

**THE INFLUENCE OF *CRANIUM* ON IMPROVING EFL STUDENTS' INTEGRATED
ORAL SKILLS OF FIFTH GRADE AT ESCUELA NORMAL SUPERIOR DISTRITAL**

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The influence of *Cranium* on Improving EFL Students' Integrated Oral Skills of Fifth Grade at Escuela Normal Superior Distrital Maria Montessori

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Dedictory

This dissertation is dedicated to our parents, who always give us their support and inspire us to achieve our goals; to our siblings, whose words of encouragement strengthen our will to follow our dreams and finally to professor Yury Andrea Yepes, for her dedication and guidance that helped to form this work.

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Abstract

This exploratory research investigates the use of *Cranium*, a board game, as an alternative to the common English learning materials employed to improve EFL students' integrated oral skills, listening and speaking. Several studies have exhibited the benefits of using games to increase students' mastery of communication skills; however, they focus only on one skill at a time; therefore, the adaptation of *Cranium*, a multicategory board game, provides listening and speaking skills integration within several game tasks favoring students' English learning in an empirical way. Implementing a mixed-methods approach, pre-test, post-test, recorded interventions and interviews were conducted in 9 fifth-grade students at a public school in Bogotá. The quantitative data was analyzed through the *t*-test analysis technique and the qualitative data were analyzed based on the thematic analysis technique. The results demonstrate that *Cranium* had a positive impact on students' integrated oral English skills and enhanced collaborative learning.

Keywords: *board game, integrated skills, oral production, oral comprehension, collaborative learning.*

Resumen

Este estudio exploratorio investiga el uso de *Cranium*, un juego de mesa, como alternativa a los materiales habituales de aprendizaje de inglés empleados para mejorar las habilidades orales integradas de los estudiantes de EFL, la escucha y el habla. Varios estudios han demostrado los beneficios del uso de juegos para aumentar el dominio de las destrezas comunicativas por parte de los estudiantes; sin embargo, sólo se centran en una habilidad a la vez; por lo tanto, la adaptación de *Cranium*, un juego de mesa con multi categorías, proporciona la integración de las destrezas de comprensión y expresión oral dentro de varias actividades del juego favoreciendo el aprendizaje de inglés por parte de los alumnos de forma empírica. Implementando un enfoque de métodos mixtos, se realizaron pre-test, post-test, intervenciones y entrevistas grabadas a 9 estudiantes de quinto grado de un colegio público de Bogotá. Los datos cuantitativos se analizaron mediante la técnica de análisis t-test y los datos cualitativos se analizaron con base en la técnica de análisis temático. Los resultados demuestran que *Cranium* tuvo un impacto positivo en las habilidades orales integradas en inglés de los estudiantes y fomentó el aprendizaje colaborativo.

Palabras clave: juego de mesa, habilidades integradas, producción oral, comprensión oral, aprendizaje colaborativo.

Introduction

In recent years, the use of games in English as a foreign language (EFL) teaching and learning process has increased thanks to several studies that prove their effectiveness in improving students' English communication skills. These studies emphasize that games not only motivate learners to use the language actively but also allow them to use it in real-life contexts. However, although Escuela Normal Superior Distrital Maria Montessori (ENSDMM) in Bogotá seeks for students to achieve an acceptable level of English, learning materials that only include fill-in-the-blank tasks, underlining vocabulary, or answering multiple choice questions are the common ones employed during English classes, where the use of language cannot be exploited to its maximum potential. This situation leads to a lack of development in students' English oral skills, which are listening and speaking as evidenced in the pre-test conducted on the participants. Consequently, this study aims to examine the influence of *Cranium*, a board game, on improving fifth-grade students' integrated oral English skills at this school.

Problem statement

This study addresses the exclusive use of worksheets and study guides as the main learning materials for fifth-grade students at ENSDMM. The needs analysis questionnaire (see appendix B) revealed that these students regularly engage in repetitive tasks like multiple-choice questions, gap-filling, and highlighting vocabulary. As a result, while they master fundamental language concepts, their integrated oral skills (IOS), listening and speaking, are affected due to limited practice during class, leading to poor learning quality and inadequate development of them. Therefore, *Cranium* was the ideal option since it aligns with the purpose of this research due to two essential factors; the first one, its capacity to be adapted for working on improving

diverse skills or abilities simultaneously throughout the game and the second one its dynamism by captivating participant's' attention through activities that can transform learning from a tedious process into an enjoyable one. At last, this exploratory research aims to examine the influence of *Cranium* on improving the integrated oral English skills of fifth-grade students at this school, using mixed methods, such as pre-test and post-test, video transcriptions, and interviews to test whether there is an improvement or not in their IOS.

