

**THE USAGE OF STORY CUBES FOR THE  
RETENTION OF ENGLISH IRREGULAR VERBS IN  
SPANISH L1 PRIMARY STUDENTS**

by

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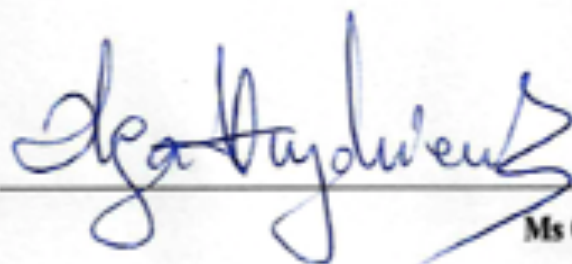


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## **ABSTRACT**

This research study explores the effectiveness of using Rory's Story Cubes in the retention of English irregular verbs. Therefore, the study's main objective was to investigate whether Spanish L1 primary student's mastery and retention of English irregular verbs improved or not by using Rory's Story Cubes. The study was conducted in a school located in Salou (Tarragona) called Escola Elisabeth. To answer the research questions of the study, an experimental research design was used. The sample of the study consisted of a total of 43 primary school students who were in sixth grade. Moreover, the study sample was organised into two groups; one experimental composed of 22 students and one control consisting of 21 students. In this case, the researcher gave both classes treatment, in which the experimental group used Rory's Story Cubes, and the control group used flashcards. Data was collected through a pre-test, post-test and delayed post-test (for both groups). Both the Paired T-Test and the Two-Sample T-Test were used to analyse the data and test the hypotheses. Findings from the various Paired T-Test showed a higher statistical significance in the experimental group (p-value of 0,00003 between the pre-test and post-test; and a p-value of 0,00012 between the post-test and delayed post-test). However, findings from the Two-Sample T-Tests showed statistical significance only in the group's comparison of the delayed post-test (p-value was 0,027). Therefore, the researcher concludes that using Rory's Story Cubes can help Spanish L1 primary students in the long-term retention of irregular verbs.

*Keywords: Rory's Story Cubes, Retention, Irregular Verbs and Spanish L1 primary students.*

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# Table of Contents

<b>ABSTRACT</b> .....	<b>3</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>4</b>
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>8</b>
1.1 Context of the Study .....	8
1.2 Purpose of the Study.....	9
1.3 Research Questions and Hypotheses .....	10
1.4 Overview of the structure of the Study.....	10
<b>CHAPTER 2: THEORETICAL FRAMEWORK</b> .....	<b>11</b>
2.1 Teaching Grammar .....	11
2.2 The Form of Simple Past Tense .....	12
2.2.1 Difficulties in the Simple Past Tense.....	12
2.3 Irregular Verbs in the Catalan Curriculum.....	13
2.4 Gamification in the ESL Classroom.....	13
2.5 Board games as a part of effective Game-Based Learning and on EFL learner’s grammar retention .....	15
2.6 Rory’s Story Cubes.....	15
2.6.1 Usage of Rory’s Story Cubes to stimulate contextualised conversation.....	17
<b>CHAPTER 3: METHODOLOGY</b> .....	<b>18</b>
3.1 Research design .....	18
3.1.1 Approach of the Study .....	18
3.1.2 Setting .....	18
3.1.3 Population/Sample .....	18
3.1.4 Measurement Instruments and Materials .....	19
3.1.5 Timeline .....	20
3.1.6 Data Collection.....	20
3.1.7 Data analysis .....	21
<b>CHAPTER 4: RESULTS / FINDINGS</b> .....	<b>22</b>
4.1 The results of Pre-test and Post-test.....	22
4.2 The results of Post-test and Delayed Post-test.....	26

<b>CHAPTER 5: DISCUSSION .....</b>	<b>31</b>
5.1 Discussion of the Findings .....	31
5.2 Weakest points of the Study .....	33
<b>CHAPTER 6: CONCLUSION.....</b>	<b>34</b>
6.1 Key Findings.....	34
6.2 Discussion.....	34
6.3 Limitations.....	35
6.4 Plausible follow-up research scenarios.....	36
6.5 Conclusion .....	36
<b>REFERENCES.....</b>	<b>37</b>
<b>APPENDICES.....</b>	<b>42</b>

## **List of Figures**

Figure 1 (page 15): Educational Gamification Five-Step Model; adapted by Huan and Soman (2013)

Figure 2 (page 16): Rory's Story Cubes box case (Actions theme)

Figure 3 (page 16): Rory's Story Cubes dices (Actions theme)

Figure 4 (page 23): Results Pre-test and Post-test from the Control group

Figure 5 (page 24): Results Pre-test and Post-test from the Experimental group

Figure 6 (page 26): Results Post-test and Delayed Post-test from the Control group

Figure 7 (page 28): Results Post-test and Delayed Post-test from the Experimental group

## **List of Tables**

Table 1 (page 22): Results Pre-test and Post-test Control group

Table 2 (page 23): Paired T-test Control group (Pre-test vs Post-test)

Table 3 (page 24): Results Pre-test and Post-test Experimental group

Table 4 (page 25): Paired T-test Experimental group (Pre-test vs Post-test)

Table 5 (page 26): Results Post-test and Delayed Post-test Control group

Table 6 (page 27): Paired T-test Control group (Post-test vs Delayed Post-test)

Table 7 (page 28): Results Post-test and Delayed Post-test Experimental group

Table 8 (page 29): Paired T-test Experimental group (Post-test vs Delayed Post-test)

Table 9 (page 30): Two-Sample T-test; Control and Experimental group (Post-test)

Table 10 (page 30): Two-Sample T-test; Control and Experimental group (Delayed Post-test)

# CHAPTER 1: INTRODUCTION

## 1.1 Context of the Study

The increasing interest in the second language learning process has heightened the need for more research on the various aspects this field of study. Learning a second language is a complex process because it requires not only learning grammar structures and acquiring vocabulary, but also developing communication skills and an awareness of another culture. In this case, grammar is one crucial aspect of language learning as in our daily lives; grammar is everywhere. We can use it at home, at school, at work and in the streets. Therefore, being able to use it adequately provides opportunities for us to communicate freely, with no barriers and hesitations. Some of the most common grammar aspects taught in ESL classrooms are the various tenses and the lexicon of verbs. Each tense indicates the connection between two or more periods or the exact time an activity occurred.

Above all, English verbal morphology is somewhat restricted, compared to that of a full-fledge inflectional language, since it offers only four inflectional morphemes: (1) the 3<sup>rd</sup> singular present, (2) the past tense, (3) the past participle, and (4) the progressive. Thus, English has a demonstrably productive process of suffixation for past-tense formation. However, in the form of -ed, it also has many irregular verbs whose past tense is formed in some cases without suffixation, and in others, there are changes of the vowel in the stem. Consequently, various studies (Bybee & Slobin, 1982; Prasada & Pinker, 2007) have highlighted consistent error patterns in English past tense forms are reported among ESL learners. It is argued that, even though irregular forms are rote-learned, learners make generalisations about such structures. At the same time, according to Jean & Simard (2011), they have shown that in general, students tend to perceive grammar instruction as necessary, but not something they enjoy doing in the English classroom, so they do not feel that much of an engagement. When it comes to teaching irregular verbs specifically, these are often taught through tables or lists in which students have to memorise them. Moreover, since there is not that much engagement in the process, students might succeed in learning them, but when it comes to using them in a sentence or speaking, the results might not be as satisfactory as we would want them.

However, EFL teachers worldwide seek effective ways to help learners recall and use the grammar knowledge they have learned (Yen Phuong & Pham Nguyen, 2017). For this reason, many recent studies have focused on the investigation of using gamification to teach and enhance the student's acquisition and memory retention of irregular verbs through games such as Kahoot or card games (Ibrahim, 2016; Pratiwi, 2019; Yunus & Azmanuddin bin Azman,

2019). For example, according to a study made by Yunus & Azmanuddin bin Azman (2019), they showed the effectiveness of Kahoot in retaining the participant's memory of the irregular verbs. However, few studies have investigated the impact of "Story Cubes" in the acquisition and retention of irregular verbs. In this case, previous research has been devoted to improving the learner's usage of irregular verbs in reading and communicative skills. So, therefore, less attention has been paid to improve student's retention and use of irregular verbs in writing through meaningful contextualised story creation.

## **1.2 Purpose of the Study**

The purpose of this study is to investigate Rory's Story Cubes' effectiveness in retaining irregular verbs in primary students. Up until now, studies made on "Rory's Story Cubes" have been focused on improving communicative skills. For this reason, the researcher believes that this project could provide a new perspective on the specific study field.

Due to the actual pandemic, our society has had to spend a lot more time at home, so we had to find different ways to entertain ourselves. Unfortunately, this has led us to spend more time in front of a screen (playing, reading, watching videos and so on). In addition, most of today's children and adolescents have grown up with a vast array of electronic devices at their fingertips. Therefore, they cannot imagine a world without smartphones, tablets, and the Internet.

According to an article published in the New York Times (Richtel, 2021), it mentions that scientists say that children's brains, well through adolescence, are considered "plastic," meaning they can adapt and shift to changing circumstances. That could help younger people again find satisfaction in an offline world, but it becomes more challenging the longer they immerse in rapid-fire digital stimulation. Our students and society need to cut down on time spent in front of the screens and promote the importance of spending quality time with those we love. Therefore, this factor helped the researcher choose between a technological resource or a physical one.

The researcher highlights that it is essential for our students and society to cut down on time spent in front of the screens. Finally, the researcher can firmly say that board games can be a great alternative, as they bring people to play, interact, and spend quality time together. In this case, the "Rory's Story Cubes" are very economical; they allow us to be as creative as possible and can be used to practice different skills.

### 1.3 Research Questions and Hypotheses

This project will investigate the following research questions:

- RQ1: How much do Rory's Story Cubes use influence English irregular verbs' retention in Spanish L1 primary students?
- RQ2: Is Rory's Story Cubes usage more effective as a learning tool than the usage of flashcards to retain English irregular verbs?

At the same time, the formulation of the following hypothesis concerning the main research questions was made:

- H1: Students who will use Rory's Story Cubes will retain more irregular verbs and use them better than those who did not use them.
- H2: The results of both the post-test and delayed post-test from students who used the Rory's Story Cubes will be more significant than those who did not use them.

### 1.4 Overview of the structure of the Study

The researcher has organised the rest of the thesis in the following way:

- Chapter 2: It presents a theoretical framework by reviewing of previous literature related to the present study.
- Chapter 3: It describes the methodology used for the study while considering the various aspects that constitute an experimental research design.
- Chapter 4: Presents the analysis of the findings from the data gathered during the field study part.
- Chapter 5: It exposes the discussion of the findings (interpretation) and mentions the weakest points of the current study.
- Chapter 6: It reviews the key findings, it highlights the limitation of the present study and mentions possible future follow-up research scenarios.

## CHAPTER 2: THEORETICAL FRAMEWORK

In this chapter, a theoretical framework will be explained. In this case, an exposition of some theories through reviewing previous literature related to this study will be provided.

### 2.1 Teaching Grammar

Teaching grammar is an essential component in learning English for students at school (Setyowati, 2013). According to Richard and Reppen (2014), grammatical knowledge involves learning the rules to form sentences. In contrast, grammatical ability refers to using grammar as a resource to communicate orally or in writing. Moreover, Özkan (2015) asserts that grammar has a paramount role in teaching and learning languages, and therefore, it is one of the most challenging aspects to be taught. For this reason, grammar learning should be given enough attention and great importance in the classroom. By mastering grammar, learners will be able to learn and understand English well. Besides, because many viewpoints state that grammar is a vital language aspect that learners should possess and master, it might be interesting to mention some of the most highlighted teaching methods for grammar:

- **Grammar Translation Method**: It emphasises the grammar component to be taught. Grammatical rules are given in quite a large proportion. They are taught deductively because the primary purpose of language learning is to read literature written in the target language (Larsen-Freeman, 1986).
- **Communicative Language Teaching (CLT)**: CLT focuses on meaning in its purest form, with no explicit attention to grammatical form. At the same time, it seeks to foster “the collaborative nature of meaning”, which involves students’ participation and the teacher (Cowan, 2008).
- **Presentation, Practice and Production (PPP)**: According to DeKeyser (1998), the theory implies that learners should be given explicit teaching of the target grammar first (cognitive stage), followed by activities or practice to develop their acquired or learned declarative knowledge into procedural knowledge (associative stage), and then less focussed on communicative activities to enhance procedural and automatization (autonomous stage).
- **Task-Based Language Teaching (TBLT)**: The teacher does not pre-determine what language will be studied in a task-based lesson. The lesson is based on completing a central task, and the language studied is determined by what happens as the students complete it. Usually, the lessons follow certain stages: (1) Pre-task, (2) Task, and (3) Review.

From the review above, it can be concluded that teaching grammar is something that cannot be ignored. Moreover, to create a good atmosphere in teaching grammar in class, teachers should consider the importance of complementing the explanations with the usage of fun and engaging resources such as new technologies (concept of MALL) or games. Therefore, by doing so, learners can become more interested and motivated to learn English.

