm sad", "excellent", "I'm sorry", "I'm Sonic", "I'm fast", "I am Naruto", "I don't like pizza", "I am CR7 and I am an excellent player", "How are you?", "I'm Naruto" y "Im Hokage".
REFLECTION
According to the observation, it can be said that the activity of the Tabletop motivated the students to carry out the activity, this allowed the students not only to strengthen the pronunciation, vocabulary and fluency in English, but also to lose the shyness. They appropriated each character and encouraged teamwork, as everyone wanted to reach the goal.

EVIDENCE	
REFERENCES	Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021

Table 9

Methodological Logbook N° 8 - I like Role Cards.

ANNOTATIONS **Session VIII: Role Play's Collage**		
Topic Coexistence and Peace **Thematic** Likes and dislikes. **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** • Remember and apply the vocabulary seen in the previous sessions and recreate the activities assuming a role		
Activities	**Resources**	**Date:** September 28th 2023 **Comments**
Activity 1: I like Real Play Cards	Tabletop, chips, dices	On September 28th at 1 pm the implementation session of Tabletop was carried out.

The researchers provided some cards to each student in which they observed different character descriptions that were performed by them. **Vocabulary**: Why, but, because, people, character, favorite, donkey, football, spaghetti, dream, house, happy, excited. **Actions:** To live, to help, to come, to do, to understand, to be, to destroy, can, to run, to swim, to listen **Grammar:** Simple present - Wh questions (Why, how, what) Why are you sad?		• Present researchers: Liliana Mesa, Isabella Choco (observers); Jenny Coque, Andrea Alfonso. • The researchers started at 1:00 pm with the "Hot Potato" as an Icebreaker. They ask questions about what English words they remembered from previous sessions. • The researchers explained the game briefly. • The group was further subdivided into four. (Two groups per board game) • The students performed the characters. • The students read the cards and attempted to comprehend and pronounce what was written on them. • Each group helped themselves to have a better pronunciation and fluency. • Some students did not accomplish what the character said in the card. However, the students repeat with the student to continue with the game. • Students were focused listening to what their classmate said of each card. • Students were able to perform short dialogue.
Activity 2: **Evaluation by Survey** Every student answered the questions about the activity: • ¿Te gustó la actividad del Tabletop? ¿Por qué? • ¿Recuerdas las palabras usadas en inglés en el Tabletop? ¿Cuáles? • ¿Cómo te sentiste al realizar este juego?	Photocopies	• At 1:50 the students evaluated the session by answering the surveys. In their responses, they expressed that they liked how their classmates helped themselves to conclude the activity. • The researchers asked the students about what words they remembered from the session. Some of them answered: Some "Cars", "Monsters", "Darkness", "Peaches", "I like pizza", "School" and "I don't like".v

OBSERVATION

At the time of each challenge of the game the students made an effort to say the dialogues repeating several times to pronounce better, especially the short sentences that were easier for them to remember which allowed them to express themselves spontaneously, and they did it without looking at the cards. Some phrases were: "I am princess", "Monster", "Happy", "Stop", "I like pizza", "I don't like", "Cars", The students worked as a team and collaborated with each other.

REFLECTION

From what was observed during the session, it can be concluded that team-based playing dynamics is a good strategy. This is because when a student was hesitant or shy to portray a character, their peers encouraged them to progress in the game. It's also important to highlight that, unlike the earlier sessions, significant progress has been evident in terms of pronunciation and fluency, but primarily in vocabulary learning. This was evident in the responses provided by the students regarding the vocabulary they had learned, without consulting the cards at the end of the session.

EVIDENCE

REFERENCES

Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. Accessed 28 April 2023.

Table 10

Methodological Logbook N° 9 - Living Real Tabletop.

ANNOTATIONS **Session IX: Role Play's Collage**		
Topic Coexistence and Peace **Thematic** Verbs and adjectives **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** • Remember and apply the vocabulary seen in the previous sessions and recreate the activities assuming a role.		
Activities	**Resources**	**Date:** October 4th 2023 **Comments**
Activity 1: Living Real- Tabletop Students formed 4 groups; each group was in a corner of the board. The board was designed for each student to assume the role of a character, which could be related to his classmate. On the other hand, there was a dice. It indicated the number of spaces students could move. In each space there was a question or a Role that the student had to assume in order to advance to reach the goal. **Vocabulary:** Good, excellent, crazy, ocean, excited, friendly, friend, nervous, car, big, teacher, character. **Actions:** To be, to look, to eat, to like, to want, to play, to do, to go, to love, to have, to come, to destroy, can, to run, to swim, to listen, to want. **Grammar:** Simple present They do homework. I am excellent	Tabletop, chips, dices	• This was the penultimate session where the tabletop game was implemented on October 4 at 1:00 pm. • Students already knew the dynamics of the game, each placed in the game to compete with their peers and win the game. • The game was implemented some things to have the concentration of students and a way to practice vocabulary seen. • In this competitive game the children got too excited and worked on equipment to be able to advance. • At this point, there was a great improvement in the strengthening of oral skills.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad del Tabletop? ¿Por qué? • ¿Recuerdas las palabras usadas en inglés en el Tabletop? ¿Cuáles? • ¿Cómo te sentiste al realizar este juego?	Photocopies	• • At 1:50 the children gave their views on the activities carried out on that day. • • In video recordings were recorded when children mentioned words, they remembered from that and previous sessions.

• ¿Cuál fue la parte que más te gustó del juego?		

OBSERVATION
In this Tabletop session, challenges, and TV characters like Karol G and El Chavo were combined with dialogues which motivated the students. Likewise, whenever the die landed on the numbers 6, 4, or 1, the students had to perform a specific action. For example, when the number 6 came up, the students would all say the word "wonderful" together, and the same went for numbers 4 and 1. Everything was related to the content of the game. Additionally, it was evident that the students could understand some words in English when taking on the role of their character.
REFLECTION
In this session there was greater comprehension of the dialogues, strengthening oral skills in English because they allowed deciphering the phrases of the cards, thanks to the challenges of the Tabletop which fostered a deeper understanding of their content when representing their character. On the other hand, carrying out repetition practices and active participation in teams or groups forms a comprehensive pedagogical strategy that promotes mastery of English language effectively.

EVIDENCE	
REFERENCES	Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. Accessed 28 April 2023.

Table 11

Methodological Logbook N° 10 - Final Session

ANNOTATIONS **Session X: Living Real- Tabletop**		
Topic Coexistence and Peace **Thematic** Simple Present, Verbs and adjectives **Abilities** Pronunciation, vocabulary, grammar, and pragmatic knowledge. **Objectives** • Remember and apply the vocabulary seen in the previous sessions and recreate the activities assuming a role.		
Activities	**Resources**	**Date:** October 19th 2023 **Comments**
Activity 1:	Tabletop, pieces, dices	Tabletop (Last session to assess previous learnings)