Rationale

As mentioned before, there are many studies focused on the use of board games for improving communicative English skills; however, the majority of them only address isolated language items, such as vocabulary or speaking. During this study *Cranium*, a board game that allows students to practice and learn not only vocabulary but also listening and speaking as an integrated unit was adapted and applied to a specific group of EFL students.

Moreover, this tabletop game has features related to this population such as learning needs, interests, and preferences, as well as, flexibility and adaptability to the learning objectives of the class. The implementation of mixed-methods such as pre-test and post-test for quantitative data and video transcriptions and interviews for qualitative data enable this research to corroborate or to refute whether there is an improvement or not in fifth-grade students' IOS, thus facilitating the credibility of the results. Finally, the research question is: How does *Cranium* influence the improvement of fifth-grade EFL students' integrated oral skills at ENSDMM?

Objectives

General Objective

Examine the influence of *Cranium* on improving integrated oral English skills of fifth-grade students at ENSDMM.

Specific Objectives

Identify students' oral skills level through a pre-test.

Implement the interventions in the classroom.

Collect students' perspectives about the impact of *Cranium* on their integrated oral skills.

Analyze what students can do with *Cranium* in terms of language comprehension and production.

Literature Review

Several studies have been conducted on the use of board games as learning materials for improving the oral skills of English as a foreign language learners; however, the majority of them are focused on one of the two oral skills, listening or speaking, leaving the other behind, which could be considered an issue since according to Kaur and Aziz (2020) listening and speaking are mutually dependent on each other during communication for that reason they must be contemplated as an integrated unit instead of independent ones.

Consequently, this exploratory research aims to evaluate the influence of *Cranium*, a board game, on improving the oral skills of EFL students at a public school in Bogota. Therefore, the literature review will state a conceptual framework based on 11 recent studies on the use of board games in EFL classrooms and the importance of integrated oral skills for communication. Thus, the researchers will be able to identify gaps in knowledge, limitations in the studies, and relevant questions in the literature.

Board games are one way of implementing game-based teaching and learning theory in EFL classrooms, which benefits the development of oral skills in the target language since they provide real communicative situations rather than just applying a grammar-based approach (Littlewood, 1981, as cited in Kaur and Aziz, 2020). Accordingly, board games not only help students practice these skills naturally, but also increase their motivation, integrate collaborative learning, and create a relaxing environment where they feel comfortable with participating actively, making mistakes, and receiving feedback (Kartikasari, 2018), which are common issues in EFL current learning contexts.

The effects of language games on students' integrated listening and speaking skills

Language games (LG) are dynamic activities with previously established rules and objectives, they can have linguistic (accuracy) or communicative (knowledge sharing) purposes as learning materials (Hadfield, 1998, as cited in Kaur and Aziz, 2020). Subsequently, state-of-the-art research, action research, and experimental research were considered pertinent to the topic of language games and their effects on students' listening and speaking skills. During the first study, Kaur and Aziz (2020) analyzed 12 current research from 2010 to 2019 and they declared that in the majority of the studies, there are useful contributions of language games to the students' oral skills development since they help students feel more confident and motivated to actively participate in the English class allowing both an optimal learning environment and the adoption of a communicative approach in the classroom.

In the same way, Ahmadpour, Mohamadi, and LotfiDehgan (2022) through their findings demonstrated that by applying language games with task-based instruction students' language commitment and communicative action (listening and speaking) are intensified during the lessons because LG are appealing for EFL learners thanks to their pleasant and cooperative learning mode in which students are free of anxiety and learn without fear of making mistakes boosting the accuracy rate in their oral performance.

On the other hand, Mart (2020) claimed that integrated oral skills (listening and speaking) are fundamental to achieve language proficiency. Therefore, if the approach of the English class is a communicative one, it is necessary to include tasks where students can strengthen their top-down and bottom-up listening processes.