## 2.2 The Form of Simple Past Tense

Some grammarians define the simple past tense in many ways. Betty Schramper Azar (1992) said that “simple past tense indicates that an activity or situation began and ended at a particular time in the past”. Douglas Biber and friends (1999) in Grammar of Spoken and Written English stated that “Past tense most commonly refers to past time via some past point of reference, especially in fictionally narrative and description, where the use of the past to describe imaginary past happening is a well-established convention”. These definitions show that the simple past tense is used to express an actual event in the past. According to their changes of form (inflexions) verbs, Eugene J. Hall (1992) stated that these are divided into regular and irregular verbs. On the one hand, it is right to say that, in general, most English verbs are regular in the form of the past and the past participle. Geoffrey Leech and Jan Svartvik (2002) stated that in the regular verb, the verb is formed by adding -ed to the base to change into two forms, past and past participle. On the other hand, Marcella Frank (1972) said that irregular verbs are a small number of verbs which have forms that differ from the regular tense forms. Actually, in the English language, there are only about 200 irregular verbs, including all auxiliaries. Moreover, according to Leech and Svartvik (2002), there are three main types of irregular verbs:

- **Type 1** (V1=V2=V3): Verbs in which all the three principal parts are identical.  
Examples: Cut, Read, Hurt, Cost.
- **Type 2** (V1≠V2&V3): Verbs in which two parts are identical.  
Examples: Say, Buy, Bring, Think.
- **Type 3** (V1≠V2≠V3): Verbs in which all three parts are different.  
Examples: Go, Speak, Choose, Break, Do.

### 2.2.1 Difficulties in the Simple Past Tense

Unlike regular verbs, we usually cannot predict their past and past participle forms in the irregular verbs. It might be worth saying that many students tend to have some difficulties in forming simple past, as they confuse about regular and irregular form because they do not

memorise all of the verbs changing. In one of his recent studies, Fasikh (2020) divides the difficulties of simple past tense into two different categories.

- **Difficulties in the form**: According to Scott Thornbury (2001), “typically, learners go through four, possibly five, stages in their acquisition of these forms”:
  - They use the one form for both present, and past eat (eating).
  - They start to produce correct past forms of “are”.
  - They attach the regular past ending to the verb (e.g., eated).
  - They may even produce a mixture of regular and irregular (e.g., ated).
  - They consistently produce the correct form (e.g., ate).

In this case, many students have some difficulties in forming simple past tense, especially in forming irregular verbs. Sometimes they overgeneralise the rule by adding “-ed” at the end of the verb, leading to an error.

- **Difficulties in usage**: Fasikh (2020) mentioned that “uses of simple past tense are for stating the activities or events that have started and finished in the past. So, there is a particular time when someone or something is doing the activities. Also, there are usually some specific time signals (e.g., yesterday, last, ago, etc.) which can serve learners as a hint. However, sometimes the learners still get confused when using the simple past tense.

### 2.3 Irregular Verbs in the Catalan Curriculum

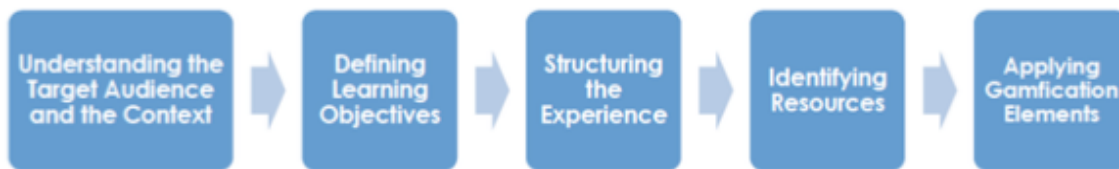
The acquisition of the Simple Past form is highlighted in the Curriculum. In this case, the primary students who took part in this study attended a school in Salou. Therefore, to develop the lesson plan for this study, the researcher had to consider the Primary Curriculum used in Catalonia and approved by the Education Department from the Generalitat of Catalonia. In this case, in Catalonia, the curriculum which includes the guidelines of the contents and assessment of the various subjects are organised into what is known as “*Competències bàsiques*” (Cúrriculum Educació Primària, 2016). The English language, together with French and German, are included in the “*Àmbit lingüístic – llengües estrangeres*” section. When it comes to the teaching and assessment of both regular and irregular verbs, we can find one specific competence that remarks its importance, which is “*Competence 6*”. The acquisition of this competence implies knowing how to solve the difficulties of comprehension of significant keywords and phrases and deepening the meaning of a text written in a foreign language. Nevertheless, it is worth mentioning that this competence is also related to the other dimensions of this field, especially the “*Literary and Written expression dimensions*”.

## 2.4 Gamification in the ESL Classroom

The use of technology in education has become necessary to fortify the teaching and learning experience in the 21st century. But, most of all, we have experienced dramatic changes in educational interests and the ways to reach generations.

Nowadays, most students are digital natives, and they learn and process information differently (Prensky, 2001). The also called “millennial generation” share information and is used to blogging, gaming and social networking. Based on this type of learner, plenty of instructors from different subjects, including L2 teachers, are implementing several teaching strategies that use plenty of Information and Communication Technologies (ICT’s), Distributed Learning, Mobile Learning resources, and Gamed-Based Learning. Besides, these educators are aware of new educational technology trends and are integrating Gamification into their teaching. Gamification has been the subject of research, discussion, and application in L2 learning and SLA for a few years now. Integrating Gamification towards education aims to unchain a more engaging and practical learning experience for the student.

Following this aspect, the L2 learner feels attracted to having this experience. This is based on the idea the L2 education has been immersed in technology innovation for many years. Thus, Gamification opens the door for the L2 learner to enhance its language learning experience and, at the same time, acquire the skill to solve any task or challenge the class, the unit, or the topic presents. Many surveys also proved that the games positively influence foreign languages learning (cf. Carrier, 1985; Chen, 2005; Jacobs, n.d. b; or Kupeckova, 2010). The reasons for this statement are as follows: Games get students involved in their learning; they motivate them; encourage creative and spontaneous use of language (cf. Chen, 2005). Also, they unconsciously promote and practise all four basic language skills, such as listening, reading, speaking and writing; games help the teacher create contexts in which the language is valuable and meaningful (cf. Wright, Betteridge, & Buckby, 2005). Besides, they can decrease student’s anxiety to speak in front of the other students, as they may feel less intimidated in this less formal learning situation. At the same time, these are student-centred, which tries to promote collaboration among students; and connect to a variety of intelligence (Gardner, 1999, as cited in Jacobs, n.d. b). Moreover, the usage of Gamification, regardless of the course, needs to follow a series of steps that will guide the instructor to plan the Gamification aspect adequately. To gamify instruction, Huang and Soman (2013) proposed a five-step model that aims to help educators.



**Figure 1.** Educational Gamification Five Step Model; adapted by Huan and Soman (2013)

By following the previous steps, educators will have strategic planning to achieve educational creativity towards the teaching and learning process. Therefore, there are plenty of activities that educators could implement through Educational Gamification. Nowadays, one critical essential need for the learners is to be motivated, which is the core that moves Gamification. Through game elements like avatars, badges, leader boards, progress charts, learners will receive extra input, similar to the one they have in console games that will motivate them to achieve another educational task even learn a second language.

## **2.5 Board games as a part of effective Game-Based Learning and on EFL learner's grammar retention**

Firstly, it is essential to present the differences between the concepts of Gamification and Game-based Learning. Gamification uses game elements and game design techniques in non-game contexts (Werbach & Hunter, 2012). At the same time, this is used as part of stimuli in the teaching and learning process. On the other hand, Caponeto, Earp and Ott (2014) define Game-based Learning as the adoption of games for educational purposes. As online games have improved, they have helped raise awareness that the idea of simply giving information is not enough to lead to ongoing learning. However, even good online games might not appeal to all learner types. For this reason, board games can be an essential resource to provide hands-on and head-on skill and knowledge development for people of all ages on all subjects.

Not only do well-designed games create an engaging atmosphere, but they also provide a non-threatening, playful, yet competitive environment in which to focus on content and reinforce and apply to learn. Mistakes are helpful and point out what we need to know. Game elements, discussions, and problem-solving with fellow team members about the content are vehicles for learning. Effective games serve to organise information in a conceptual framework and to make it concrete. Questions help to verify understanding and to signal where more education is needed. For those who learn best from concrete specifics, games transform abstract concepts. Others, who need to begin with the big picture, are supported by the metaphor(s) of the game itself. Thus, games are ideal for accommodating different learning styles. In addition to requiring critical thinking, team-based board games help to build communication and

relationship skills. In this case, it promotes the idea that students can always learn something new by working together. The power of collaboration becomes apparent to all and, in organisational settings, can transform working relationships. Also, Kagan (1995) highlights some basic principles when talking about “cooperative learning”. In this case, he states that (1) it promotes teamwork, (2) each learner is held accountable for their contribution, (3) students participate inequality, and (4) it encourages learners to feel more engaged and motivated on the task. Finally, according to a study made by Yen Phuong & Pham Nguyen (2017), they revealed that board games are beneficial to adult learners’ grammar retention. Also, most participants had positive attitudes about board games and the benefits these would bring. Nevertheless, further research needs to be done with larger sample size and a more extended period.

## 2.6 Rory’s Story Cubes

The well-known “Rory’s Story Cubes” were created in 2004 by husband-and-wife Rory O’Connor and Anita Murphy. The board game was born from a simple observation in which Rory realised how much the simplest images could spark the imagination. That’s when he had the idea to use those images to create and invent stories. Therefore, the game is a pocket-sized creative story generator, providing hours of imaginative play for all ages. With Rory’s Story Cubes, anyone can become a great storyteller as there are no wrong answers. Also, the game offers infinite ways to play, and it can be played alone or with as many people as you want. According to the creators, Rory’s Story Cubes act as the compass or a guide to inventing the craziest and most beautiful stories of all kinds with topics such as actions (Figures 2 and 3), fantasy, epic, magic, with heroes and so on. When it comes to its usage, each player becomes the “Narrator”. Therefore, once a player throws the dice, he needs to create a story starting with “Once upon a time...” using the nine symbols on the faces of the dice. However, there are other ways to play, such as creating a story with the nine dices. In this case, the player could use three dices for the “setup”, three more for the “story development”, and the three final ones for the “conclusion”.

**Figure 2.** Rory’s Story Cubes box



**Figure 3.** Rory’s Story Cubes dices (Actions theme)

### **2.6.1 Usage of Rory's Story Cubes to stimulate contextualised conversation**

So far, only a few research studies have focused on investigating the impact and possible benefits of using Rory's Story Cubes (Saygili, H., Saygili, E., & Brockert, (n.d.); Weder, Lemke & Tungarat, 2019). However, these studies have only worked in the development and improvement of speaking skills. In this case, it should be mention that communicative games play a vital role in learning since it involves both understanding and fun feature. According to Suzan and Elizabeth (2013), they claimed that "successful language teaching utilises methods designed to engage students in communicative activities based on their backgrounds, opinions, and other personal characteristics" (p.24). It can be understood above that those activities will enable students to use what they have learnt in class and use them outside of the classroom in their daily life. Unfortunately, a few teachers prefer teaching through traditional methods and do not want to change them. However, moving forward and trying new things is useful both for students and teachers.

According to a study made by Saygili, K., Saygili, E., & Brockert (n.d.), they highlighted the fact that most of the students managed to participate with other group members in-class activities. Furthermore, they mentioned on their Self Reflection Sheets that they loved the story cubes as they allowed them to express themselves in a more accessible way since it made learning fun. Therefore, they believed that Rory's Story Cubes affected students' development of communicative skills. Also, as it is known very well, students are more likely to forget what they study in grammar lessons; therefore, they managed to retain their knowledge and help them implement it in their daily lives. At the same time, they observed that students were aware of what they were doing in class, and these were active participants. Hence, they knew that designing such motivational interactive activities helped them have higher expectations and a positive attitude toward language learning.

Last but not least, in this study, the researcher examined whether using Rory's Story Cubes had a positive impact on the retention of irregular verbs in L1 Spanish primary students. As presented above, so far, the studies that have researched the benefits of using these Story Cubes have only focused on the impact on communicative skills. Therefore, with this study, the researcher wanted to investigate not only the effect of Rory's Story Cubes on the student's retention of irregular verbs but also to what extent the learners would use these verbs adequately when creating written story/composition.

## **CHAPTER 3: METHODOLOGY**

This study focused on investigating how Rory's Story Cubes' usage would impact the retention of irregular verbs in Spanish L1 primary students. Therefore, this study explored the following research questions:

- RQ1: How much do Rory's Story Cubes usage influences the retention of irregular verbs in Spanish L1 primary students?
- RQ2: Is Rory's Story Cubes usage more effective as a learning tool than using flashcards to retain English irregular verbs?

Finally, in this chapter, the methodological framework will be explained. This chapter is divided into two main sub-points. The first sub-point is the brief presentation of this project's starting point. Then, the second sub-point is the explanation of the development of the research design.

### **3.1 Research design**

#### **3.1.1 Approach of the Study**

This study follows a quantitative approach, and therefore, experimental research has been conducted. According to Mackey & Gass (2005), in experimental studies, researchers deliberately manipulate one or more variables (independent variables) to determine the effect of another variable (dependent variable). This manipulation is usually described as a treatment, and the researcher's goal is to determine whether there is a causal relationship. Also, because experiments are controlled, they are the best quantitative designs to use to establish probable cause and effect, so the researcher considered it adequate to using this specific research design.

#### **3.1.2 Setting**

This research study was run in one educational institution: a school from Salou called "Escola Elisabeth". Therefore, in this sub-section, the researcher will provide some relevant information about this educational institution. Escola Elisabeth is a private school located in the city of Salou (Tarragona). The school was initially founded in 1967 by a woman called Carme Amat. Eight years afterwards, in 1974, the "Societat Cooperativa Catalana Limitada Elisabeth" was created, a cooperative declared with a non-profit interest. Nowadays, the school teaches the various levels of Kindergarten, Pre-primary education (4 classes per year), Primary education (4 classes per year), Secondary education (4 classes per year) and Batxillerat (2 classes per year). Moreover, the school is considered a secular educational institution when it comes to ideological and religious tendencies. It also has the objective to promote the values of

Catalan culture. Apart from this, as for the socio-economic and cultural status of the families, these are generally middle-class families. A significant majority of the parents work in both the tertiary sector (related to tourism, communication, and so on) or the secondary sector (related to the industry). The level of education is average, and in terms of family background, most of the students are of Spanish nationality. However, it is worth mentioning that the school also has students from foreign nationalities. The mother tongue of most students is Catalan or Spanish. Also, when it comes to immigration, there is a predominance of students from South America over other foreign countries. The teaching methodology used in the Primary education stage is more oriented towards teaching through the learning and exploration of the natural environment and discovery as the key to the student's learning process. Last but not least, about the teaching of foreign languages, during the Primary stage, the school focuses on the study of the English language based communicative practices, observations of language facts and reflective practices. Therefore, to do so, the teachers use the coursebooks and expand the learner's knowledge through visual resources, realia, and the usage of new technologies.