Living Real- Tabletop Students formed 4 groups; each group was in a corner of the board game. The board was designed for each student to assume the role of a character, which could be related to his classmate. On the other hand, there was a dice, which indicated the number of spaces students could move. In each space there was a question or a Role that the student had to assume in order to advance to reach the goal. **Vocabulary:** Giant, good, excellent, wonderful, friend, nervous, scared, big. Why, but, because, people, fast, powerful, monster, sad, handsome, fish **Actions:** To go, to study, to play, to read to watch.to understand, to be, to look, to eat, to like, to want, to play, to do, to go, to love, to have. To live, to help, to come, to destroy, can, to run, to swim, to listen. **Grammar:** Simple present - Affirmative form		Session Summary: • The game began at 1:00 pm, each team faced a challenge: interpreting a scene from a video, combining elements from previous games (Real Play, Role Cards, and Tabletop). • Students demonstrated a complete understanding of the video dialogue, generating enthusiasm to perform the scene. • After practice, teams portrayed the characters smoothly and enthusiastically. • The first challenge involved interpreting dialogues from different characters in animated series, highlighting students' comprehension, listening, and pronunciation skills. • A decrease in students' shyness when embodying characters was observed, along with an improvement in pronunciation compared to previous sessions. • Despite the overall improvement, some students still encounter difficulties pronouncing dialogues correctly from the cards, although the majority can pronounce words correctly and fluently.
Activity 2: Evaluation by Survey Every student answered the questions about the activity: • ¿Te gustó la actividad del Tabletop? ¿Por qué? • ¿Recuerdas las palabras usadas en inglés en el Tabletop? ¿Cuáles? • ¿Cómo te sentiste al realizar este juego? • ¿Cuál fue la parte que más te gustó del juego?	Photocopies	• At 1:50 pm were carried out the surveys to evaluate the knowledge learned in the session.
OBSERVATION		
In this last session, the three games were combined, such as Real Play, Role Cards, and Tabletop. It excited the students. The children represented the dialogues trying to recreate the different situations. It was evident that some still find it difficult to pronounce many words that they had seen in the previous sessions, while others have found it easier to articulate to say increasingly longer phrases, understanding what they say with greater fluency.		
REFLECTION		
The combination of Tabletop, Real Play, and Role Play Cards proved to be an effective strategy for enhancing pronunciation and language fluency. Students showed significant progress as they could repeat long sentences as many times as necessary to achieve proper pronunciation. Observation also revealed that most students overcame their pronunciation issues when reading dialogues on the cards. Additionally, some students overcame their shyness when portraying characters, which created a more comfortable and participatory learning environment. These improvements in oral skills and confidence in verbal expression are positive indicators of ongoing language learning advancement.		

EVIDENCE	
REFERENCES	Ministerio de Educación Nacional. "Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0." *Eco Web 2.0*, 29 October 2021, https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/. Accessed 28 April 2023

Finally, for developing the methodology it was necessary to make use of some documents like informed consent of parents and principal. Also, the instruments such as interviews with children and the teacher in charge, the field dairy, and the video recording to analyze each session. All the above mentioned were detailed in the appendices section.

Results' Analysis

For the development of this strategy, 10 sessions were held. Each lasting one hour per week, and were applied to fifth-grade students at José Edmundo Sandoval Educational School. In accordance with the results, the researchers were able to evidence the strengthening of the oral skills in the students after having applied the Role-playing Games as a strategy. The instruments used to gather the data allowed the researchers to appreciate the progress of most of them during each session.

In the first session, a table was elaborated that shows the analysis collected during the diagnostic class and the first implementation of Role-playing Games to identify the problem of oral skills such as vocabulary, fluency, pronunciation, and comprehension. In order to have a first insight regarding the first encounter with the students, a table was proposed to make a comparison between the required topics (DBA) and the students' performance (see table 12).

Table 12

Comparative diagnostic table based on DBA Derechos Básicos de Aprendizaje vs. Students' Performance in the oral skills of Grade 5th at the José Edmundo Sandoval School.

Session I: Living Real Play Game.					
Grade	5° B	**Topic:** Coexistence and peace			**School I.E. José Edmundo Sandoval**
Students	**Girls:** 14 **Boys:** 12	**Thematic:** Simple present			
Time	1 hour	**Oral Skills:** Pronunciation, Vocabulary, Comprehension and Fluency			
Cycle		Derechos básicos de aprendizaje / English Performance Indicators Module: 2,3 y 4			
		Oral Skills			
		Pronunciation	**Vocabulary**	**Comprehension**	**Fluency**
Basic Primary		• To pronounce short sentences correctly, such as: •Greetings	•To identify English words and expressions related to the telling of	• To answer simple questions in English, related to current events.	• To recognize and mention in English, through simple language, the importance media

	• The age • Colors • Emotions • Questions Wh Questions •Physical Characteristics • Short Dialogues	anecdotes specific to their context. • To recognize relevant information in a short text in English. • To recognize the vocabulary in English from the media communication and information you have contact with. • Giving and asking for information in English on facts current. • To interact using simple language in English, with his colleagues about issues related to the places and/or people of your local context. • To relate in English, own anecdotes with plain language.	• To recognize the structure of the Present of use verbs frequent in English. • To identify the shape interrogative in English for get information about current events. • To make comparisons simple in English, based in the characteristics of them colleagues and/or peers. • To answer questions simple in English, related to them daily activities and hobbies. • To recognize and mention in English, via simple language, The importance of the media Communication for his life daily. • To express emotions in English versus various situations. • To answer questions simple in English, related to them daily activities and hobbies. •To answer questions simple in English, related to facts current. • To recognize information relevant in a text short in English.	communication for your life daily. • To express emotions in English versus various situations. • To answer questions simple in English, related to them daily activities and hobbies. • To answer questions simple in English, factual current. • To acknowledge information relevant in a text short in English.
	Observations			

	• They Pronounced short sentences with difficulty observing the subtitles of the video. • They said their age but pronounced the numbers as in Spanish. • They did not answer simple questions like: - "Where are you from?". • Students did not engage in conversation in English with their classmates or their teacher. •When reading a short text, they pronounced the words as in Spanish, for example: Text: Hello, my name is..., I am 8 years old, I live in Santander. – Student A: /hɛlo/ instead of / hɛˈloʊ/ – Student B: / ˈmɪnamɛɪzpeˈpito instead of /maɪneɪmɪzpeˈpito/ – Student C: /ɪamotʃədʒɛɑrsold/ instead of /ræmeɪtjɪrsold/ – Student D: /ɪlɪvɛɪn/ instead of /aɪlɪvɪn/	• The students did not understand structured sentences, they only recognized words they knew such as: - "Hello", "goodbye", "good morning" or • "what's your name". • The students could not recognize the letters of the alphabet, but they pronounced some of them incorrectly. • They expressed their feelings through gestures of disgust or discomfort, expressing that they were embarrassed to talk. •It was difficult for them to memorize and dramatized short dialogues. • Students did not use English to address their classmates and teachers, unless asked to do so. •They Recognized numbers in English.	• It was difficult to understand instructions for example: - "Stand up", - "listen", - "right", - "left". • By watching the videos, they recognized the characters by easily understanding the context of the situation. • When they observe the videos, they understand the moods of the characters and then perform their interpretation. • They recognized with difficulty who was spoken to through physical descriptions. • They included basic information provided in English by peers such as age and name. • They identified in the video everyday actions like run and objects like rule, shoes and bag. • They tried with difficulty to follow the rhythm of songs in English.	• They could not answer questions such as: - "How are you? - "Where are you from?" - "What is your favorite color?", - "What is your favorite food? ". • They answer simple phrases like greetings: - "Hello", - "Good morning". • They could not greet according to the time of day, in a natural and appropriate way. • They could not ask short questions. • Lack of vocabulary to express concerns and express emotions. • They could not answer questions about their tastes and preferences. • They could not maintain a simple conversation in the present tense. • In this category there were two fluency and pronunciation problems such as: - Student A: /ɪ.am.otʃədʒɛɑrs.old./ instead of /ræmeɪtjɪrs.old / – Students B: / ˈmɪ.na.mɛ.ɪzpeˈpito / instead of / maɪneɪmɪzpeˈpito / – Student C: /ɪ.lɪvɛ.ɪn/ instead of /aɪlɪvɪn/

The results depicted in the table 12 allowed the researcher to identify the problems of the students based on oral skills in the fifth grade of the José Edmundo Sandoval School. This information was the result of the diagnostic class and the first implementation called Living Real Play, in which many deficiencies were observed in vocabulary, pronunciation, fluency, and comprehension (observation part – table 12). The Derechos Básicos de Aprendizaje were considered as a resource to identify the

performance of students in the oral skills and for data collection through observation and field diary.

Regarding the previous diagnostic, the strengthening of the oral skills in English will be displayed, after having carried out the three (3) types of Role-playing Games. For instance, some descriptive samples that reflected the process and the improvement of the students in the four (4) oral skills set out in the objectives.

Pronunciation

As each session went by, students not only tried to say better a word, but they succeed it.

- The students pronounced the phrases as in Spanish in the first visits to the institution but then, they were able to pronounce better the below sentences:

Students (Before): /ɪkanrulɛmɪsɪti/, /ɪlɪvɛwɪðanogrɛ/, /hiɪzfrɪɛndli/, /mɪbɛstfrɪɛndɪzabɪgmonstɛr/, /ɪdontspɛakɪŋglɪʃ/, /watawondɛrfʊldrɛam/.