These articles give answers to common problems in EFL learning environments such as the lack of consistent input, learners' motivation, and opportunities for students to engage in a

real-life conversation in the target language. Nonetheless, some familiar limitations among them must be highlighted. First, according to the authors, the time was insufficient for conducting the studies, also they did not specify which language games they used and the usage of translation techniques in one of the research foment inaccuracy of the data analysis since it affected the results of the study.

The use of board games for improving EFL young learners' oral skills

Three research articles related to the use of board games for improving EFL young learners' oral skills were reviewed, one is state-of-the-art research and the other two are action research.

According to Syakur (2020), involving board games in the practice of teaching speaking to young learners increases their motivation and challenges them since this type of game brings more opportunities for practicing speaking within a natural context to the class, promoting important secondary aspects such as students' participations, confidence, social interaction and positive attitude towards the learning process. Moreover, the implementation of board games for teaching oral skills shows an optimal impact on grammar, pronunciation, fluency, comprehension, and vocabulary.

Additionally, A and B (2024) state that board games address young learners' interests thus they motivate them, enhance their self-confidence, and help them master vocabulary as well as contribute innovation to the English class. Following the same line of thought, Kartikasari (2018) affirms that board games strengthen both students' oral skills and active participation in EFL learning settings.

In terms of relevance, each research provides significant findings to the knowledge field. However, the state-of-the-art research only briefly mentioned the 17 articles and thesis that comprise it leaving the reader with a lack of deeper analysis of the information. Furthermore, the

other two studies have in common including students' perspectives to support the quantitative data which gives them credibility. Nevertheless, there are some limitations, such as working with small samples, restriction of data collection tools from the learning institution where the studies were conducted, and focusing the investigation on one of the speaking skills (vocabulary mastery) or all of them without further analysis.

Vocabulary mastery through the use of board games

An article and an action research article for enhancing students' vocabulary mastery were examined. *Cranium* is the selected game to be worked on in the present action research; however, there is no evidence of works that handle this type of game to improve integrated skills such as speaking and listening, for that reason, Pictionary's studies were chosen for this literature review due it is the one that has more similarities with *Cranium*.

Hamer, W., & Lely, L. N. (2019) state that vocabulary is a kind of measurement in terms of language learning and that message confusion has no place when there is certain vocabulary mastery. They considered that Pictionary goes beyond the fun of playing, it is an effective way to maintain active thinking skills and to allow students' vocabulary expansion. In addition, according to Odang, A. S., Uran, S. I. G., & Janggo, W. O. (2023), Pictionary game is a great teaching tool that enables students communication skills and creative thinking since it helps students be more active, work in teams, and also learn English in an interesting way.

Related to relevance, it is important to highlight that the first article contains lots of arguments that support the main idea of it. On the other hand, the action research data was very specific, also including all the information related to the teacher's role within it. About limitations, it should be said that the first article demonstrates that this game may not be very

successful when there are learners who do not work well in groups, do not have good artistic skills, or the ones that learn in a way that is not visual (Hamer, W., & Lely, L. N.,2019).

Given these facts, it is possible to argue that board games are a type of language game that could be implemented to improve EFL students' oral skills as they not only provide opportunities for natural language interactions between students but also enhance essential features like motivation, self-confidence, teamwork, and collaborative learning. In this way, the use of board games in EFL contexts is a student-centered practice that favors communicative action. If it is well implemented it could help the development of grammar, pronunciation, fluency, comprehension, and vocabulary as well as creativity and imagination.

Three action research articles were examined due to their methodology and affinity with the present research. The three of them had two cycles to develop their study; however, each of them managed different amounts of meetings to carry out their investigation. Qualitative and quantitative data were used and the same research instruments were implemented. According to Maryam, S. (2020) pre-test and post-test (Quantitative data), field notes, observation, and interviews transcription (Qualitative data) were employed to get data from that two-meeting research. On the one hand, Marzuki, A., & Kuliahana, A. (2021) whose action research took 6 meetings, makes use of reflection to deepen and analyze the information collected which follows the next route: collection, selection, categorization, comparison, and synthesis. Nevertheless, the three-cycle research done by Nurkasanah, J. (2014), validity criteria were applied in terms of democratic validity where all the participants share their point of view about the research, process validity that focuses on the research procedure, outcome validity which focal point is on the results of the actions that were carried out, catalytic validity that refers to how students perspectives change after the procedure implementation and dialogic validity based on check the

entire process by peers (Anderson, et.al (in Burns, 1999:161-162) as cited in Nurkasanah, J, 2014). It is important to highlight that these three action research make use of the cycle of action research which is composed of steps such as planning, acting, observing, and reflecting.