### **3.1.3 Population/Sample**

This study involves a population of sixth graders (primary education) from Escola Elisabeth composed of four classes: Mestral, Gregal, Ponent and Migjorn. However, the specific sample taken for the research were only two. In this case, they were the classes of Mestral and Ponent. When considering both groups, the specific sample included a total of 43 students from sixth grade, whose ages ranged from 11 to 12 years old, and in total, there were 23 boys and 20 girls. Besides, all students were native speakers of Catalan and Spanish. Moreover, in this case, the class of Mestral got assigned as the control group, which consisted of 21 students. Therefore, the class of Ponent got appointed as the experimental group, which consisted of 22 students. It is essential to highlight that the sample was taken by random sampling. All six graders from the various classes were taught by the same teacher during 5<sup>th</sup> grade and had previous knowledge of irregular verbs. So, therefore, the researcher hoped that the chosen sample was able to be representative. Besides, at the time of the study, the sample was doing English three sessions of 60 minutes each per week.

### **3.1.4 Measurement Instruments and Materials**

The main instrument used to gather data was a writing test (see Appendix A). In this case, the test was used as a pre-test, post-test and delayed post-test. Moreover, the test was divided into three main activities. In the first exercise, participants had to choose if the 5-item statements were true or false. The second exercise consisted of 10-item questions in which

participants had to fill in gaps with the correct verb tense form. The last activity consisted of the creation of a short composition (story). In this case, participants were presented with ten different irregular verbs written in their infinitive forms (e.g., “eat”), and they had to choose at least five of them and include them in their composition. Also, to evaluate the last activity of the test, the researcher created a specific rubric for that (see Appendix C). Besides, during the “implementation stage”, other materials were used, such as the “Rory’s Story Cubes”, flashcards, quizzes, worksheets and PPT to carry out the different sessions.

### **3.1.5 Timeline**

This research study followed the following timeline. Firstly, on February 1<sup>st</sup> 2021, the study proposal was approved by the university supervisor. Apart from this, the field study took a month to be completed. It started on March 2<sup>nd</sup> 2021, and ended on April 7<sup>th</sup> 2021. In this case, on February 22<sup>nd</sup>, the researcher asked permission from both the Practicum school supervisor and English teacher for the possibility to run the study experiment of this project. Therefore, both teachers permitted the researcher. Then, on March 2<sup>nd</sup>, the researcher ran the pre-test for the control group, and on March 3<sup>rd</sup> for the experimental group. After that, between March 8<sup>th</sup> and March 20<sup>th</sup>, both groups took part in the “implementation stage”. In this case, the “implementation stage” took a total of 5 sessions. Then, on March 23<sup>rd</sup>, the researcher ran the post-test for the control group and on March 24<sup>th</sup> for the experimental group. Finally, on April 6<sup>th</sup>, the researcher ran the delayed post-test for the control group and on April 7<sup>th</sup> for the experimental group.

### **3.1.6 Data Collection**

As for the data collection technique, the researcher used a written test as the primary tool to gather the data from the study participants. Below, various of the procedures will be briefly described.

- Creation stage: Firstly, the various materials (test, lesson plan and other resources) were created and organised. All materials were made while considering the research questions and the specific content needed to gather the data adequately. Also, in this case, to develop the test, the researcher made sure to obtain the list of irregular verbs that the students were learning from as a reference.
- Pre-test: Secondly, before the implementation stage, participants (both from the control and experimental group) had to complete a pre-test to determine the participant’s knowledge baseline.

- Implementation stage (see Appendix B): The intervention took a total of five sessions of 60 minutes each. Every session consisted of various engaging activities aimed to provide students plenty of opportunities to practice the usage of irregular verbs (both orally and written). For example, the first session had the objective to review past tenses and the different types of verbs (regular and irregular). The second session aimed to introduce the various story elements, so students would become more aware of them when trying to plan or write a short story. Then, both the third and fourth sessions had the objective to practice and develop short stories under the teacher's guidance while considering the various story elements and the fair usage of the irregular verbs. Finally, the last session focused on developing a short story (comic format) in groups and presenting or explaining it to the rest of the classmates. Therefore, all the different activities included in each session of the lesson plan were designed to work as a guideline to help the students learn some strategies and become more confidently when writing a short story in English.
- Post-test: After completing the implementation stage, participants (from both groups) had to complete a post-test to measure the instructional program's possible achievement and effectiveness.
- Delayed post-test: Finally, two weeks after the post-test, participants had to complete a delayed post-test to measure retained knowledge.

### **3.1.7 Data analysis**

Cronbach and Meehl (1995) said that it is necessary to provide for the validity of the test to have a statistical procedure run over the results. Therefore, the researcher used a Paired T-test to prove the null hypothesis through Excel. As highlighted by Creswell (2012), this kind of process allows the researcher to claim for good construct validity. Besides, the data was analysed by comparing the student's pre-test and post-test scores on the one hand and the scores of the post-test and delayed post-test from both the experimental control group on the other. In this case, there was a significant statistical difference between the groups.

## CHAPTER 4: RESULTS / FINDINGS

As previously mentioned, this study focused on investigating how Rory’s Story Cubes’ usage would impact the retention of irregular verbs in Spanish L1 primary students. Therefore, the type of data of this research study was quantitative. Thus, the data was gathered by running a pre-test, post-test and a delayed post-test for both groups. The test consisted of three main activities: (1) True/False activity, (2) Fill-in-gaps activity and (3) Short story creation. The maximum amount of points was 30. However, to make it easier to analyse and interpret the results, the researcher calculated the grades on a scale-out of ten points.

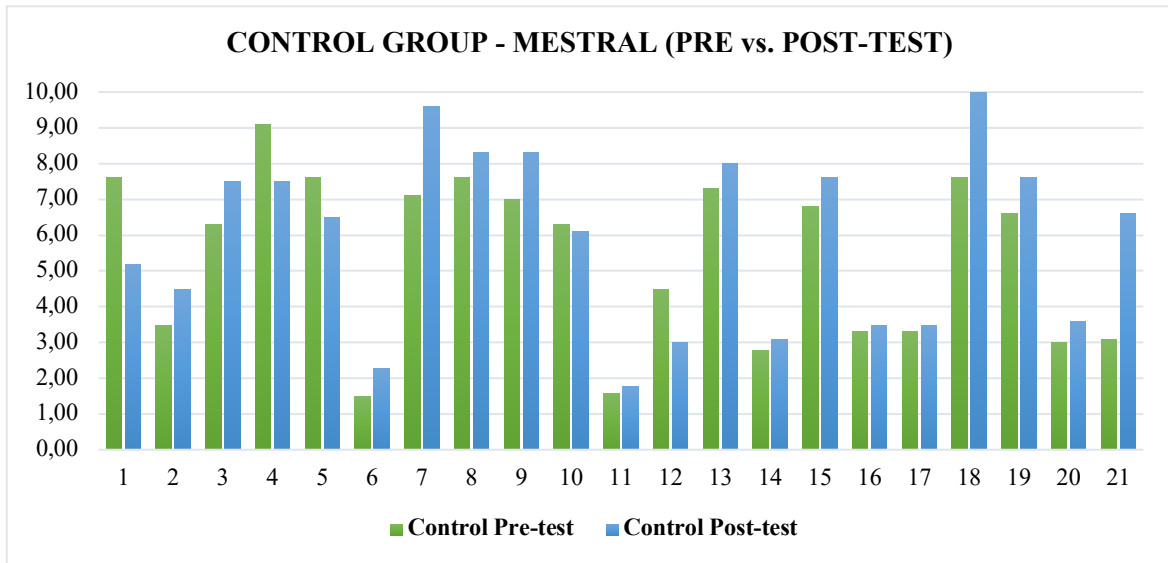
### 4.1 The results of Pre-test and Post-test

#### ➤ Pre-test and Post-test results from the Control group (Mestral)

On March second, from 9.00 – 10.00 am, the researcher ran the pre-test for the control group. Then, on March twenty-third, from 9.00 – 10.00 am, the researcher ran the post-test.

**Table 1.** Results Pre-test and Post-test Control group (Mestral)

CONTROL GROUP - MESTRAL		02.03.21	23.03.21
Nº	STUDENT	PRE-TEST	POST-TEST
1	Student 1	7,60	5,20
2	Student 2	3,50	4,50
3	Student 3	6,30	7,50
4	Student 4	9,10	7,50
5	Student 5	7,60	6,50
6	Student 6	1,50	2,30
7	Student 7	7,10	9,60
8	Student 8	7,60	8,30
9	Student 9	7,00	8,30
10	Student 10	6,30	6,10
11	Student 11	1,60	1,80
12	Student 12	4,50	3,00
13	Student 13	7,30	8,00
14	Student 14	2,80	3,10
15	Student 15	6,80	7,60
16	Student 16	3,30	3,50
17	Student 17	3,30	3,50
18	Student 18	7,60	10,00
19	Student 19	6,60	7,60
20	Student 20	3,00	3,60
21	Student 21	3,10	6,60
<b>AVERAGE</b>		<b>5,40</b>	<b>5,91</b>



**Figure 4.** Results Pre-test and Post-test Control group (Mestral)

**Table 2.** Paired T-test Control group (Mestral)

<b>Control group - Mestral: Paired t-Test</b>		
	<i>Control Pre-test</i>	<i>Control Post-test</i>
Mean	5,404761905	5,90952381
Variance	5,39147619	6,174904762
Observations	21	21
Pearson Correlation	0,834666929	
Hypothesized Mean Difference	0	
df	20	
t Stat	-1,663085295	
P(T<=t) one-tail	<b>0,05594</b>	
t Critical one-tail	1,724718243	
P(T<=t) two-tail	<b>0,11189</b>	
t Critical two-tail	2,085963447	

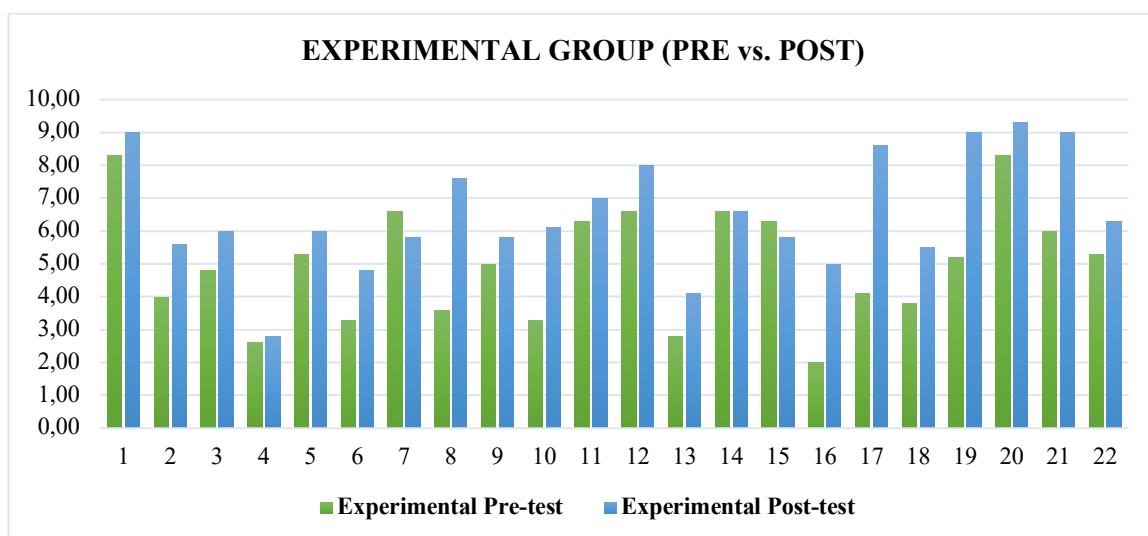
From both Table 1 and Chart 1, it can be concluded that, in general, students from the control group showed a positive improvement in their post-test results. But, moreover, as can be seen in the results from the pre-test, nine out of the twenty-one students did not manage to pass it. Therefore, when transforming the values into percentages, only 57,1% of the students passed during the pre-test. Whereas, from the post-test results, even though the group's average improved (from 5,40 before treatment to 5,91), eight out of the twenty-one students still did not manage to pass the test. So, therefore, the percentage of students who passed during the post-test increased to 61,9%. Also, as it is showed in the post-test, there was one student who was able to get a perfect score. Besides, as shown in Table 2, the results from the Paired T-test show that there is statistical significance, as the p-value  $\leq 0.05$ .

➤ **Pre-test and Post-test results from the Experimental group (Ponent)**

On March third, from 10.00 – 11.00 am, the researcher ran the pre-test for the experimental group. Then, on March twenty-fourth, from 10.00 – 11.00 am, the researcher ran the post-test.