Students (After): /aɪkanrulmaɪsɪti/, /aɪlɪvwɪðanō′gər/, /hiɪzfrɛndli/, /maɪbɛstfrɛndɪzabɪgmonstɛr/, /aɪdoʊntspikɪŋglɪʃ/, /wɑtawʌndə-fəldrim/.

- Some students pronounced some words incorrectly when they said their names and age but then they said them correctly. For example:

Students (Before): /ˈmɪ.namɛ.ɪzpeˈpito.ɪ.amotʃɔdʒɛɑrs.old/

Students (After): /maɪneɪmɪzpeˈpitoaɪæmeɪtjɪrs.old/

- The students were not able to pronounce short sentences. They watched the videos subtitles but thought about how to say that. However, after the implementation they pronounced short sentences easily observing the subtitles of the video as:

Students (Before): Did not pronounce.

Students (After): /wɑtʃaʊt/, /hiɪzfæst/, /ðætɪzjʊrˈrulə˞/, /ɑrjuoʊˈkeɪ/, /ɪzðɪsjʊrʃu/. /aɪkanmeɪkɪt/, /aɪkanrʌn/.

- Some students struggled at the time they corrected mispronunciation in longer sentences.
- Students did not pronounce long sentences. they pronounced as in Spanish but after they pronounce in better way like:

Students (Before): /lok.ɑt.ʃi.ɪz.dʒoʊr.ˈbɛɑutɪful/prɪnsɛs/.

Students (After): /lʊkɑtʃiɪzjʊr.ˈbjutəfəlprɪnsɛs/.

- Most of the students did not pronounce well but later, they pronounced better and also, they showed more security and fluency when repeating the dialogues. For example:

Students (Before): /ɪ.am.sad/, /ɪ.amˈhapi/, /mɪ.ˈbɛɑutɪful.prɪnsɛsɪzɪn.dandʒr/.

Students (After): /aɪamsad/, /aɪamˈhapi/, /maɪˈbjutəfəl.prɪnsɛs.ɪzɪn/deɪndʒr/.

- There was an improvement when pronouncing short sentences and reading the dialogues in the cards.

Students (Before): /ɪam.aˈhandsom.donkɛɪ/, /ʃiɪza.gorgus.gɪrl/, /dʒoʊ.ar.zokol/, /ɪ.am.afraɪd.ofmonstɛr/, /ɪlɪkɛ.tobɛ.sad/.

Students (After): aɪamaˈhansəm.dɑŋki/, /ʃiɪza.ˈgɔrdʒəsgɝl/, /juɑrsoʊkul/, /aɪam.əˈfreɪdɑvmonstɛr/, /aɪlaɪktubisad/.

- Before, the students did not recognize the letters of the alphabet sounds. They pronounced them incorrectly. After, they recognized the letters but pronounce some of them incorrectly.

Vocabulary

- Some students did not engage in English conversation with their classmates or teacher but then, they tried to use words they learned to make himself understood.

Students (Before): "¡Eso es chevere!" Students (After): "That’s wonderful!".

- Before the implantation, students knew some words in English, but later they learned new words and sentences as:

Students (Before): "Hello", "blue", "yellow", "red", "one", "two", "three".

Students (After): "Wonderful", "princes", "donkey", "I am very fast", "peaches", "I love you", "rule", "shoes", "bag", "watch out!", "that’s", "hurry up", "she is", "he is my father", "look at", "wonderful team", "I can run fast", "yes it's, thank you", "is this your shoe?".

- By observing the cards from the second session, students strived to understand the moods of the characters and then perform their representation as similar as possible.

Students (After):

Student A: "Look at your beautiful princess".

Student B: "She is a gorgeous girl".

- Some students were able to recall and repeat more complex phrases, such as:

Students (After): "I don't like pizza", "I am CR7", "I am an excellent player", "How are you?", "I 'm Naruto", "I'm Hokage".

- They expressed their feelings through gestures of disgust or discomfort, expressing that they were embarrassed to talk but then, some students could express their emotions, trying to imitate the feelings of the card character:

Students (After): "I'm Happy", "I am sad", "It's wonderful!".

- Before, it was difficult for them to remember and perform short dialogues. After, some students still had difficulty remembered words but could easily learn short words and phrases and sentences such as:

Students (After): "Watch out! ", "wonderful", "Good afternoon", "tall", "wonderful", "can", "tall", "like", "you are beautiful", "princess", "ugly", "girl", "go", "what", "How are you? ", "am", "I live in", "where are you from?", "What is your favorite color?", "What is your favorite food?", "friendly", "understand me", "I love you", "Is that your ruler? ", "big", "powerful", "best friend", "today", "monster", "strong", "to sleep", "to

swim", "fish", "my", "help me", "listen to me", "silent", "you are so cool", "I have an idea".

Comprehension:

- At the beginning the students did not answer simple questions to the greetings. At the end, the students did it.

(Before)Teachers: "Hello, how are you?" Students: No answer.

(After) Teachers: "Hello. How are you?" Students: Good morning teacher. I'm fine and you?.

- Students showed understanding instructions like: Stand up, listen, right, left, seat down, please. Which were difficult at the beginning.
- To some students still was difficult to understand some simple wh-questions like: "Why can you run?", "how do you do? " and "why can he make it?".
- Before the students had difficulty to understand the context of the videos, after they recognized the characters moods by easily understanding the context of the situation watching the videos.

Students (Before): Thinking

Students (After): "Watch out, significa ten cuidado", "we are a wonderful team, significa somos un gran equipo", "hurry up es darse prisa", "I can run fast! Yo puedo corer rápido", "Are you ok? ¿Estás bien?"

- Some students still recognized with difficulty what was spoken by physical descriptions. For example: The teachers showed objects and spoke about that.

- Unlike the first card game implementation, students managed to understand basic information provided in English by their peers:

Students (After):

Student A:"My name is Pepito. I am eight years old. I like to play soccer. I can run fast".

Student B:"Su nombre es pepito, tiene 8 años, le gusta jugar futbol y puede correr rapido".

- They followed the rhythm of songs in English as in the song "peaches". Due to the understanding of vocabulary of the songs, the students found it smoothed to sing them. For example:

Students (After):"With my star, we're gonna rule. Peach, understand!", "I'm gonna love you", "I'll make you mine".

- Before the students did not understand simple instructions but after they managed to understand instructions as: “start", "stop", "ready", "listen", "silence".
- During the implementations some students understood with difficulty what the researchers explained through physical descriptions, including basic information provided in English by the researchers.
- When they read the cards, some students understood the meaning of words such as: "Beautiful", "gorgeous", "ugly", "handsome", "clumsy", "very", "sad", "danger".
- Unlike the diagnostic class and the first implementation, there was an improvement in the understanding of short dialogues such as: "I don't like

walking", "I don't like to run", "I like football", "I am Naruto", "you are sad", and "I am Happy".

- Unlike what was observed before the implementations at the end the students understood questions such as:

  "What is your name?", "how old are you?", "where do you live?", "which is your favorite character?", "what is your favorite singer?", and "what is your favorite food?".

Fluency

- Before the implementation, the students had difficulties introducing themselves in English. After the implementation, it was evident that the students had more security and confidence in themselves when asked to introduce themselves in English. For example:

Teacher explained (Before): "Hello Everyone, my name is Liliana. I am 27 years old. I am from Santander. I like the Pizza". Students answered: "Hello (Pause) no se que más puedo decir Profesora".

Teacher explained (After): "Hello Everyone, my name is Liliana. I am 27 years old. I am from Santander. I like the Pizza". Students answered: "My name is Pepito. I am 10 years (pause) old. I am from Santander. I like (pause) Pizza".

- Before, some students did not answer simple phrases like greetings: "Hello", "Good morning". After the implementation, they could answer them. For example:
- (Before) Teacher: "Hello, how are you?" Students: "No sé".

(After) Teacher: "Hello, how are you?" Students: "Hello teacher Liliana, I am good".