Taking into account all the research papers included in this literature review, the lack of a board game as learning material that addresses both speaking and listening skills as a unit was identified. This exploratory research is intended to adapt the board game *Cranium* for learning purposes based on task-based instruction to address the deficiency of EFL students' oral skills in a public school in Bogotá. In addition, as it was possible to identify previously in the Pictionary's articles innovative materials different from the traditional ones, allow an interesting and motivating learning environment for English learners by implementing these aspects researchers can reach the objectives proposed. The majority of the studies show a tendency for vocabulary-centered board games thus the adapted *Cranium* will help to improve both vocabulary and pronunciation by including bottom-up listening processes.

Finally, even though the use of board games for improving EFL students' oral skills is a well-known research topic, it needs further exploration in terms of giving equal opportunities for speaking and listening practice as it was analyzed from the literature without leaving behind the collaborative element as it allows faster acquisition of the language since students can share their knowledge and help correct each others mistakes which increase the probability of progress in their learning process.

Theoretical Framework

Listening Skill

Rost, M. (1991) defines listening as a whole process where the listener must apply both reasoning and understanding skills to build meaning, which according to Purdy, M., and Borisoff, D. (1997) implies directly the brain due to understanding in communication starts with this first. Nevertheless, Anderson, A., and Lynch, T. (1988) state that communication is not possible if speaking skills are not present in the exchange as well as listening, also, if the participants are not able to answer what has been uttered. These definitions hold up the importance of having worked listening skills through the implementation of *Cranium* due to the fact that if children want to feel confident when speaking, they must understand and analyze what the locutor is trying to say and the response he expects from them.

Keyword spotting (KWS) was the implemented technique during the interventions, it is understood as the identification of specific words presented on an audio (Y. Zhuang, X. Chang, Y. Qian, and K. Yu, 2016). In the same way, Warden, P. (2018) mentions that KWS is the recognition of target vocabulary aimed to perform certain kinds of tasks. This highlighted technique facilitates the participants' goal to be aware of essential information to produce meaningful utterances through the game characteristic of presenting instruction by audio with determined words.

Speaking Skill

The term speaking is defined by Bailey, K. M. (2005) as "the productive aural/oral skill." which allows the mutual exchange of meaning, being so, the communication. Otherwise, Thornbury, S. (2005) states that speaking is not just about grammar but the interaction and the instant switching

roles people take when in a conversation. On the other hand, a skill that involves a variety of fields such as the personal, social or professional is speaking and confidence when doing it is one aspect that will enable students to achieve communicative transactions (Bygate, M.,1987). The proposed interventions of *Cranium* looked for what these concepts talk about, letting students express themselves clearly when exposing ideas and allowing meaningful conversation in any context they are immersed in.

The applied technique for this skill was Sentence building, also known as Sentence Construction which is defined by Saddler, B. (2012) as the process of creating messages using the syntactic understanding of how to organize different groups of words to convey what is intended to. On the other hand, sentence building is understood as the word selection and how they become uttered (Lai, P., 2020). The previously exposed technique was present in the board game as participants had the opportunity to create sentences with keywords given to them to express a specific idea through the connection of the designated vocabulary.

Integrated Skills

Oxford (2001) describes integrated skills as the skill strand where listening, speaking, writing, and reading are interwoven with each other during students' interactions leading to exceptional ESL communication. In contrast, Peregoy and Boyle (2001) state that in daily life experiences oral and written skills cannot be isolated since they are often used together, thus they are integrated into different communication events. Accordingly, the intention to unify the development of oral comprehension and production skills in a single English learning material through practical tasks reflects the natural pattern of language practice outside the classroom since to follow a conversation both parties need to listen and then talk.

In every category, this process takes place as students cannot complete any activity or give an answer unless they first listen to the instructions prioritizing the connection between listening and speaking during game play.