**Table 3.** Results Pre-test and Post-test Experimental group (Ponent)

EXPERIMENTAL GROUP - PONENT		03.03.21	24.03.21
Nº	STUDENT	PRE-TEST	POST-TEST
1	Student 1	8,30	9,00
2	Student 2	4,00	5,60
3	Student 3	4,80	6,00
4	Student 4	2,60	2,80
5	Student 5	5,30	6,00
6	Student 6	3,30	4,80
7	Student 7	6,60	5,80
8	Student 8	3,60	7,60
9	Student 9	5,00	5,80
10	Student 10	3,30	6,10
11	Student 11	6,30	7,00
12	Student 12	6,60	8,00
13	Student 13	2,80	4,10
14	Student 14	6,60	6,60
15	Student 15	6,30	5,80
16	Student 16	2,00	5,00
17	Student 17	4,10	8,60
18	Student 18	3,80	5,50
19	Student 19	5,20	9,00
20	Student 20	8,30	9,30
21	Student 21	6,00	9,00
22	Student 22	5,30	6,30
<b>AVERAGE</b>		<b>5,00</b>	<b>6,53</b>



**Figure 5.** Results Pre-test and Post-test Control group (Ponent)

**Table 4.** Paired T-test Experimental group (Ponent)

<b>Experimental group - Ponent: Paired t-Test</b>		
	<i>Exp. Pre-test</i>	<i>Exp. Post-test</i>
Mean	5,004545455	6,531818182
Variance	3,080454545	3,012748918
Observations	22	22
Pearson Correlation	0,663650273	
Hypothesized Mean Difference	0	
df	21	
t Stat	-5,003606033	
P(T<=t) one-tail	<b>0,00003</b>	
t Critical one-tail	1,720742903	
P(T<=t) two-tail	<b>0,00006</b>	
t Critical two-tail	2,079613845	

As can be seen in both Table 3 and Chart 2, it can be concluded that, in general, students from the experimental group also showed a positive improvement in their post-test results. From Table 1, it can be seen that from the results of the pre-test, ten out of the twenty-two students did not manage to pass it. Therefore, when transforming the values into percentages, only 54,5% of the students passed their pre-test. However, the grades improved drastically in the post-test results (from a group average of 5,00 before treatment to 6,53). In this case, only three out of the twenty-two students still did not manage to pass the post-test. Nevertheless, the percentage of the students that passed it went from 54,5% to 86,4%. Also, as can be seen in Table 3, four students got excellent scores (between 9 and 9,3). Finally, as shown in Table 4, the results from the Paired T-test show that there is statistical significance, as the p-value gotten is  $\leq 0.05$ .

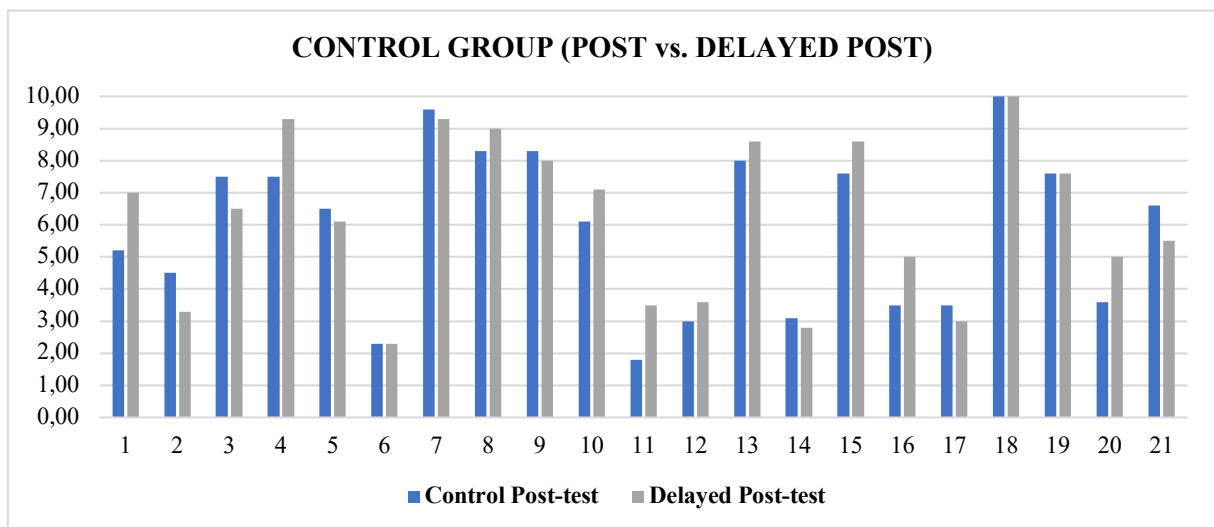
## 4.2 The results of Post-test and Delayed Post-test

### ➤ Post-test and Delayed Post-test results from the Control group

On April sixth, from 9.00 – 10.00 am, the researcher ran the delayed post-test for the control group.

**Table 5.** Results Post-test and Delayed Post-test Control group (Mestral)

CONTROL GROUP - MESTRAL		23.03.21	06.04.21
N°	STUDENT	POST-TEST	DELAYED POST-TEST
1	Student 1	5,20	7,00
2	Student 2	4,50	3,30
3	Student 3	7,50	6,50
4	Student 4	7,50	9,30
5	Student 5	6,50	6,10
6	Student 6	2,30	2,30
7	Student 7	9,60	9,30
8	Student 8	8,30	9,00
9	Student 9	8,30	8,00
10	Student 10	6,10	7,10
11	Student 11	1,80	3,50
12	Student 12	3,00	3,60
13	Student 13	8,00	8,60
14	Student 14	3,10	2,80
15	Student 15	7,60	8,60
16	Student 16	3,50	5,00
17	Student 17	3,50	3,00
18	Student 18	10,00	10,00
19	Student 19	7,60	7,60
20	Student 20	3,60	5,00
21	Student 21	6,60	5,50
<b>AVERAGE</b>		<b>5,91</b>	<b>6,24</b>



**Figure 6.** Results Post-test and Delayed Post-test Control group (Mestral)

**Table 6.** Paired T-test Control group (Mestral)

<b>Control group: Paired t-Test</b>		
	<i>Control Post-test</i>	<i>Delayed Post-test</i>
Mean	5,90952381	6,242857143
Variance	6,174904762	6,128571429
Observations	21	21
Pearson Correlation	0,923659563	
Hypothesized Mean Difference	0	
df	20	
t Stat	-1,576080971	
P(T<=t) one-tail	<b>0,06535</b>	
t Critical one-tail	1,724718243	
P(T<=t) two-tail	<b>0,13069</b>	
t Critical two-tail	2,085963447	

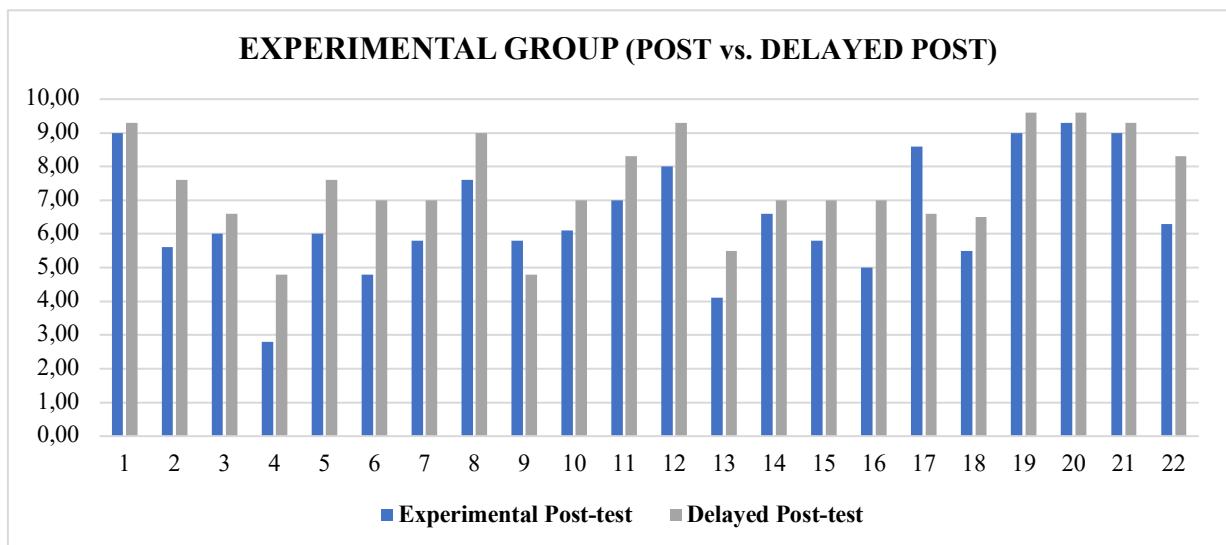
From both Table 5 and Chart 3, it can be concluded that students from the control group kept showing an improvement in their delayed post-test results (going from 5,91 to 6,24 group average). However, in this case, when comparing with the post-test, it can be seen that in the results obtained from the delayed post-test, only six out of the twenty-one students still did not manage to pass it. Therefore, when transforming the values into a percentage, the value of students who passed the test increased from 61,9% to 71,4%. Moreover, one student kept a perfect score, and three others obtained excellent grades (ranged between 9 and 9,3). Last but not least, as it can be seen in Table 6, even though the percentage of students who successfully pass the delayed post-test increase, the results from the Paired T-test show that this time, there is no statistical significance, as the p-value  $\geq 0.05$ .

➤ **Post-test and Delayed Post-test results from the Experimental group**

On April seventh, from 10.00 – 11.00 am, the researcher ran the delayed post-test for the experimental group.

**Table 7.** Results Post-test and Delayed Post-test Experimental group (Ponent)

<b>EXPERIMENTAL GROUP - PONENT</b>		<i>24.03.21</i>	<i>07.04.21</i>
<b>N°</b>	<b>STUDENT</b>	<b>POST-TEST</b>	<b>DELAYED POST-TEST</b>
1	Student 1	9,00	9,30
2	Student 2	5,60	7,60
3	Student 3	6,00	6,60
4	Student 4	2,80	4,80
5	Student 5	6,00	7,60
6	Student 6	4,80	7,00
7	Student 7	5,80	7,00
8	Student 8	7,60	9,00
9	Student 9	5,80	4,80
10	Student 10	6,10	7,00
11	Student 11	7,00	8,30
12	Student 12	8,00	9,30
13	Student 13	4,10	5,50
14	Student 14	6,60	7,00
15	Student 15	5,80	7,00
16	Student 16	5,00	7,00
17	Student 17	8,60	6,60
18	Student 18	5,50	6,50
19	Student 19	9,00	9,60
20	Student 20	9,30	9,60
21	Student 21	9,00	9,30
22	Student 22	6,30	8,30
<b>AVERAGE</b>		<b>6,53</b>	<b>7,49</b>



**Figure 7.** Results Post-test and Delayed Post-test Control group (Ponent)

**Table 8.** Paired T-test Experimental group (Ponent)

<b>Experimental group: Paired t-Test</b>	<i>Experimental Post-test</i>	<i>Delayed Post-test</i>
Mean	6,531818182	7,486363636
Variance	3,012748918	2,132662338
Observations	22	22
Pearson Correlation	0,813056782	
Hypothesized Mean Difference	0	
df	21	
t Stat	-4,425409552	
P(T<=t) one-tail	<b>0,00012</b>	
t Critical one-tail	1,720742903	
P(T<=t) two-tail	<b>0,00023</b>	
t Critical two-tail	2,079613845	

From both Table 7 and Chart 4, it can be concluded that overall, the students from the experimental group kept showing a very positive improvement in their delayed post-test results. Therefore, the mean of the group also increased (going from 6,53 to 7,49 average). In this case, when comparing with the post-test results, it can be seen that only two out of the twenty-two students still did not manage to pass it. Besides, when transforming the values into a percentage, the value of students who passed the test increased from 86,4% to 90,9%. Moreover, six students obtained excellent grades (ranged between 9 and 9,4). Finally, as shown in Table 8, the results from the Paired T-test show that there is statistical significance, as the p-value  $\leq 0.05$ .

➤ **Two-Sample T-Test from the Control and Experimental group**

**Table 9.** Two-Sample T-test (Control and Experimental Group Post-test)

<b>t-Test: Two-Sample Assuming Unequal Variances – Control vs. Experimental group</b>		
	<i>Control Post-test</i>	<i>Experimental Post-test</i>
Mean	5,90952381	6,531818182
Variance	6,174904762	3,012748918
Observations	21	22
Hypothesized Mean Difference	0	
df	36	
t Stat	-0,947903622	
P(T<=t) one-tail	<b>0,17475</b>	
t Critical one-tail	1,688297714	
P(T<=t) two-tail	<b>0,34950</b>	
t Critical two-tail	2,028094001	

**Table 10.** Two-Sample T-test (Control and Experimental Group Delayed Post-test)

<b>t-Test: Two-Sample Assuming Unequal Variances – Control vs. Experimental group</b>		
	<i>Control Delayed Post-test</i>	<i>Experimental Delayed Post-test</i>
Mean	6,242857143	7,486363636
Variance	6,128571429	2,132662338
Observations	21	22
Hypothesized Mean Difference	0	
df	32	
t Stat	-1,994336198	
P(T<=t) one-tail	<b>0,02735</b>	
t Critical one-tail	1,693888748	
P(T<=t) two-tail	<b>0,05469</b>	
t Critical two-tail	2,036933343	

On the one hand, Table 9 shows the results from a Two-Sample T-test made between the control and experimental group (focused on the post-test results). Therefore, by considering the data obtained, it can be said that between the post-test results from both groups, there is no statistical significance, as the p-value > 0.05. However, on the other hand, Table 10 shows the results from another Two-Sample T-test made between the control and experimental group (focused on the delayed post-test results). In this case, it can be seen that between the delayed post-test results from both groups, there is statistical significance, as the p-value ≤ 0.05.