- Before, students did not answer wh-questions. After, some students were able to answer some questions. Nevertheless, they did it so slowly, for example:

(Before)Teachers: "What is your name? " Students: "No sé".

(After) Teacher: "What is your name?" Students: "My name (pause) is Pepito.

(Before) Teacher: "Where are you from?" Students: "No sé".

(After) Teacher: "Where are you from?" Students: "I'm (pause) from Santander".

(Before) Teacher: "What is your favorite food? " Students: "No sé".

(After) Teacher: "What is your favorite color? " Students: "My (pause) favorite color (pause) is pink".

(Before) Teacher: "What is your favorite food?" Students: "No sé".

(After) Teacher: "What is your favorite food?" Students: "My (pause) favorite food (pause) is hamburgers".

- Before, students had lack of vocabulary to express concerns and emotions. After, students could express their emotions using the following phrases:

Students (After): "I am happy" and "I am Sad".

- At the beginning, students were not able to answer questions about their likes and preferences. At the end, their likes and preferences were answered by using the following phrases. For example:
  Students (After): "I like to run", "I like to play" and "I like Pizza".

Regarding the analysis of the above data, the strengthening of oral skills was evidenced, and this was possible after having carried out the RPGs. Although oral skills were composed of four (4) categories, students had a visible improvement in each of them as discussed below.

Real Play was a strategy implemented in sessions 1, 3 and 5 in this game, the initial activities focused on children learning new vocabulary. For this, a video with subtitles was used, allowing the students to familiarize themselves with new words. As the game progressed, the students showed notable strengthening in their comprehension, to the point where they no longer needed the subtitles to understand the video content. According to Asztalos (2024) Real-life play is a form of play that mirrors the real world. It can be seen as a rehearsal for real-world scenarios, where children utilize tools that are suitable for their size and engage in activities that resemble those of adults, all with the aim of enhancing their skills and proficiency. As the evidence previously mentioned.

Besides, the Role Cards was a strategy implemented in sessions 2, 4 and 6, these sessions displayed that thanks to the repeated practice of vocabulary and dialogue with researchers, students were able to learn some short sentences, so it is possible to say this game was also useful since according to Rau (2005), "Imagination, visualization, and creativity are functions of mind that play an important role in children's learning and language development" (p.8). Thus, the Oral Skills in the English learning becomes

more meaningful since the students are able to recreate in their minds what they are saying, even the words, sentences or phrases they remember.

Finally, the Tabletop was implemented in session 7,8,9 and 10. This game contributed to the learning process of the students, since it gathered the previous dynamics by joining the teamwork. Due to the cooperation among the students in this game, the oral skills (vocabulary, fluency, pronunciation and comprehension) were strengthened, by the incorporation of videos, cards and discussions. Also, it allowed them to increase their vocabulary and expressions within the context that served as a platform to improve fluency in English, practicing more confidently and articulately. According to Ghafar (2023), "self-confident people have better pronunciation, vocabulary, and grammar, which are essential for English communication" (p.55). In addition, actively participating in dialogue and pronunciation exercises facilitated the development of comprehension (visual and auditory) through the incorporation of multimedia resources to reinforce oral skills. As stated Girsén (2021), "Tabletop Role-playing Games may help learners of a foreign language to get valuable practice in using their linguistic skills and resources in a context that naturally provides support and scaffolding through the existence of the other players" (p.53).

Having exposed the previous results, deeper analysis was gained since students displayed clear improvement during each session regarding the three games carried out. Afterward, to elucidate the progress of the fifth-graders, the four categories of the oral skills (pronunciation, fluency, vocabulary and comprehension) were illustrated according to their field.

Apart from the final results concerning the specific objectives, it's important to mention that during the research process, other findings emerged, such as:

Autonomous Learning: The children tried to understand by themselves the dialogues to assume the role of the character and represent it with greater spontaneity; According to Holec one of the earliest advocates of autonomy in language teaching has defined autonomy as "the ability to take change of one's own learning" (Shanghais Yan, 2012).

Significant Learning: During the session when the students observed the images of the characters and did not understand the dialogue very well, they tried to analyze the situation and then, with the help of the teacher, students could fully understand what was stated by each card. This showed significant learning. Sharan (2014) says that teachers, by answering students' questions, integrate learning with experiences of students, thus encouraging meaningful learning. Instead of thinking about what they already know, they value students' ideas and experiences, creating an environment of trust and active participation in the educational process.

Competitive Spirit: The competitive spirit was evident in Tabletop implementations; when students played in groups and competed among themselves to reach the end of the game, taking on roles and challenges, each group looked enthusiastic and participatory based on the proposed activities, this allowed students to collaborate and compete in a healthy way among themselves which strengthened oral skills in English. Lodosa (2010) suggests that the desire to encourage students' own progress, team spirit and competition promotes awareness of the individual's personal motivation and teamwork, therefore, the need to stimulate their own training. Furthermore, progressing toward their goals not only lifts their mood but can also be an effective tool to counteract demotivation.

Collaborative Learning: When one of the team members had difficulty understanding or representing a character, his teammates motivated him to repeat to pronounce each word in the right way because in order to advance in the game they had to repeat all and make the representation as a team. According to Galvagno et al. (2018) asserts that collaborative games significantly contribute to the development of emotional intelligence, the cultivation of positive emotions, the promotion of more harmonious social relationships, and an improvement in problem-solving abilities.

Conclusions

In this section, the results obtained from the implementation of Role-playing Games will be presented. It was evidenced that the Real Play, Role Cards, and the Tabletop Role-playing Game strengthened the different oral skills according to the objectives.

Real play

- Regarding Real Play, it is concluded that it strengthened oral skills because through the audio-visual aid the children were exposed to real situations, where they saw and heard repeatedly which allowed them to improve their pronunciation in English.
- The Real Play strategy turned out to be effective in strengthening oral skills to children because using real situations and audiovisual resources proved to be a motivating and effective way to strengthen oral skills such as comprehension and learning new vocabulary.
- For some students it was very difficult to express themselves as they were very afraid to speak in public.
- The use of audiovisual resources contributed significantly to the learning of new vocabulary and the fluency which motivated participants to keep practicing their oral skill.
- Working collaboratively helped improve pronunciation. because children encouraged each other to pronounce well.
- Collaborative games had a notable impact on various aspects of personal development. such as improving emotional intelligence, cultivating positive

emotions, fostering more harmonious social interactions. It means the students' interest moved them to keep participating in each following session.

- The Role-playing Games as a strategy fostered social interaction among students by strengthening fluency in front of an audience (classmates, teachers, etc.). This supports the idea that communication and interaction with others benefits the learning of a language.
- By combining the subtitles with visual and musical media, the English learning process displayed a great effectiveness when gaining new vocabulary. Thus, the importance of exposure to multiple sensory modalities in the language strengthening process was highlighted.
- Repetition was identified as a crucial component to enhance pronunciation and consolidate vocabulary knowledge, as constant practice is essential in English learning.
- The Real Play strategy not only contributed to a better mastery of pronunciation but also facilitated contextual comprehension of the dialogues because they observed and acted more easily.

- Meaningful learning boosted students' progress and motivation in developing oral skills.

- Meaningful learning provided opportunities to face real situations through Real Play.

Role Cards

Regarding Role Cards, it is concluded that it strengthened oral skills because through the creation of short dialogues with famous characters, student participation and

motivation were promoted. It also helped overcome shyness and self-confidence which resulted in increased fluency.

- The use of the Role Cards game proved to be an effective tool for strengthening oral skills by encouraging memorization and repetition of vocabulary through reading and interpreting the roles assigned to the characters.
- This dynamic allowed participants to learn in a practical and playful way, facilitating the learning of new words and short expressions.
- As students faced the need to act on Role Cards strategy, students felt more confident and spontaneous when expressing themselves in English which is essential for fluency in oral communication.
- The Role Cards games was an effective strategy since students not only reinforced their pronunciation by learning new vocabulary but also their reading, achieving a greater comprehension of the dialogues.
- Autonomous learning promoted the development of reading comprehension and strengthening of oral skills, such as vocabulary enrichment and improvement of pronunciation.
- Although the three games contributed significantly, role cards showed more difficulty in pronunciation.
- In the card role, autonomous learning allowed the children to apply what they learned in the dialogues when they tried to assume the role of a character and represent it spontaneously.
- In a video there was little participation on the part of the children, they were not motivated to talk as the content did not attract much attention.
- The collaborative work promoted respect during the development of oral skills, which allowed a healthy coexistence.

