

E-BOOK OF EXTENDED ABSTRACT

THE 14TH INTERNATIONAL INVENTION, INNOVATION & DESIGN COMPETITION 2025



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DESIGN COMPETITION 2025

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ENHANCING THE LEARNING OF ENGLISH PREPOSITIONS OF TIME USING BOARD GAMES: A RESEARCH FRAMEWORK

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ABSTRACT

This study framework examines the educational potential of employing board games as an interactive approach for instructing English prepositions of time; namely “at”, “on” and “in” to English as a Foreign Language (EFL) students. Conventional grammar practice techniques frequently lack interest and contextual relevance, resulting in diminished recall and accuracy of usage. This study advocates for the incorporation of a specially designed board game to improve learner engagement, encourage collaborative learning, and facilitate contextual comprehension of prepositions of time. Rooted in constructivist learning theory and game-based learning principles, the framework delineates the development, implementation, and evaluation phases of the board game. The elements of game are aimed to motivate learners to use correct prepositions of time using organized prompts, peer engagement, and contextual obstacles. The study framework covers qualitative and quantitative evaluation instruments, including pre-tests and post-tests, classroom observations, and learner feedback, for effectiveness assessment. Predicted results include improvement of learner confidence, the use of prepositions of time, and interest for grammar lessons. This method combines fun, competitiveness, and collaboration, aligning with the objectives of communicative language education while addressing the cognitive and affective aspects of language acquisition. This framework seeks to develop innovative EFL pedagogy by equipping educators with a pragmatic, learner-centered approach to improve grammar acquisition in an engaging and suitable context.

Keyword: English language grammar, board game, Task Based Language Teaching, Constructivist Learning Theory, Krashen’s Affective Filter Hypothesis

1. INTRODUCTION

Intermediate competence level English as a Foreign Language (EFL) learners often find it difficult to use prepositions of time "in," "on," and "at" appropriately despite years of learning English in a formal setting. This study aims to assess how well a specifically created educational board game might help students better understand the context of the prepositions "in", "on" and "at." Three complementary theoretical stances; Constructivist Learning Theory, Krashen's Affective Filter Hypothesis, and Task Based Language Teaching influenced this research. Constructivist Learning Theory strongly emphasizes on how experiences help students acquire knowledge. Piaget focuses on cognitive development phases, whereas Vygotsky highlights the role of social interaction and cultural background. Krashen's Affective Filter Hypothesis believes anxiety affects learning. Games improve learning by creating a pleasure atmosphere which decreases the emotional filter to boost motivation. Task Based Language Teaching proposes games as communicative tasks which foster learner-centered instruction and real-world communication while increasing student engagement and language use through meaningful interaction (Pratiwi & Waluyo, 2022). Board games facilitate genuine conversation, motivation and involvement within the foundation of language development. Research highlights the use of board games in enhancing vocabulary, fluency, and collaboration which are

accomplished through the utilization of meaningful situations to optimize the efficacy and enjoyment of learning. Visual aids, contextual examples, and interactive exercises are beneficial for teaching prepositions of time. There are limited studies investigating the influence of board games on the instruction of prepositions of time, although various studies highlighting the efficacy of board games in language acquisition, indicating a necessity for exploration in this domain.

2. METHODOLOGY

This study adopts a quasi-experimental, mixed-methods design. The participants in this study will include 30 intermediate level EFL learners aged 18 to 20. The participants will be given a written assessment to measure their ability to use the correct prepositions of time before playing the board game in Week 1 and after playing the board game for four weeks in Week 5. The researcher will use an observation checklist to document the participants' behaviours while playing the board game. The participants will write their reflections on playing the board game for 4 weeks. The purpose of this paper is to examine how English language learners' understanding of the usage of "in," "on," and "at" has improved. This paper also investigates the impact of utilizing the board game on learners' interest and engagement with grammar, as well as the difficulties they encounter in learning how to use the prepositions of time "in", "on" and "at".

3. EXPECTED OUTCOMES

Post-test scores are expected to increase significantly more for the experimental group compared to the control group. The individuals in the experimental group will exhibit enhanced involvement, confidence and happiness. Game-based practice will promote collaborative learning. The participants will better retain the rules and applications of "in", "on" and "at" due to contextual repetition. Although findings are currently unavailable, this study anticipates contributing to the expanding corpus of research that endorses task-based and learner-centered grammar practice.

4. CONCLUSION

This research enhances the domain of foreign language instruction by offering an empirical foundation for the implementation of a custom-designed board game. This research also provides a reproducible foundation for educators. Fundamentally, this study endorses the incorporation of 21st-century pedagogical practices. Although interesting, the limitations of this study include small sample size that might impede generalizability. The short intervention duration makes it impossible to test for long-term retention. The instructor's prejudice or inconsistent game facilitation could affect the results. The variations in personality or learning style could cause some students to find the games unsatisfactory. More research should cover more diverse and bigger samples including the exploration of digital or mobile versions of grammar games and the long-term effects of using the board game. Board games can turn conventional grammar education into an interesting, efficient, and socially rich learning environment.

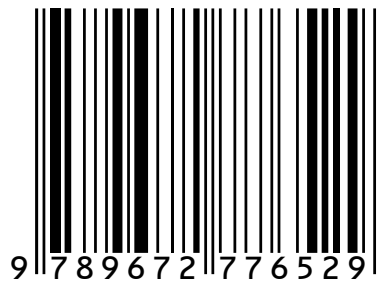
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