## **CHAPTER 5: DISCUSSION**

The purpose of this study was to investigate how Rory's Story Cubes' usage would impact the retention of irregular verbs in Spanish L1 primary students. Moreover, this study explored the following research questions:

- RQ1: How much do Rory's Story Cubes usage influences the retention of irregular verbs in Spanish L1 primary students?
- RQ2: Is Rory's Story Cubes usage more effective as a learning tool than using flashcards to retain English irregular verbs?
- H1: Students who use Rory's Story Cubes will retain more irregular verbs and use them better than those who did not use the Story Cubes.
- H2: The results of both the post and delayed post-test from students who used Rory's Story Cubes will be more significant than those who did not use them.

So, therefore, this chapter brings the interpretation of the findings analysed in the previous chapter.

### **5.1 Discussion of the Findings**

Findings relating to RQ1 have shown a positive influence on the correlation between Rory's Story Cubes usage and the retention of irregular verbs. Therefore, these results have supported the statement made in H1, as results proved that students who used Rory's Story Cubes (experimental group) outperformed those who did not use them. Besides, findings relating to RQ2 have also shown positive results when it comes to the efficiency of Rory's Story Cubes as an alternative learning tool for the retention of irregular verbs. In this case, findings have also confirmed H2. Also, when comparing each group's Paired T-Tests independently, values have shown that students who used Rory's Story Cubes (experimental group) got more significant results than those who used flashcards (control group). Nevertheless, it might be worth mentioning that when analysing the results of both the post and delayed post-tests through a Two-Sample T-Test, these showed that there was only statistical significance on the delayed post-test results. Therefore, a possible explanation for such results could be that perhaps in terms of short-term effectiveness, Rory's Story Cubes and flashcards can be equally helpful as a learning tool for retaining irregular verbs. However, when it comes to long-term effectiveness, perhaps the usage of Rory's Story Cubes could have been more effective for the retention of irregular verbs than the usage of flashcards, as the findings proved a higher statistical significance in the delayed post-test results from the experimental group.

Various studies (cf. Carrier, 1985; Chen, 2005; Jacobs, n.d. b; or Kupeckova, 2010) proved that games have a positive and effective influence on foreign language learning. This is because “Games get students involved in their learning; they motivate them; encourage creative and spontaneous use of language (cf. Chen, 2005). Thus, they unconsciously promote and practise all four basic language skills (cf. Wright, Betteridge, & Buckby, 2005). At the same time, these are student-centred, which tries to promote collaboration among students; and connect to a variety of intelligence (Gardner, 1999, as cited in Jacobs, n.d. b). This study has shown how a specific board game (Rory’s Story Cubes) could contribute to the retention of irregular verbs and possible gains in written proficiency, suggesting a connection between the nature of the study and language development. In this case, Rory’s Story Cubes’ usage was highly positive in terms of language retention (irregular verbs), which is consistent with Yen Phuong & Pham Nguyen (2017), who reported that well-designed games are beneficial to the learner’s grammar retention. Nevertheless, it might be worth highlighting that the researcher was not expecting to get these results, as, throughout the implementation stage, she had some difficulties. Therefore, these difficulties will be further explained in the following subsection.

Another significant finding of this study is that Rory’s Story Cubes have played an essential role in developing communicative skills and facilitating gains in written language proficiency. As argued by Saygili et al. (n.d.), they highlighted that using Rory’s Story Cubes promoted student’s collaboration in-class activities and had a very positive effect on students’ development of communicative skills and in which students also managed to retain their knowledge of the contents. In this case, findings have shown that this specific board game can provide extra scaffolding when writing short narratives.

Fasikh (2020) divided the difficulties of the simple past tense into two different categories: (1) difficulties in form and (2) difficulties in usage. On the one hand, as for the difficulties in form, findings have shown that the students did not have that much of a problem when orally recalling the various forms of the different irregular verbs. On the other hand, however, they presented to have difficulties in conjugating the forms of the irregular verbs in their written forms. These findings show the possible consequences of teaching specific language contents without a meaningful learning context. For this reason, when it comes to teaching irregular verbs, the usage of Rory’s Story Cubes could be a great learning tool to provide a more meaningful, engaging and motivating learning environment. This aligns with Fasikh’s study results (2020), in which it was mentioned that the usage of Rory’s Story Cubes raised students’ awareness of the contents they were learning in class, and therefore, it encouraged them to participate in the various activities actively. On the other hand, in terms of

the difficulties in usage, the author remarks the importance of identifying possible specific time signals (e.g., yesterday, last, ago, etc.), which can serve as possible hints for learners. This could explain why several students (from both the experimental and control groups) found the second exercise of the test (fill-in-gaps activity) complex. They could not identify those time signals, and therefore, not using the proposed irregular verbs in their correct forms.

## **5.2 Weakest points of the Study**

As for the possible weakest points of the study, the researcher wants to address various issues. The first one is related to the length of the lesson plan. In this case, throughout the development of the implementation stage, the researcher concluded that the lesson plan should have been longer. This is because, even though the researcher could complete all five sessions, she found herself rushing to teach the different contents. So, the researcher considered that by extending the number of sessions from the lesson plan, she would have provided students with more opportunities to learn and practice the specific contents. The next point is related to the class management problems that the researcher experienced during the implementation stage. In this case, the researcher was notified by the class tutor that the group (experimental) was a bit of a challenging class, as overall, the students were very competitive and did not have that much of a connection with each other, which led to often have conflicts and behavioural problems. So, throughout the different sessions, some students from the experimental group were making trouble and being disrespectful with other classmates, which led to breaking the class's flow plenty of times and get other students distracted. For all these reasons, the researcher was not expecting to get such positive results still. Last but not least, since the topic of the study addresses a particular field of study, there was a shortage in terms of previous studies that investigated the influence and benefits of Rory's Story Cubes regarding the field of foreign language development.

## **CHAPTER 6: CONCLUSION**

Board games can be an essential resource to provide hands-on and heads-on skill and knowledge development for people of all ages on all subjects. Therefore, well-designed games create an engaging atmosphere. Still, they also provide a non-threatening, playful, yet competitive environment to focus on content and reinforce and apply to learn. However, very little research reported on the effectiveness of using Rory's Story Cubes on the learner's language development. So then, as outlined in Chapter 1 (Section 1.2), the main aim of this study was to investigate Rory's Story Cubes' effectiveness in retaining irregular verbs among L1 Spanish primary students. This study was carried out at a Spanish primary school located in Salou. An experimental research design was created. To gather the data, the researcher conducted a pre-test, gave treatment, conducted a post-test, and conducted a delayed post-test to explore the students' retention of irregular verbs. Also, the usage of two types of T-Test was used to check and validate the data. Finally, this chapter highlights the study's key findings, mentions the multiple limitations of the project, and concludes it with an exploration of future research prospects.

### **6.1 Key Findings**

In response to RQ1 (Section 1.3), the study's findings show that learners who use Rory's Story Cubes retain more irregular verbs than those who use flashcards. Also, these results lead the researcher to highlight that the usage of Rory's Story Cubes can also help the learners raise their grammar awareness and improve their written language proficiency. The reason behind this statement is that findings reveal that overall, learners who used Rory's Story Cubes were able to use and include the various irregular verbs more adequately in a short story than those who did not use them. Besides, in the pre-test, the control group presented a higher mean score (5,40) than the experimental group (5,00). However, even though results showed an increase of the means from both groups during the post-test, the experimental group (6,53) outperformed the control (5,91) by 1,53 points, which equals a difference of 24,5%. Then, in the delayed post-test, results showed that the experimental group kept outperforming (average of 7,49) the control group (average of 6,24) by 1,25 points, which equals a difference of 19,5%. Then, regarding RQ2 (Section 1.3), the results reveal that Rory's Story Cubes is a more effective learning aid than using flashcards in terms of irregular verbs retention. In this case, although both groups (control and experimental) present positive improvements in their results throughout the various test, learners who used Rory's Story Cubes outperformed those who did not use them, especially in the delayed post-test. On the one hand, based on the results of the

T-Tests results, these show that there is a higher statistical difference with the experimental group, and in which the p-values are  $< 0.05$  (one-tail – the value of 0,00003 between the pre- and post-test; p-value of 0,00012 between the post and delayed post-test). Whereas, based on the Two-Sample T-Tests, results show a statistical difference only in the delayed-post test results from both groups, which the p-value  $< 0.05$  (one-tail - 0,027). Therefore, these results confirm the effectiveness of Rory's Story Cubes as a learning aid; however, it also suggests the idea that perhaps this resource is more effective in the long-term period. Lastly, when considering all previous points, it can be concluded that results provide support for confirming that the usage of Rory's Story Cubes is helpful for the retention of English irregular verbs in Spanish L1 primary students. However, at the same time, results do not fully support the expectation that learner's from the experimental group would get a higher statistical significance in both the post-test and delayed post-test results than the control.

## **6.2 Discussion**

This study agrees with various studies (cf. Carrier, 1985; Chen, 2005; Jacobs, n.d. b; or Kupeckova, 2010) that games have a positive and effective influence on foreign language learning. Moreover, Yen Phuong & Pham Nguyen (2017) revealed that board games are beneficial to adult learners' grammar retention. Most participants had positive attitudes about the board games and the benefits they would bring. Learners within this study were able to work on their grammar retention (irregular verbs) by using a specific board game (Rory's Story Cubes). In this case, the findings showed positive results, so they align with the statement made by the previous authors. Besides, Saygili et al., (n.d.) found that the usage of Rory's Story Cubes had a positive effect on the student's language development. In this case, these authors focused on the improvement of the student's communicative skills. The present study has explored new aspects of research from the field of language development and language learning. Therefore, it might be pertinent in future studies to investigate how both the teacher and learners evaluate the effect of using Rory's Story Cubes on their English language proficiency and how this perception affects their language proficiency.

## **6.3 Limitations**

The researcher has attempted to minimise any limitations which might impact the validity of the findings and conclusions of the study; however, some remained. Firstly, the scope of the results was limited due to the relatively small sample size of 43 Spanish primary students. Therefore, the results cannot be generalised to all primary students. The second limitation was perhaps the low number of sessions to perform the implementation/treatment

stage (done in a short period of two weeks). As mentioned in Chapter 5 (Section 5.2), throughout the development of the treatment sessions, the researcher found herself rushing to complete the various sessions and meet the accorded deadlines. Nevertheless, since the purpose of this study was to verify the effectiveness of using Rory's Story Cubes in the retention of English irregular verbs, this one was achieved. The third limitation was related to the restrictive and health security measures against the COVID-19. These measures impacted the development of the treatment stage, as the activities had to be adapted so that both the researcher and participants were respecting the health and security measures proposed by the Catalan government. Last but not least, the fourth and final limitation was developing the study research with one group of students (primary ESL learners). Therefore, to cover this last limitation, the researcher could have worked on other relevant groups of learners such as teenagers or adult ESL learners.

#### **6.4 Plausible follow-up research scenarios**

The first idea for further research would be to increase the number of participants. In this case, by having more extensive networking, the results would become even more reliable. A second possible idea to pursue with regards to the current data would be to interview both teachers and students to explore whether the usage of Rory's Story Cubes could raise the student's motivation and promote a collaborative learning context. Another idea for further research would be to deeper investigate the possible benefits of using Rory's Story Cubes to develop the learner's writing skills (through the exploration of various literary genres). It would also be interesting to build upon existing research (Saygili et al., (n.d.); Weder, Lemke & Tungarat, 2019) and further investigate the effects of Rory's Story Cubes on the student's communicative language progress. Finally, the last idea would be to explore more groups of ESL learners, for example, teenagers or adults. Nevertheless, the researcher is currently taking part in a following-up study (of the present study) in its final stage. It involves a different population (high school students).

#### **6.5 Conclusion**

Rory's Story Cubes and its use in L2 education are still tiny burgeoning fields requiring much more research. However, this study confirms the positive results of using Rory's Story Cubes to retain English irregular verbs in Spanish L1 primary students. Besides, it has also helped raise the learner's awareness of the verbs' usage while developing their writing skills. Therefore, this study wants to offer an insight into the pedagogical benefits of incorporating board games to develop language learning and increase the learner's motivation.

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## APPENDICES

### Appendix A: Irregular Verbs Test

Name:

Date:

## IRREGULAR VERBS

### 1. Read the following statements and decide if these are 'True' or 'False'.

(5 points)

1) To form the Past Simple, we add '-ed' to the end of all verbs.

True

False

2) We use 'did + not + infinitive' to form Past Simple negatives with all types of verbs.

True

False

3) We use 'did + subject + infinitive' to form Past Simple question with only regular verbs.

True

False

4) There are many different types of endings of irregular verbs in the Past Simple.

True

False

5) You have to learn all the different irregular verb forms of the Past Simple, because there are no clear rules.

True

False

**2. Read the following sentences and fill in the gaps with the correct verb tense of the verb given in the bracket.** (10 points)

1. They \_\_\_\_\_ (**THINK**) it was my birthday!
2. Did you \_\_\_\_\_ (**LEAVE**) your umbrella in the restaurant?
3. I \_\_\_\_\_ (**BUY**) a new laptop yesterday because my old one stopped working.
4. Can you believe it? She \_\_\_\_\_ (**READ**) three books in one week!
5. \_\_\_\_\_ (**DO**) you speak with Mark yesterday?
6. After arriving to Italy, my family and I \_\_\_\_\_ (**TAKE**) a taxi to get to the hotel.
7. John's mum \_\_\_\_\_ (**HAVE**) a baby in September.
8. Laura's teacher \_\_\_\_\_ (**BE**) upset because she didn't \_\_\_\_\_ (**DO**) her homework.
9. She \_\_\_\_\_ (**TELL**) me that she lived in Tarragona for 5 years.
10. Did you \_\_\_\_\_ (**HEAR**) the news from last week? A thief robbed CaixaBank!