Tabletop Role-playing Game

Regarding Tabletop, it is concluded that this game strengthened oral skills such as fluency, pronunciation, and vocabulary due to interaction, collaborative work and active student participation.

- The Tabletop Role-playing Game was a fun and comfortable way for students to strengthen their oral production.
- This game promoted confidence to speak in English in a reliable and supportive environment.
- Tabletop strengthened pronunciation and vocabulary learning among students. Competitive dynamics in teams resulted in a more engaged approach to the learning process.
- During the project, we identified some negative aspects, two students showed disinterest in carrying out the activities, which negatively influenced the others. This caused discomfort during the implementation. However, by the end of the sessions, these same students demonstrated greater interest in participating in tabletop games.
- The game helped students apply what they learned in a practical way, reinforcing their learning of words and concepts.
- The students engaged in a competitive mindset and a more positive attitude towards learning. Working as a team and encouraging each other helped overcome shyness and strengthen oral skills, including fluency, pronunciation, and comprehension.

- The strategy motivated students to actively participate and assume assigned character roles. This active participation created a more creative and engaging learning environment.
- The competitive spirit led students to actively participate, which showed that competition was a valuable tool to promote motivation in learning.
- The students collaborated and competed in a peaceful way with each other. This was important as it displayed that competition fostered collaboration and teamwork.
- The children transferred knowledge learned to practical situations, displaying understanding of the dialogues that was crucial for meaningful learning. It was evidenced especially in this Tabletop Role-playing Game.

References

Archibald, J. (1998). Second Language Phonology. Language, 75, 860. https://acortar.link/sQTKV3

Asztalos, R. (2024). *Real-Life Play with Kid-Size Tools*. Encouraging Discipline. https://get.encouragingdiscipline.com/real-life-play/

Bowman, S. L. (2010). *The Functions of Role-Playing Games: How Participants Create Community, Solve Problems and Explore Identity*. McFarland, incorporated, Publishers. https://n9.cl/uo5sr

British Council. (2015). El inglés en Colombia. An examination of policy, perceptions and influencing factors, 58. https://shre.ink/rOyw

Cassany, D., Luna, M., & Sanz, G. (1998). Enseñar Lengua. Editorial Graó, de serveis pedagogics. https://n9.cl/bznu31

Chesler, M., & Fox, R. (1966). *Role-Playing Methods in the classroom*. https://eric.ed.gov/?id=ED075276

Chung, T. (2013). Table-top role-playing game and creativity. *Thinking Skills and Creativity Journal, 8*, 56-71. https://doi.org/10.1016/j.tsc.2012.06.002

Cooper, J. D. (1990). Cómo mejorar la comprensión lectora. «Revista Española de Pedagogía» (Madrid, Visor) 461 pp. https://acortar.link/FJyIT9

Cornish, F., Breton, N., Moreno, U., Delgado, J., Rua, M., Graft, A., & Hodgetts, D. (2023). Participatory action research. *Nature Reviews Methods Primers*. https://n9.cl/9qje6

Creswell, J. W. (1994). Research design: Qualitative & quantitative approaches. London: Sage Publications. https://acortar.link/qNsFMw

Crowther, Dustin & Trofimovich, Pavel & Isaacs, Talia & Saito, Kazuya. (2015). Does a Speaking Task Affect Second Language Comprehensibility? Modern Language Journal. https://onx.la/3317a

Dueñas, F., Cardozo, D., & Peña, C. (2015) Developing Speaking Skills Through Speaking - Oriented Workshops 1. https://n9.cl/imn70

Egg, E. A. (1996). *Métodos y técnicas de investigación social*. Lumen Humanitas. https://n9.cl/ig9ms

Enfield, G. (2007). "Becoming the Hero: The Use of Role-Playing Games in Psychotherapy." In Using Superheroes in Counseling and Play Therapy, edited by Lawrence C. Rubin, 1st, 227–41. New York, US: Springer Publishing Co https://psycnet.apa.org/record/2007-00887-012

British Council México. (2022). *¿Por qué aprender inglés desde la primaria? | British Council*. British Council México. https://www.britishcouncil.org.mx/blog/aprender-ingles-desde-primaria.

Equipo Colombia Bilingue. (2016). *ESQUEMA CURRICULAR SUGERIDO*. Ministerio de Educación. https://n9.cl/ptva6

Farkaš, J. (2018). *Teaching English Using Table-top Role-playing Games [Master's Thesis, J.J. Strossmayer University of Osijek]*. core.ac.uk. https://core.ac.uk/download/pdf/198156082.pdf

Ferreira, M., & Faustino, H. (2013). Learning Through Role-Playing Games: an Approach for Active Learning and Teaching. Revista, Brasileira de Educação Médica. https://n9.cl/6r09bu

Ghafar, Z. (2023). The Influence of Self-Confidence on English Language Learning: A systematic Review. https://acortar.link/3Fk8qj

Galvagno, L., Periale, M., & Elgier, A. (2018). Los juegos cooperativos y competitivos y su infuencia en la empatía. *Horizonte de la Ciencia*. https://n9.cl/p30sg

Girsén, O. (2021). Tabletop Role-playing Games as tools for English learning and their potential implementation into classrooms in Finland. [Master's Thesis]. University of Jyväskylä. https://acortar.link/omOS6Y

Gordillo, L. (2011). Desarrollo de la comunicación oral en la clase de inglés. Revista Digital "INNOVACIÓN Y EXPERIENCIAS EDUCATIVAS" Nº 38 https://acortar.link/Lwxf7B

Gillis, A., & Jackson, W. (2002). *RESEARCH FOR NURSES: METHODS AND INTERPRETATION*. F. A. Davis Company. https://n9.cl/njo3c

Hoyos, L. F. (2015). *Role-playing as an evaluation strategy in an English as a foreign language course. [Undergraduate Thesis, Universidad del Valle]*. Thesis and Degree Projects. https://bibliotecadigital.univalle.edu.co/handle/10893/9728?show=full

Institución Educativa Instituto Técnico. (2023). Instituto Técnico. Santander de Quilichao Cauca. http://instecnico.edu.co/

Lennon, P. (1990). Investigating Fluency in EFL: A Quantitative Approach. Universitat Kassel. https://n9.cl/hvgy4

Lodosa, R. E. (2010). El espíritu competitivo como elemento motivador en el aula. Publicaciones Didácticas. https://n9.cl/mu98f

Haradhan, M. (2018). *Qualitative Research Methodology in Social Sciences and Related Subjects*. Munich Personal RePEc Archive. https://mpra.ub.uni-muenchen.de/85654/1/MPRA_paper_85654.pdf

Mamian, G., Cabezas, J., Suarez, K., & Peña, M. (2021). Design of a didactic guide for EFL Teachers based on Role plays to enhance listening and oral skills of third and fourth-grade students at the José Edmundo Sandoval school in Santander de Quilichao.