**3. Write a short story. You **MUST** include **AT LEAST 5** of the following verbs from the box below. If you want, you can add other verbs if you want. Also, remember that **the story needs to be written down in the 'PAST TENSE'**.**

(15 points)

See    Find    Eat    Run    Catch    Break  
Hide    Draw    Build    Get Fall

*\*For this last exercise, students were given an adequate amount of space to write their stories/compositions.*

## Appendix B: Lesson Plan

LESSON PLAN: Irregular verbs and Rory's Story Cubes					
<b>Subject</b>	English	<b>Topic</b>	Irregular Verbs	<b>Level</b>	Elementary / Pre-intermediate (A2 – B1)
<b>Total number of sessions</b>	5 sessions (60 min./each)		<b>Grade</b>	Primary (6 <sup>th</sup> graders)	
<b>Teaching objectives</b>	<ul style="list-style-type: none"> <li>• Describe the different uses of the Past Simple and Past Continuous.</li> <li>• Classify verbs whether they are 'regular' or 'irregular'.</li> <li>• List and use the different story elements adequately.</li> <li>• Produce short stories.</li> </ul>				
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Classify and use the different verbs and verb tenses (by asking questions and creating sentences) and story elements.</li> <li>• Plan and produce small stories (individually and cooperatively).</li> <li>• Use the target language in the classroom.</li> <li>• Participate and respect the rest of the peers during the activities.</li> </ul>				
SESSION 1: Review of past tenses and types of verbs (regular and irregular)					
Time	Activities			Material	Setting
5 - 7'	<p><b>Both groups - Warm-up:</b></p> <p>The teacher will start the lesson with an ice-breaker activity. The teacher will organise students in small groups (e.g., groups of 4 or 5 students). Then, students will receive a worksheet (Speaking board game) in which students will have to roll the dices and ask and answer different questions to each other. The teacher will set a timer, and each team will try to answer as many questions as possible. All students must participate (by asking and answering questions).</p>			<ul style="list-style-type: none"> <li>- Worksheet 1</li> <li>- Dices</li> <li>- Timer</li> </ul>	In the ordinary classroom

10 - 13'	<p><b>Both groups:</b></p> <p>The teacher will ask students to reflect on what type of questions were asked, especially in the ‘verb tense’ used. Then, the teacher will write on the board a sentence in the past tense (e.g., ‘They eat dinner at six o’clock yesterday’) and then will ask students to reflect if it is correct or not. If not, they would have to identify the mistake. Then, the teacher will bring two more examples in negative and question (e.g., ‘Did Maria drove to work this morning?’ and ‘Did you busy last Monday?’), and ask students to reflect on them again. By correcting the sentences, the teacher will guide students to guess the main grammar structures of the ‘Past Simple’ and ‘Past Continuous’ (affirmative, negative and interrogative) and the differences between the regular and irregular verbs. Finally, the teacher will use a PPT in which students will have to identify and correct, if needed, the mistakes of the sentences presented.</p> <p>*If wanted, students could be organised into two or three teams, and play it as a competition. Also, depending on the group, perhaps, students might need more scaffolding.</p> <p>**Extra material: If needed, the explanatory video of the ‘Past Simple’ &amp; ‘Past Continuous’ (from the references) could be used as complementation.</p>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Laptop</li> <li>- Projector</li> <li>- PPT (slides 2 – 4)</li> </ul>	
10'	<p><b>Both groups:</b></p> <p>The teacher will organise students in pairs and hand out a copy (worksheet) to each team. The teacher will set a timer (e.g., 7 minutes), and students will have to write as many verbs ‘in the past’ as possible, taking into account the rule of not repeating letters in each word. Later on, answers will be shared.</p>	<ul style="list-style-type: none"> <li>- Worksheet 2</li> <li>- Timer</li> </ul>	
10 - 15'	<p><b><u>Control group:</u></b> The teacher will divide the class into two teams (or more if needed). The teacher will place on a table the cards of the worksheet facing down. A student from each group will then come to the front of the class and randomly choose one card. The first student to write a grammatically correct sentence (using the simple past tense) without spelling mistakes will be awarded a point. The team with the most points will win the game.</p>	<ul style="list-style-type: none"> <li>- Worksheet 3</li> <li>- Rory’s Story Cubes</li> </ul>	

	<p><b><u>Experimental group:</u></b></p> <p>The teacher will divide the class into two teams (or more if needed). The teacher will place a table in front of the class and put the story cubes on it. A student from each team will come to the front of the class, choose a dice randomly and roll it. The first student to write a grammatically correct sentence (using the verb's simple past tense showed on the dice) without spelling mistakes will be awarded a point. The team with the most points will win the game.</p>		
10 - 15'	<p><b>Both groups:</b></p> <p>To assess if students understood the content worked during the lesson, they will answer a short multiple-choice quiz.</p>	- Worksheet 4	
List of resources	<ul style="list-style-type: none"> <li>• <b>Worksheet 1: Speaking board game</b> <ul style="list-style-type: none"> <li>➤ <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-boardgame-pastsimple.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-boardgame-pastsimple.pdf</a></li> </ul> </li> <li>• <b>Worksheet 2: Scrambled Letters (Verbs)</b> <ul style="list-style-type: none"> <li>➤ <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-scrabble-pastsimple-r.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-scrabble-pastsimple-r.pdf</a></li> </ul> </li> <li>• <b>Worksheet 3: Run to the board competition – Cards</b> <ul style="list-style-type: none"> <li>➤ <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-sentrace-past.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-sentrace-past.pdf</a></li> </ul> </li> <li>• <b>Worksheet 4: Grammar Quiz – Past Tense</b> <ul style="list-style-type: none"> <li>➤ 16 questions: <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-quiz-pastsimple.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-quiz-pastsimple.pdf</a></li> <li>➤ 12 questions: <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-quiz-pastsimple-short.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-quiz-pastsimple-short.pdf</a></li> </ul> </li> <li>• <b>Extra material:</b> <ul style="list-style-type: none"> <li>➤ Timer/Countdown: <a href="https://www.online-stopwatch.com/countdown/">https://www.online-stopwatch.com/countdown/</a></li> <li>➤ Video – Past Simple: <a href="https://www.youtube.com/watch?v=MI3S3kdkofo">https://www.youtube.com/watch?v=MI3S3kdkofo</a></li> <li>➤ Video – Past Continuous: <a href="https://www.youtube.com/watch?v=liX95VS4a14">https://www.youtube.com/watch?v=liX95VS4a14</a></li> <li>➤ PPT (slides): <a href="https://drive.google.com/file/d/1pMgqc7XYMdQyU8WiLjPeARJ3WqwyE4-L/view?usp=sharing">https://drive.google.com/file/d/1pMgqc7XYMdQyU8WiLjPeARJ3WqwyE4-L/view?usp=sharing</a></li> </ul> </li> </ul>		

**SESSION 2: Writing Plan: Story Elements**

Time	Activities	Material	Setting
5 – 7'	<p><b>Both groups - Warm-up:</b></p> <p>The teacher will start the lesson by organising students in pairs and giving half the worksheet to each student. In this case, one student of each pair will be 'A' and the other one 'B'. Then, students will have to ask and discuss with each other the questions included in their papers. Finally, the teacher will briefly review the contents worked in the previous lesson (Past Simple structures, regular and irregular verbs).</p>	- Worksheet 5	In the ordinary classroom
10 – 15'	<p><b>Both groups:</b></p> <p>The teacher will organise students into small groups (e.g., four or five students) and hand out a copy of the worksheet, just the stripes, to each group. Next, students will have to work together to order the events of the story correctly. Once finished, answers will be shared and written on the board.</p> <p>*If they get to finish the activity fast, perhaps they could also complete the second worksheet of the 'Story order'. However, remember to collect the stripes first!</p>	- Worksheet 6	
20 – 23'	<p><b>Both groups:</b></p> <p>After finishing the previous activity, the teacher will briefly explain the different story elements that students should take into account when planning and writing a (short) story. So, firstly, the teacher will show a video about the 'Story Elements'. Secondly, the teacher will focus on the story element of 'The Plot'. Then, students will watch another video, which will explain the different parts that a plot usually has/includes. Afterwards, to practice the contents, the teacher will hand out students a worksheet. Then, the teacher will present the first video ('Mike's New Car), in which students will have to pay quite some attention, as they will have to identify the different parts of the plot. Then, if needed, the teacher could project the 'explanatory version' of the video, which</p>	<ul style="list-style-type: none"> <li>- Worksheet 7</li> <li>- Laptop</li> <li>- Projector</li> <li>- PPT (slides 5 – 7)</li> </ul> <p>*If wanted, the teacher could use the PPT slides as a</p>	

	includes the identification and small explanation of the parts of the story. Finally, to check if they understood it, students will do the same with two more videos ('Short Film 2 and 3).	complementary explanatory material.	
10 – 15'	<p><b>Both groups:</b></p> <p>To assess if students understood the content worked during the lesson, they will answer a short test/quiz. It will also include an exercise about the 'analyses of a story plot - identification of the parts – (Short Film 4).</p> <p>*If the third exercise is too long, it can be shortened by omitting one of the videos. Also, in the last activity (Quiz), you could use any of the 'Short Films' from the list (2,3,4).</p>	<ul style="list-style-type: none"> <li>- Worksheet 8</li> <li>- Laptop</li> <li>- Projector</li> </ul>	
<b>List of resources</b>	<ul style="list-style-type: none"> <li>• <b>Worksheets 5: Past Simple Questions/Discussion</b> <ul style="list-style-type: none"> <li>➤ <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-discussion-pastsimple2.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-discussion-pastsimple2.pdf</a></li> </ul> </li> <li>• <b>Worksheet 6: Story Order (Stripes)</b> <ul style="list-style-type: none"> <li>➤ <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-16qs-pastsimple.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-16qs-pastsimple.pdf</a></li> </ul> </li> <li>• <b>Worksheet 7: 'Identification of the parts of a Plot' grid/template (*see Appendix D)</b></li> <li>• <b>Worksheet 8: Short Quiz (*see Appendix E)</b> <ul style="list-style-type: none"> <li>➤ Short Film (4) Snack Attack: <a href="https://www.youtube.com/watch?v=38y_1EWIE9I">https://www.youtube.com/watch?v=38y_1EWIE9I</a></li> </ul> </li> <li>• <b>Extra material: (Videos)</b> <ul style="list-style-type: none"> <li>➤ Story elements: <a href="https://www.youtube.com/watch?v=NxiiOXyvcvII">https://www.youtube.com/watch?v=NxiiOXyvcvII</a></li> <li>➤ Story elements; The Plot: <a href="https://www.youtube.com/watch?v=EBjt2qhl7es">https://www.youtube.com/watch?v=EBjt2qhl7es</a></li> <li>➤ Short Film (1) Mike's New Car: <a href="https://www.youtube.com/watch?v=zfC_GuHiP68&amp;t=99s">https://www.youtube.com/watch?v=zfC_GuHiP68&amp;t=99s</a></li> <li>➤ Short Film (1.1) Mike's New Car (explanation): <a href="https://www.youtube.com/watch?v=fRX0tXX2U18">https://www.youtube.com/watch?v=fRX0tXX2U18</a></li> <li>➤ Short Film (2) The Birds: <a href="https://www.youtube.com/watch?v=nYTrIcn4rjg">https://www.youtube.com/watch?v=nYTrIcn4rjg</a></li> <li>➤ Short Film (3) The Egyptian Pyramids: <a href="https://www.youtube.com/watch?v=j6PbonHsqW0">https://www.youtube.com/watch?v=j6PbonHsqW0</a></li> </ul> </li> </ul>		

### SESSION 3: Guided Story Creation (I)

Time	Activities	Material	Setting
5 – 10’	<p><b>Both groups - Warm-up:</b></p> <p>The teacher will start the lesson by organising students in pairs and give each team a blank sheet. Then, the teacher will write a letter of the alphabet on the board (e.g., ‘C’), and students will have 1 minute to write down as many irregular verbs that start with that letter as possible. The pair who has the most verbs gets the point.</p> <p>*If it is needed or preferred, groups can be more extensive in the number of students.</p>	<ul style="list-style-type: none"> <li>- Timer</li> <li>- Laptop</li> <li>- Projector</li> <li>- Whiteboard</li> </ul>	In the ordinary classroom
10 – 15’	<p><b>Both groups:</b></p> <p>The teacher will use a PPT to introduce words and short expressions to help students structure and ‘sequence events’ of a (short) story. Then, the teacher will go over all words and phrases, solving any doubts.</p> <p>*It might be helpful to hand out students a worksheet containing the words/expressions to explain better and write down the translation of any words/expression they might not know.</p> <p>**Also, if needed, the teacher could click the link (references) and complete the ‘fill-in-gaps activity’ with the students, to practice and solve any doubt that might arise.</p>	<ul style="list-style-type: none"> <li>- PPT (slides 7 – 10)</li> <li>- Worksheet 9*</li> <li>- Laptop</li> <li>- Projector</li> <li>- Whiteboard</li> </ul>	
10 – 15’	<ul style="list-style-type: none"> <li>• <b>Control group:</b> Students will organise themselves in a circle (facing each other), and the teacher will put a table and a pile of flashcards (verbs) in the middle of it (*see Appendix I). A student will take one flashcard from the pile (facing down) and will have to start a story including the verb in it. Then, he/she will place the flashcard (facing up). The following student will do the same. The story ends when the timer finishes or if students use all cards.</li> </ul>	<ul style="list-style-type: none"> <li>- Story Cubes</li> <li>- Flashcards</li> <li>- Laptop</li> <li>- Projector</li> <li>- Timer</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Experimental group:</b> Students will organise themselves in a circle (facing each other), and the teacher will put a table and a bag with the dices in the middle of it. A student will take one dice from the bag, roll it and start a story using the image that he/she got. Afterwards, he/she will place the dice on the table. The following student will do the same and put the dice on top of the previous one (like a tower). The story ends when the building collapses.</li> </ul> <p>*To make it a bit more competitive, the teacher could divide students into two teams, so students from each team would take turns. Also, the teacher could project a timer on the board, so the team that keeps the tower up the longest wins. In the same way, it could also be applied when using flashcards. In this case, students will have to try to use all verbs before the timer finishes.</p>		
15 - 20'	<ul style="list-style-type: none"> <li>• <b>Control group:</b> To assess if students understood the content worked during the lesson, they will complete a short activity. In this case, the teacher will use flashcards to choose eight irregular verbs and write them on the board. Finally, students will have to use and include a minim of four verbs to finish the story.</li> <li>• <b>Experimental group:</b> To assess if students understood the content worked during the lesson, they will complete a short activity. In this case, the teacher will give a dice to each student. Then, students will have to use and include a minim four verbs (of the dice) to finish the story.</li> </ul> <p>*Students should take into account the different words/expressions worked previously to include them in it.</p>	<ul style="list-style-type: none"> <li>- Worksheet 10</li> <li>- Flashcards</li> </ul>	
List of resources	<ul style="list-style-type: none"> <li>• <b>Worksheets 9:</b> (*see Appendix F)</li> <li>• <b>Worksheet 10: 'Finish the Story...'</b></li> <li>• <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-writing-pastsimple.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-writing-pastsimple.pdf</a></li> <li>• <b>Extra material:</b> Timer/Countdown: <a href="https://www.online-stopwatch.com/countdown/">https://www.online-stopwatch.com/countdown/</a></li> </ul>		