Martínez, C. (2019). *The role play as a strategy for the improvement of oral production in English as a foreign language in the students of course 401 of the Marco Tulio Fernández school. [Undergraduate thesis,Universidad Libre]*. Unilibre repository. https://repository.unilibre.edu.co/handle/10901/17768

Martínez, L. (2007). La Observación y el Diario de Campo en la Definición de un Tema de Investigación. *Facultad de Ciencias de la Educación, Fundación,Universitaria los Libertadores.* https://n9.cl/1alpy

Ministerios de Educación Nacional. (2016). *Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria*. https://n9.cl/57h0a

Muñoz, C. (2002). *Aprender Idiomas*. Paidós. https://n9.cl/pfu6n

Peniel, B. B. (2016). *Research Design*.

https://n9.cl/93alt

Phillippi, J., & Lauderdale, J. (2018). A Guide to Field Notes for Qualitative Research: Context and Conversation. Qualitative Health Research. https://shre.ink/rwbt

Ponto, J. (2015) Understanding and Evaluating Survey Research. Journal of the advanced practitioner in oncology, 6(2), 168–171. https://acortar.link/nJ9ktg

Porter G. (1987). Role Play. Oxford University Press. https://acortar.link/s6NzaK

Semana S.A. (2016). Los colombianos 'son negados' para aprender inglés. Revista Semana, (ISSN 2745-2794). https://n9.cl/ymy1jw

Kim,Y. Pilcher, H. (2016). What Is Listening Comprehension and What Does It Take to Improve Listening Comprehension? New York: Springer. https://files.eric.ed.gov/fulltext/ED602774.pdf

Krisdiana, B., Irawati, A, E., & Kadarisman, E. (2018). The Effectiveness of Role-Play Integrated with Word Cards on Students' Speaking Skill for Communication. *Journal Pendidikan Humaniora*, *6*(2), 7. https://n9.cl/lefdl

Rau, M. L. (2005). *Creative, imaginative English-as-a-foreign-language using storytelling and drama*. Project, Faculty of California State University. https://acortar.link/ycmBAG

Rintaningrum, R., & Aldous, C. (2018). I find it easy to learn English when. https://n9.cl/e65gt

Rodgers, T. S., & Richards, J. C. (2010). *Approaches and Methods in Language Teaching*. Cambridge University Press.

https://n9.cl/3b8yv

Romero, M. A. (2016). *The role of games in the development of oral skills in Teaching English as a foreign language to adult learners from an extension course at Universidad del Valle. [Dissertation, Universidad del Valle]*. Biblioteca Digital Univalle. https://bibliotecadigital.univalle.edu.co/handle/10893/9657

Samsibar, S., & Wahyuddin, N. (2018). The Effectiveness of Role Play Method Toward Students' Motivation in English Conversation. *Eternal (English Teaching Learning and Research Journal)*. https://n9.cl/ovtg2

SantMusic. (2023). *Cancion de Bowser a Peach - The Super Mario Bros Movie | Jack Black - Peaches / Sub Español + Lyrics*. Youtube. https://www.youtube.com/watch?v=pCvHFHJqVu4

Scrivener, J. (2005). *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan. https://acortar.link/EjYzUd

Scrivener, J. (2005). *Learning Teaching (second edition)*. Macmillan. https://n9.cl/wcr0z

Srinivas Rao, P. (2019). The Role of English as a Global Language. *Research Journal of English (RJOE), Vol-4*(ISSN: 2456-2696), 79. https://n9.cl/ib6fj

Sharan, Y. (2014). Meaningful learning in the cooperative classroom. Education 3-13, 43(1), 83-94. https://doi.org/10.1080/03004279.2015.961723

Urrutia, W., & Vega, E. (2010). Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School. *Vol. 12*(ISSN 1657-079), 21. https://revistas.unal.edu.co/index.php/profile/article/view/13831/14539

Waskul, D., & Lust, M. (2011). Role-Playing and Playing Roles: The Person, Player, and Persona in Fantasy Role-Playing (Vol. 27). https://doi.org/10.1525/si.2004.27.3.333

Yan, S. (2012). Teachers‟ Roles in Autonomous Learning. *Journal of Sociological Research*. https://onx.la/22753

Zagal, J., & Deterding, S. (2018). Role-Playing Game Studies. Routledge and CRC Press. https://n9.cl/flnjs

Appendix

Appendix A: Parents' consent form

Explicación del proyecto: "Implementación de Juegos de Rol para el Fortalecimiento de las Habilidades Orales".

Este proyecto consiste en la implementación de 3 dinámicas de juego de roles, con las que buscamos desarrollar la habilidad oral en inglés de los estudiantes de quinto grado.

Los tres juegos de roles que se aplicarán serán:

1- Real Play: los estudiantes observarán videos con diferentes diálogos (en inglés), los cuales serán actuados por ellos mismos.

2- Tabletop: Es un juego grupal, donde se les proveerá a los participantes distintos personajes donde tendrán la posibilidad de elegir lo que cada uno podría hacer de acuerdo con la situación e información dada.

3- **Role Cards**: En este juego los participantes asumirán los personajes que se les darán a partir de tarjetas, en las cuales se les proporcionará la información necesaria acerca del personaje que deberán interpretar.

El objetivo de estas dinámicas será, que los estudiantes puedan asumir diferentes roles cotidianos e interactuar con sus compañeros. Todos los contenidos estarán basados en las mallas curriculares DBA.

Universidad del Cauca

CONSENTIMIENTO INFORMADO

Institución Educativa Instituto Técnico (José Edmundo Sandoval)

Santander de Quilichao Cauca, 29 de marzo del 2023.

Yo, Yuly Diaz Muñoz identificado con C.C. N° 34446200 de Mercaderes, en mi calidad de acudiente del(a) estudiante Anny Mariana Bossa autorizo a las estudiantes, Jenny Coque, Andrea Alfonso, Liliana Mesa e Isabela Chocó, del Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés, Francés- Regionalización, Noveno Semestre, para la realización de un proceso de recolección de información que incluye la aplicación de encuestas, observación directa, toma de fotografías, videos y audios. Para la exploración de algunas de las experiencias durante la implementación de su respectivo proyecto "**La Enseñanza Del Inglés A través De La Implementación De Juego de Roles Enfocada En La Habilidad Oral**".

Que se llevarán a cabo dentro de la Institución en el contexto abordado.

Declaro haber sido informado(a) en qué consiste este ejercicio académico, por lo que doy consentimiento para que se administren varias técnicas de recolección de datos con el fin de contribuir en el proceso formativo de la investigación. También comprendo que la información suministrada es confidencial y no afectará la integridad del estudiante.

Por su parte, las investigadoras se comprometen a proteger su privacidad y a notificar los resultados del ejercicio realizado.

Firma del acudiente:

C.C.: 34446200

Firma del estudiante: Anny Mariana

Appendix B: Principal consent form

Universidad del Cauca

Santander de Quilichao, _____ de 2023

Institución Educativa Instituto Técnico.

Sr. Rector
JOSE ALDEMAR DIAZ MUÑOZ

Asunto: Solicitud de Autorización Para Realizar Proyecto de Grado.

Como estudiantes de la universidad del cauca, noveno semestre de **Licenciatura en Lenguas Modernas Inglés y Francés - Regionalización**, respetuosamente nos dirigimos a usted de la manera más comedida, se nos permita llevar a cabo nuestro proyecto de grado, (¨**Implementación de Juegos de Rol para el Fortalecimiento de las Habilidades Orales de Estudiantes de Quinto Grado de la Escuela José Edmundo Sandoval de Santander de Quilichao.**¨), el cual consiste en implementar actividades metodológicas con las que buscamos desarrollar la habilidad oral en inglés, en los estudiantes del **grado 5B de la sede Jose Edmundo Sandoval**. Se administrarán varias técnicas de recolección de datos con el fin de contribuir en el proceso formativo de la investigación. Asimismo, obtener información suficiente y necesaria respecto al mismo.

Saludos cordiales.

Atentamente:

Maria Isabela Chocó Ararat
Jenny Ximena Coque Lopez
Liliana Patricia Mesa
Jazmin Andrea Alfonso Velasco

Recibido.
27-10-2023
Rectoría
Por: Ana Maria Paula

INSTITUCIÓN EDUCATIVA INSTITUTO TÉCNICO SEDE PRINCIPAL Rectoría SANTANDER DE QUILICHAO - C.

Coordinadora
Jose Edmundo
Sandoval.

_____
Firma de rector.

Appendix C: *Derechos básicos de aprendizaje*

Appendix D: Teacher interview

1. **¿Qué experiencia han tenido los estudiantes en inglés?**

R/ Los niños del grado quinto es un grupo muy activo, muy participativo, a ellos les gusta expresarse, ellos son niños que les gusta que les lleve temas como las frases, les gusta de pronto como textos cortos, pero más que todo usando el diccionario porque si es un texto de un párrafo o un texto de una adivinanza, un texto corto o composición de frases. Ellos hay muchas palabras que no conocen entonces se apoyan en el diccionario para traducir algunas palabras que no conozcan, a ellos los que más les cuesta trabajo es la escritura porque a veces ellos en la escritura omiten palabras y el inglés es un área en donde una palabra que quede mal escrita pues la palabra queda mal escrita. En la pronunciación a veces tienen dificultades pero más que todo se ve reflejado en la escritura donde más tienen problemas, también ellos en estos momentos en inglés, en quinto, ellos han visto los número, los colores, los animales las formas, los pronombres personales, el verbo to be, que es muy importante para poder que ellos ya conociendo los pronombre personales y algunos verbos, ellos puedan entrar a formar oraciones, por ejemplo: ella es enfermera o, él es doctor y luego va formando los textos o párrafos cortos pero la verdad es que no hemos avanzado mucho en la construcción de párrafos y frases, que es un proceso que yo diría que está un poco atrasadito pero ese es el objetivo que los niños no se queden solamente con palabras ni con frases como tan cortas sino que los niños puedan tener o entender textos más complejos.

2. **¿Los estudiantes entienden y hablan en inglés durante la clase?**

R/ En la clase yo les escribo en el tablero y luego pronunciamos para que todos pronuncian y en cuanto a la escritura si son palabras o frases cortas, ellos las transcriben tres veces para que ellos puedan observar bien la escritura para que vayan aprendiendo

3. **De acuerdo con los estándares de aprendizaje. ¿Los estudiantes alcanzan los objetivos de la producción oral?**

R/ Yo diría que ellos logran lo básico, pero no lo logran en su totalidad, el inglés es un área que ellos lo escriben, lo tratamos de pronunciar acá, pero no se está hablando, no se está interactuando porque en inglés no hay con quien ellos puedan practicar, si muchas veces ni con sus compañeros acá en la escuela porque en el recreo no se les observa hablando en inglés porque es un aprendizaje que necesita mucha práctica, mucha dedicación.

Appendix E: Students interview

1. **¿Te gusta el inglés? sí, no ¿por qué?**

   R/ **Student A:** Si, porque yo puedo entender las palabras que me dicen.

   Student B: Sí, pero me parece muy difícil, pero me gustaría aprender para viajar a otros países.

   Student C: Un poquito, porque es muy complicado

   Student D: Me gusta mucho el inglés porque cuando sea grande quiero viajar por el mundo.

2. **¿Qué te gusta más, leer, escribir o hablar en inglés?**

   R/ **Student E**: Intentar hablar, pues porque yo quiero aprender a hablar.

   Student F: Me gusta leer pero también me gusta hablar en inglés aunque me da mucha pena.

   Student G: Me gustaría aprender a hablar rápido en inglés para entender a los que hablan inglés.

   Student **H:** me gustan todas, pero creo que es más importante hablar en inglés porque uno puede irse del país.

3. **¿Qué vocabulario o palabras recuerdas en inglés? Podrías compartirnos**

   - **Respuesta oral**

   R/ **Student I:** One, Two, three, four, five

   Students J: Hello, good.

   Students K: Apple, Orange, pink, Black

   - **Si gustas, puedes escribirlo.**

   R/ **Student L:** Red, Bluc, Gren, helo.

4. **¿Has tenido la oportunidad de hablar en inglés? sí, no ¿cómo te has sentido?**

   R/ **Student M:** Bien, en las anteriores clases de inglés con una profesora que estaba aquí, ella pues nos daba la oportunidad y uno hablaba, pero no me he sentido confiado, porque no hablo muy bien y no explico muy bien las palabras en inglés.

   Student N: No**,** casi no me gusta participar en la clase porque se que no habló bien en inglés, entonces me da pena.

   Student O: A mí no me da pena hablar, me siento muy bien cuando habló en inglés porque quiero aprender más.

   Student P: No me gusta hablar en inglés, eso es muy difícil y los compañeros se ríen.

5. **¿Te sientes motivado a aprender inglés?**

   R/**Student Q**: Si

   Student R: Sí, quiero aprender mucho

   Student S: Sí

   Student T: Sí

6. **¿Cómo te gustaría que fueran las clases de inglés?**

   R/ **Student A:** Me gustan más expresivas porque cuando ustedes las profesoras hablan no entiendo nada, cuando son más expresivas ahora si voy a entender lo que están hablando.

   Student B: Que fueran más divertidas y las profesoras no nos pusiera a leer tanto.

   Student C: Que escuchemos canciones en inglés, que veamos películas en el salón y leamos libros con dibujos.

Student D: Me gustaría que viéramos películas, escucharamos canciones y leyeramos cuentos en inglés.

7. **¿Podrías leer las siguientes oraciones?**

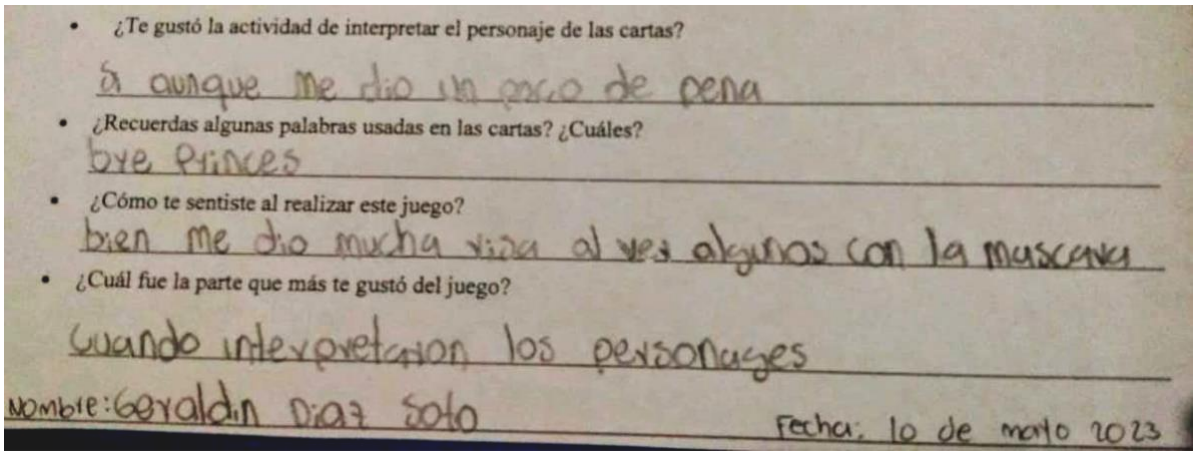
My name is Mario. I am 8 years old. I live in Santander. I study in José Edmundo School. I like to learn English.

R/ **Student E**: My na..is mis Mario, in… an ni..ne ye..ar ai old, I li..ke is Santander, i study José Edmundo escool, lite de..am like ingles.

Student F: Mi na..me is Mario , i an ocho years ol, I live in Santander, I studyin José Edmundo School.

Student G: Mi nameis Mario. I am ei year ol. I live in Santander. I studi in José Edmundo School.

Appendix F: Survey



- ¿Te gustó la actividad de interpretar el personaje de las cartas?