### SESSION 4: Guided Story Creation (II)

Time	Activities	Material	Setting
5 – 10'	<p><b>Both groups - Warm-up:</b> The teacher will start the lesson with a ‘charades’ activity. First, students will be organised into two groups (or small groups if preferred), and ask one student to come to the front of the class.</p> <ul style="list-style-type: none"> <li>• <b><u>Control group:</u></b> The teacher will show him/her a flashcard with a verb (action) and he/she will have to represent it with gestures. The first team to guess the verb gets the point. The team that gets the most points wins.</li> <li>• <b><u>Experimental group:</u></b> The student will roll a dice (without the other students seeing the image) and represent the verb/action to the rest of the class. The first team to guess the verb gets the point. The team that gets the most points wins.</li> </ul>	<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Story Cubes</li> </ul>	In the ordinary classroom
10 - 15'	<p><b>Both groups:</b> The teacher will review the contents worked on in the previous sessions (grammar structures, story elements and writing connectors/event sequencing) with the students.</p>	<ul style="list-style-type: none"> <li>- Whiteboard</li> </ul>	
10 - 15'	<p><b>Both groups:</b></p> <ul style="list-style-type: none"> <li>• The teacher will hand out a worksheet to each student. Students will have to transform and rewrite the sentences in the past tense. In the end, answers will be corrected.</li> </ul> <p>*If wanted, the teacher could project the worksheet on the board so that answers could be shared more visually.</p>	<ul style="list-style-type: none"> <li>- Worksheet 11</li> <li>- Whiteboard</li> <li>- Projector</li> <li>- Laptop</li> </ul>	

15 – 20'	<p><b>Both groups:</b> The teacher will give each student a copy of the worksheet.</p> <ul style="list-style-type: none"> <li>• <b>Control group:</b> The teacher will take a flashcard (action verbs; e.g., draw) from a bag/pile. Students will have to write the verb in the first gap and start a story ('Once upon a time...') by including the specific verb. After writing the first part/sentence of the story, students will fold the paper (so you could not see the previous sentence) give it to the person next to them. The procedure will repeat itself until all blank spaces will be completed (the teacher takes a verb, and students include it in their sentences).</li> <li>• <b>Experimental group:</b> Students will receive one dice each. Then, students will have to roll it, draw the picture they would get – in the adequate square – and include the verb in the story. After writing the first part of the story, students will fold the paper (so you could not see the first sentence) and give their writing to the person next to them, and the procedure will repeat itself until all squares will be completed.</li> </ul>	<ul style="list-style-type: none"> <li>- Story Cubes</li> <li>- Flashcards</li> <li>- Worksheet 12*</li> </ul>	
List of resources	<ul style="list-style-type: none"> <li>• <b>Worksheets 11: Grammar Worksheet (Past Simple)</b> <ul style="list-style-type: none"> <li>➤ <a href="https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-pastsimple20.pdf">https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-pastsimple20.pdf</a></li> </ul> </li> <li>• <b>'Worksheet 12: Class Story Creation (Primary)</b> <ul style="list-style-type: none"> <li>➤ Control group: (*see Appendix G)</li> <li>➤ Experimental group: <a href="https://eltexperiences.com/wp-content/uploads/2018/08/Class-Story-Cubes-Template.pdf">https://eltexperiences.com/wp-content/uploads/2018/08/Class-Story-Cubes-Template.pdf</a></li> </ul> </li> </ul>		

**SESSION 5: Guided Story Creation (III) + Role Play**

Time	Activities	Material	Setting
5 – 10'	<p><b>Both groups - Warm-up:</b></p> <p>The teacher will organise students individually, in pairs or small groups, and provide them with a laptop/tablet. Students could also use their phones if it is possible. Then, they will play a ‘Kahoot’ altogether.</p> <p>*If it would not be possible for students to use a laptop/tablet/phone, the teacher could give each team a set of coloured cards (blue, red, yellow and green) to answer the questions. In this case, they would just need to raise the specific card considering the colour of the answer they chose. Another possibility could be just taking some coloured pens/pencils/highlighters and use them the same way as with the cards.</p>	<ul style="list-style-type: none"> <li>- Laptop</li> <li>- Projector</li> <li>- Tablets/Laptops/Phones</li> <li>- Coloured cards*</li> <li>- Pens/Pencils/Highlighters</li> </ul>	In the ordinary classroom
5 – 10'	<p><b>Both groups:</b></p> <p>The teacher will briefly review the contents worked on in the previous sessions (grammar structures, story elements and writing connectors/event sequencing) with the students.</p> <p>*If the teacher wants, he/she could use the flashcards (control group) and the Story Cubes (experimental group) to help creatively review the previous lessons’ fundamental forms/structures.</p>	<ul style="list-style-type: none"> <li>- Whiteboard</li> <li>- Flashcards</li> <li>- Story Cubes</li> </ul>	
20 – 25'	<p>The teacher will organise students in pairs or small groups (e.g., three or four students) and give each group a copy of the worksheet (planning + comic strip story).</p> <p>All stories will start with the same sentence: “It was a dark and stormy night and [name of the character(s)] was/were...”. Before starting the comic, students will have to complete the ‘planning part’ in which they will have to decide briefly: (1) character(s), (2) setting, (3) main events, (4) problem, and (5) solution. Once they have written all that information, they will start writing their plot and dialogues in each square of the</p>	<ul style="list-style-type: none"> <li>- Worksheet 13*</li> <li>- Laptop</li> <li>- Projector</li> <li>- Cards (situation examples)</li> <li>- Flashcards</li> </ul>	

	<p>comic strip. At the same time, the teacher will project a timer on the board to help students control how much time they have left to complete their sentences for the stories. Each round, each group will have to pass their writing to the group from their right.</p> <ul style="list-style-type: none"> <li>• <b>Control group:</b> To help students, the teacher will write down on the board some verbs (from the flashcards) to include them in their stories.</li> <li>• <b>Experimental group:</b> Students will use a story cube/dice to include the verbs in their stories.</li> </ul> <p>* Remind students that they should include some of the words or expressions to sequence the story events.</p>	<ul style="list-style-type: none"> <li>- Story Cubes</li> <li>- Timer</li> </ul>	
10 – 15'	<p><b>Both groups:</b></p> <p>Each group will represent their story in front of their peers, so later, students could vote which story was the best.</p> <p>*For timid students, they could just explain the story from their seat in case they would not want to represent it</p>		
<p><b>List of resources</b></p>	<ul style="list-style-type: none"> <li>• <b>Worksheet 13: Comic Strip Story</b> (*see Appendix H)</li> <li>• <b>Extra materials:</b> <ul style="list-style-type: none"> <li>➤ Timer/Countdown: <a href="https://www.online-stopwatch.com/countdown/">https://www.online-stopwatch.com/countdown/</a></li> <li>➤ Kahoot links:           <ul style="list-style-type: none"> <li>- <a href="https://create.kahoot.it/details/458f6e15-1f86-4b8f-84ae-ead9da42fdc4">https://create.kahoot.it/details/458f6e15-1f86-4b8f-84ae-ead9da42fdc4</a> (Uses of the Past Simple)</li> <li>- <a href="https://create.kahoot.it/details/3b8fb5ab-abd1-4efe-9ccf-95b8e608bc86">https://create.kahoot.it/details/3b8fb5ab-abd1-4efe-9ccf-95b8e608bc86</a> (Past Simple vs. Past Continuous)</li> <li>- <a href="https://create.kahoot.it/details/0535fc13-8971-4e6c-8519-49c0b3f1ff60">https://create.kahoot.it/details/0535fc13-8971-4e6c-8519-49c0b3f1ff60</a> (Irregular verbs review)</li> </ul> </li> </ul> </li> </ul>		

## Appendix C: Irregular Verbs Test Rubric

IRREGULAR VERBS TEST RUBRIC (Exercise 3 – Story Creation)						
CRITERION	RATING (points)					
	0	1	2	3	4	5
<b>Minimum amount of Irregular Verbs</b> <i>*One point per verb</i>	The student did not use any of the irregular verbs proposed in the blank box adequately.	The student used one of the irregular verbs proposed in the blank box adequately.	The student used two of the irregular verbs proposed in the blank box adequately.	The student used three of the irregular verbs proposed in the blank box adequately.	The student used four of the irregular verbs proposed in the blank box adequately.	The student used five of the irregular verbs proposed in the blank box adequately.
<b>Extra Verbs</b> <i>*One point per verb</i>	The student did not use any extra verbs.	The student used one extra verb adequately.	The student used two extra verb adequately.	The student used three extra verb adequately.	The student used four extra verb adequately.	The student used five extra verb adequately.
<b>Format</b> - <i>Content</i> - <i>Structure</i> - <i>Language usage</i>	The student shows no knowledge of the contents. The composition is disorganised, and without any logical order. Also, there are a lot of grammar errors and there is no usage of connectors.	The student has very little knowledge of the contents. The structure is a little organised, but difficult to follow. Also, there are multiple grammar errors and there is a lack in the usage of connectors.	The student has little knowledge of the contents. The structure is organised, but still difficult to follow. Also, there are various grammar errors and very few connectors.	The student has general knowledge of the contents. The structure is a generally organised and almost presented in a logical manner. Also, there a few grammar mistakes, but the vocabulary is still too elementary.	The student has an adequate understanding of the contents. The information is generally and in a logical manner. Correct usage of the grammar, and the vocabulary is mostly appropriate for the purpose.	The student has good knowledge of the contents. The structure and information is well-organised and clear. Excellent usage of the language and effective use of appropriate vocabulary.
<b>Total of points</b> (15 points max.)						

Appendix D: Worksheet 7

**STORY ELEMENTS AND PARTS OF A PLOT**

Watch the following videos/short films and identify the different story elements and the parts of the plot.

SHORT CLIP 1: 'Mike's New Car'			
1) CHARACTERS			
2) SETTING			
3) EVENTS	Exposition		
	Rising action		
	Climax		
	Falling action		
	Resolution		
4) PROBLEM		5) SOLUTION	

**SHORT CLIP 2: 'The Birds'**

1) CHARACTERS		4) PROBLEM	
2) SETTING		5) SOLUTION	
3) EVENTS	Exposition		
	Rising action		
	Climax		
	Falling action		
	Resolution		

**SHORT CLIP 3: 'The Egyptian Pyramids'**

1) CHARACTERS		4) PROBLEM	
2) SETTING		5) SOLUTION	
3) EVENTS	Exposition		
	Rising action		
	Climax		
	Falling action		
	Resolution		

**Appendix E: Worksheet 8**

**QUIZ: STORY ELEMENTS AND PARTS OF A PLOT**

**1) Answer the following questions:**

**(1) In a story, what are the main story elements that can be identified?**



**(2) The events/plot of a story can also be known as...**



**(3) How many parts can a plot be divided into?**



**(4) The parts of a plot can be represented as a 'roller coaster ride'. Draw the diagram and write down the names of each part on it.**



2) Watch the following video ‘Snack Attack’ and identify the story elements and the different parts of the plot.

SHORT CLIP 4: ‘Snack Attack’		
1) CHARACTERS		
2) SETTING		
3) EVENTS	Exposition	
	Rising action	
	Climax	
	Falling action	
	Resolution	
4) PROBLEM		
5) SOLUTION		

# SEQUENCING WORD LISTS

## BEGINNING

- In the beginning
- It all started when
- First
- \_\_\_\_\_
- Once upon a time
- To begin
- To start
- \_\_\_\_\_
- Once
- First of all
- One day
- \_\_\_\_\_

## MIDDLE

- After awhile
- Soon
- Meanwhile
- Suddenly
- All of a sudden
- \_\_\_\_\_
- Next
- Then
- Second
- After that
- Later
- \_\_\_\_\_
- At that moment
- Before long
- Eventually
- Afterward
- At this point
- \_\_\_\_\_

## END

- At last
- Finally
- In the end
- \_\_\_\_\_
- Afterward
- Last
- After all
- \_\_\_\_\_
- Lastly
- By the end
- By this point
- \_\_\_\_\_

## Appendix G: Worksheet 12

### CLASS STORY CREATION

The teacher will take a (flash)card from a bag, write the verb in the first blank/gap and start the story ‘Once upon a time...’ by including the verb the teacher said in the sentence. Then, after you are done with the first sentence, fold the paper and pass it to the person next to you. Repeat the procedure. Once all blanks are completed, compare your story with the other peers.