Si aunque me dio un poco de pena

- ¿Recuerdas algunas palabras usadas en las cartas? ¿Cuáles?

bye Princes

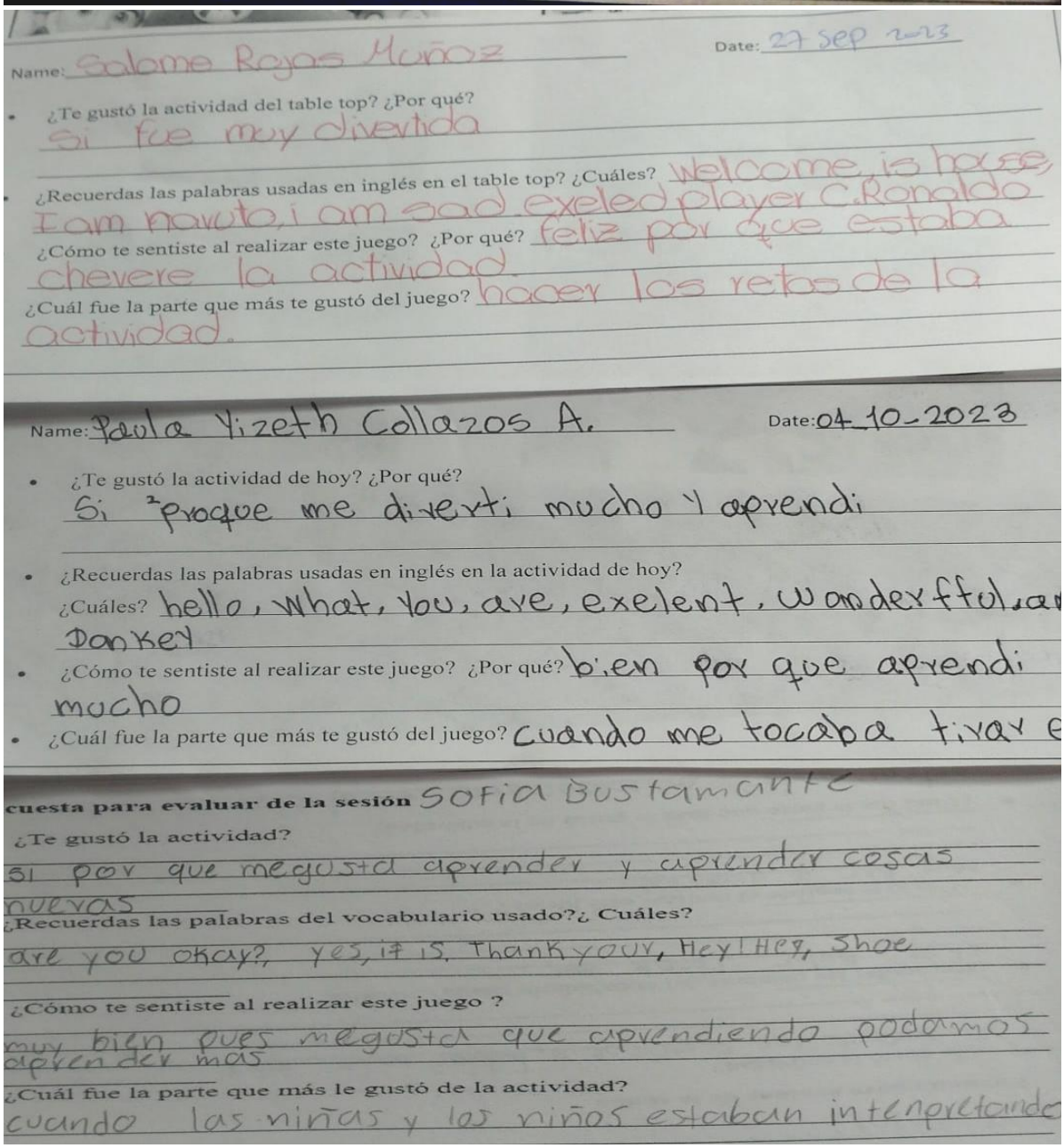
- ¿Cómo te sentiste al realizar este juego?

bien me dio mucha risa al ves algunos con la mascara

- ¿Cuál fue la parte que más te gustó del juego?

Cuando interpretaron los personajes

Nombre: Geraldin Diaz Soto Fecha: 10 de mayo 2023



Name: Salome Rojas Muñoz Date: 27 sep 2023

- ¿Te gustó la actividad del table top? ¿Por qué?

Si fue muy divertida

- ¿Recuerdas las palabras usadas en inglés en el table top? ¿Cuáles? Welcome, is house, I am naruto, i am sad, exeled player C.Ronaldo

¿Cómo te sentiste al realizar este juego? ¿Por qué? feliz por que estaba chevere la actividad.

¿Cuál fue la parte que más te gustó del juego? hacer los retos de la actividad.

Name: Paula Yizeth Collazos A. Date: 04-10-2023

- ¿Te gustó la actividad de hoy? ¿Por qué?

Si porque me diverti mucho y aprendi

- ¿Recuerdas las palabras usadas en inglés en la actividad de hoy?

¿Cuáles? hello, What, You, ave, exelent, Wonderfful, a Donkey

- ¿Cómo te sentiste al realizar este juego? ¿Por qué? bien por que aprendi mucho
- ¿Cuál fue la parte que más te gustó del juego? Cuando me tocaba tirar e

cuesta para evaluar de la sesión SOFIA BUSTAMANTE

¿Te gustó la actividad?

si por que megusta aprender y aprender cosas nuevas

¿Recuerdas las palabras del vocabulario usado?¿ Cuáles?

are you okay?, yes, it is. Thank your, Hey! Hey, Shoe

¿Cómo te sentiste al realizar este juego ?

muy bien pues megusta que aprendiendo podamos aprender mas

¿Cuál fue la parte que más le gustó de la actividad?

cuando las niñas y los niños estaban interpretando

Appendix G: Field diary.

Activity: Role-Play Cards	**session No. 2**	**Date:** April 19th, 2023
Description of Observations		
According to the lesson plan scheduled for Wednesday, April 19, 2023. The activity worked with the children was Role Play Cards. For this Role Game Card activity. Throughout the session, students struggled to pronounce correctly in order to interpret with greater exposure. However, it should be mentioned that there are three children with whom it has been difficult to work, since they show little interest in talking and do not like to participate, they are very shy, and they find it difficult to express themselves in public. There was even a situation where we tried to motivate a girl to participate, but she felt very uncomfortable and started crying, so we decided not to insist. After practicing several times with the dialogues of the cards one of these children who did not participate dared to go to the front to make his interpretation, although he did not finish it, but he tried to repeat the dials and interpret it with his body expression, during the game there are students who display significant progress because they strive to represent the characters and repeat the dialogues repeatedly, For some children it was difficult to understand the dialogues because they did not know some words so it was difficult to interpret and be able to pronounce well. This shows that this game helps students to express themselves and interpret freely while strengthening their oral skills by learning new vocabulary and improving their pronunciation.		
Activity: Living the Real Play	**Session No. 3**	**Date:** May 3rd, 2023
Description of Observations		
On May 3, 2023, Real Play Games was implemented. Before starting, it was noticed that the students were somewhat discouraged. The session began by asking about the vocabulary seen in the first session of the video called "watch out", with the aim of reviewing and remembering the vocabulary learned. During this review, some students orally expressed the words "wonderful", "beautiful", "team" and "bye". It was evidenced that most of the students orally remembered its pronunciation and meaning which allowed them to continue with the next activity. It consisted of viewing the video "What a wonderful team" - Easy Dialogue. During the projection of this video, it was observed that some students pronounced the words correctly, while others had to be insisted on pronouncing them by the teachers. Despite this, it was observed, when students repeated the activity, they could memorize the dialogue with good pronunciation unlike those students who felt a little shyness performing the exercise. Most of the students were attentive and participatory in the development of oral skills. In general, the role-play session was successful, with good participation and commitment from the students.		
Activity: Tabletop	**session No. 9**	**Date:** October 4th 2023
Description of Observations		

It was observed that the use of television characters such as El Chavo, Karol G, Mohana, and Cristiano Ronaldo was a useful strategy that proved to be highly motivating for students. When the researcher mentioned Jirafales teacher, the children were willing to imitate him, finding fun in the activity.

The researcher carried out some series of questions in English related to sentences, accompanied by visual and gestural examples. The students demonstrated a surprising comprehension as they were able to repeat the sentences correctly. For example, when saying "I don’t like walking" and making descriptive gestures, students were able to understand and say it without any remarkable mistakes.

It was also observed that when students tried to understand the dialogues, they were able to translate most of the game’s phrases. Also, when it was not the students' turn to depict a character, students continued practicing the words and phrases that previously worked.

In addition, the researcher encouraged students to repeat the sentences aloud, it resulted in a significant improvement in the pronunciation of those who had difficulties. This practice also helped students feel comfortable when expressing themselves in English. Team repetition not only improved pronunciation, but also reinforced joint learning, as students reviewed pronunciation as a team and then performed it in unison.

To reinforce the comprehension of verbs, the researcher used mimicry, which helped children relate words with concrete actions and internalize the meaning of the terms.