(1) \_\_\_\_\_: Once upon a time...

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(2) \_\_\_\_\_: and lived in...

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(3) \_\_\_\_\_: His friend...

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(4) \_\_\_\_\_: Unfortunately...

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(5) \_\_\_\_\_: Anyhow, ...

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(6) \_\_\_\_\_: During the journey...

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(7) \_\_\_\_\_: Suddenly...

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(8) \_\_\_\_\_: Eventually,...

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(9) \_\_\_\_\_: Finally...

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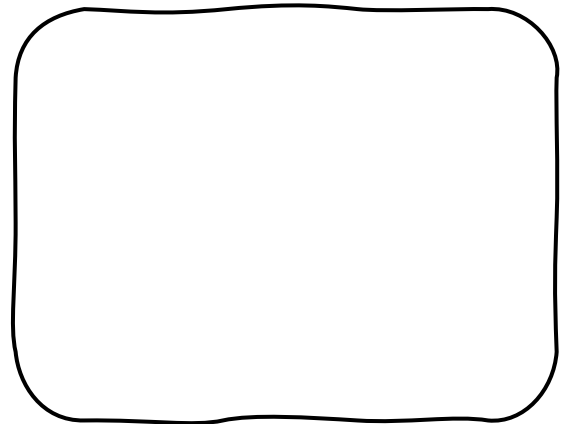
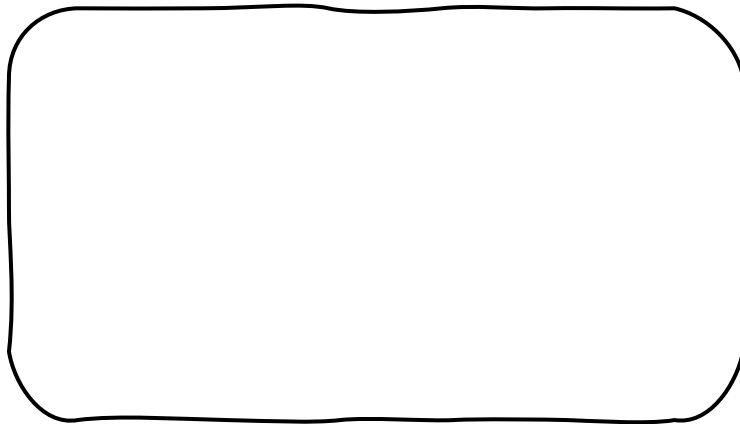
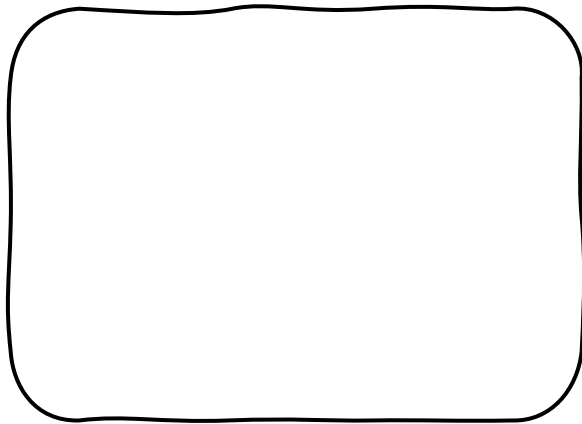
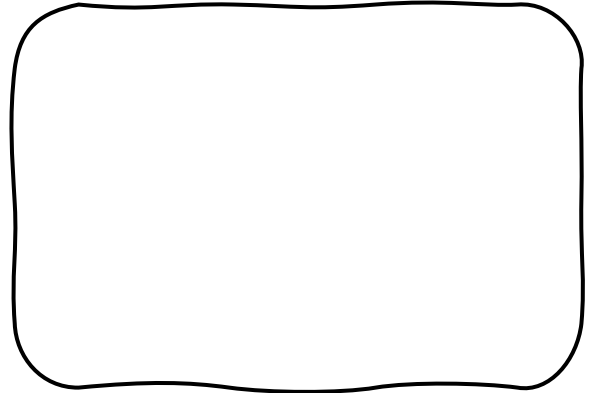
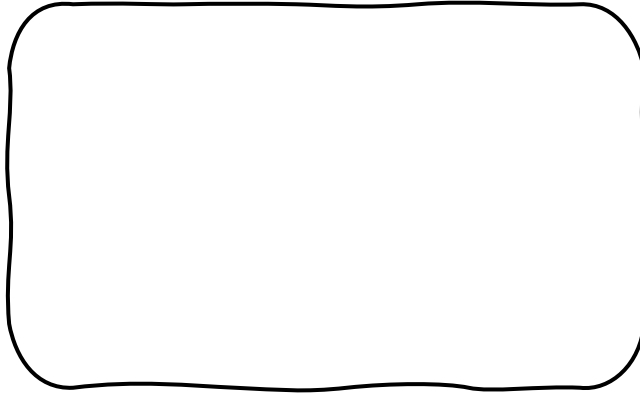
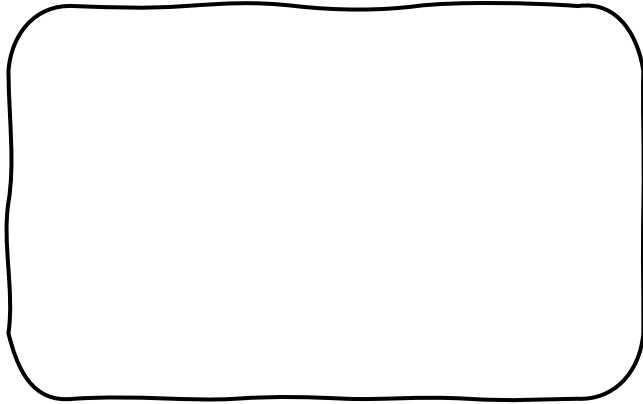
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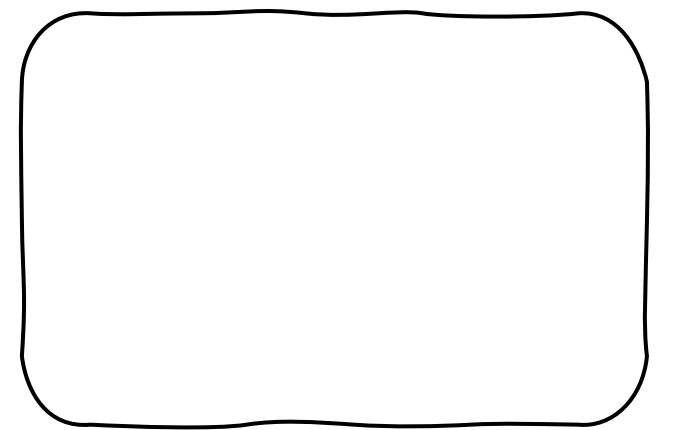
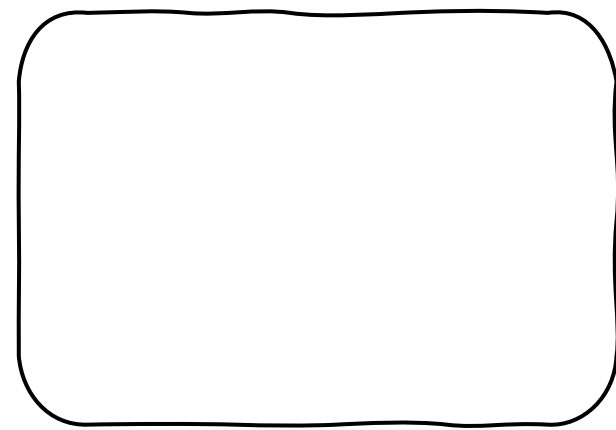
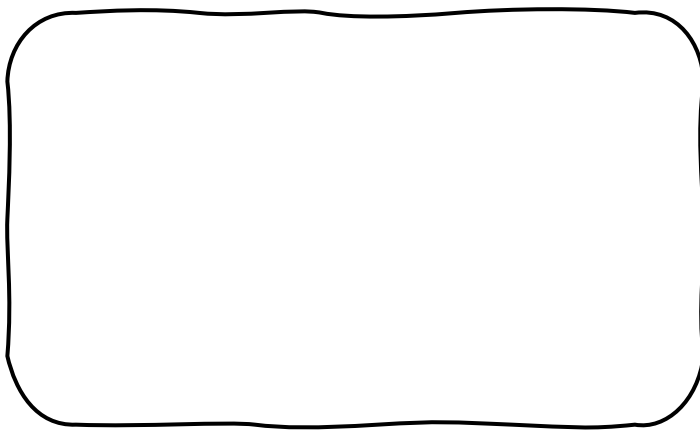
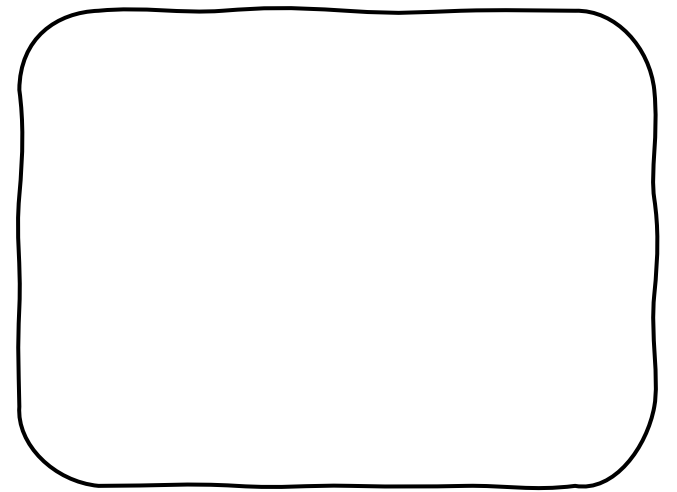
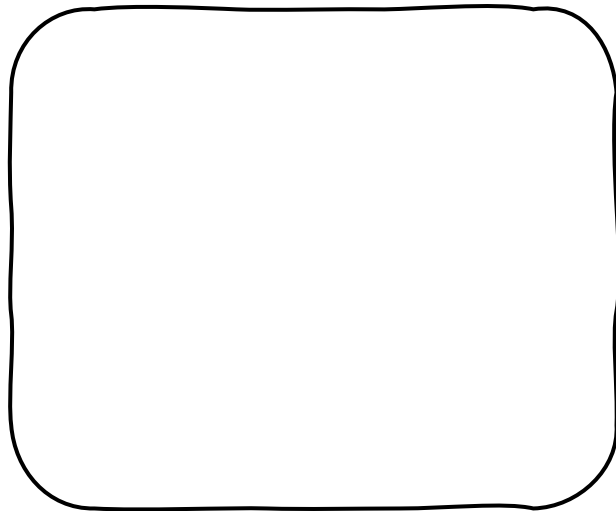
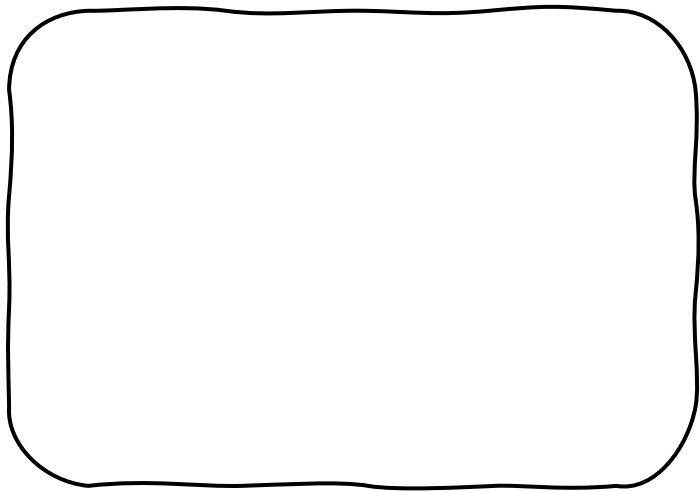
**Appendix H: Worksheet 13**

The worksheet is a template for analyzing a story, consisting of five distinct sections arranged in a grid-like fashion. Each section is a rounded rectangle with a dashed border and a grey header box containing the section's name in bold, uppercase letters. The sections are: 1. **CHARACTERS**: A large rounded rectangle on the top left. 2. **EVENTS / PLOT**: A large rounded rectangle on the top right, the largest section on the page. 3. **SETTING**: A large rounded rectangle on the bottom left. 4. **PROBLEM**: A smaller rounded rectangle on the bottom right, positioned to the left of the solution section. 5. **SOLUTION**: A smaller rounded rectangle on the bottom right, positioned to the right of the problem section.

**TITLE:**

**Names (group members):**





**Appendix I: Flashcards (Irregular Verbs)**

<b>HEAR</b>	<b>EAT</b>	<b>DO</b>	<b>TELL</b>	<b>CATCH</b>
<b>LOSE</b>	<b>SEE</b>	<b>BUY</b>	<b>BE</b>	<b>RUN</b>
<b>DRINK</b>	<b>FIGHT</b>	<b>RING</b>	<b>HIDE</b>	<b>COME</b>

**BURN**

**TAKE**

**HIT**

**MEET**

**GET**

**GIVE**

**MAKE**

**HAVE**

**BREAK**

**DRAW**

**FLY**

**KNOW**

**BUILD**

**THIN**

**FIND**

**FALL**

**READ**

**LEAVE**

**STEAL**

**WRITE**

**FIGHT**

**SWIM**

**RIDE**

**SING**

**AWAKE**

**DRIVE**

**CUT**

**HOLD**

**SPEAK**

**WIN**