Gamification

According to Deterding et al. (2011), gamification refers to “the use of game design elements in non-game contexts.” In terms of education, Dichev and Dicheva (2017) define gamification as “the introduction of game design elements and gameful experiences in the design of learning processes.” Kapp (2012) delves into this concept a little bit more claiming that gamification leads to “using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems.”

In this research, the adaptation of a board game that provides diverse opportunities for students to engage with both the target language and their peers through dynamic and interesting tasks responds to the lack of students' motivation, meaningful learning and enhancement of interpersonal skills in current EFL learning materials thus *Cranium* practical elements, attractive design, and categories awaken students' interest in practicing English with their classmates by performing activities where they have to apply their critical thinking, creativity, imagination, and adaptability to achieve a common goal, in this case points to win the board game.

Collaborative learning

Barkley et al. (2014) state that collaborative learning refers to students working together to accomplish different tasks that enable them to be exposed to a meaningful learning experience. In addition, this definition goes hand in hand with Roschelle and Teasley (1995) for those whose collaborative work means joint and equitable work carried out by a group of people in order to provide a solution to a specific problem or challenge. Last but not least, Johnson et al. (1991)

mention three types of collaborative learning which are informal cooperative learning groups (temporary groups aimed to reach a specific goal), formal cooperative learning groups (group established for a specific amount of time to accomplish several assignments) and cooperative base groups (established group that reach the improvement of all members during the completion of proposed group tasks).

The mechanics of the game establish that students were proposed to work in groups to reach certain goals in *Cranium* such as gaining points to win the game and to be able to understand and produce coherent messages in the target language. Therefore, this theoretical framework serves the purpose of a solid base for the present study since the incorporation of integrated skills, gamification, and collaborative learning enhances students' interest and motivation to learn and communicate their ideas in English.

Methodological Aspects

Research objectives such as identifying students' oral skills level through a pre-test, implementing the interventions in the classroom, analyzing what students can do with *Cranium* (see appendix F) in terms of language production and finally but importantly, collecting students' perspectives about the impact of *Cranium* on their integrated oral skills were considered to carry out this research. This methodological chapter has the purpose of presenting methods and procedures managed, thus giving validity to the present research and opening the way to implement similar instruments in future studies.

The pragmatist paradigm which is understood by Yousafzai (2024) as problems' solution through the application of knowledge and which implies the designing of tools to handle them was the based of this study and the type of research was exploratory research which is considered as a progressive and adaptable study that can vary during the process itself, focusing on understanding, proposing and testing possible solutions to the problem that is going to be addressed (Adams and Schvaneveldt, 1991 and Robson, 2002:59 as cited in Saunders, M., Lewis, P. & Thornhill, A., 2016).

The selected research design was mixed methods due to it works with quantitative data that according to Nimehchisalem, V. (2018) is all the information that can be examined through statistical methods as a consequence of their numerical nature and qualitative data based on experiences and descriptive data, both of them enabled researchers to have a broad way of working and analyzing information collected from the applied procedure. That is to say, the employment of both kinds of data provides validity and solidity to the research since they address and consider diverse perspectives whether from researchers or participants, enable to

have a more complete vision of the problem at hand, as well as to facilitate results to be supported, corroborated or refuted not just with numerical data but also with a descriptive one. Furthermore, this research design was appropriate to execute the proposed objectives because all of them required the observable and analytical data that were gathered using different methods that will be explained later.

Population and sample

Fifth-grade students of ENSDMM, composed of 9 students between 11 and 12 years old, were the selected population to work within the present research because one of the researchers worked there as a practice teacher. It is important to mention that the sampling technique applied was voluntary response sampling because of the ages of the participants, given that they are under the age of 18 and parents' consent was required for their active participation in the study.

Consequently, to avoid ethical issues, an informed consent form (see appendix A) was provided to and signed by each participant's parent or legal guardian. Thus, anonymity was also essential during this research; therefore, when the data collection instruments were implemented, numbers were assigned to the participants instead of recording their names. Another measure to ensure the participants' confidentiality was the use of locked registers to restrict access to data.

Interventions

For the proposed interventions, a board game named *Cranium* was selected since it is a multi-category board game in which the player rolls the dice and according to the color selects a card with instructions to develop a task in group, these characteristics were of interest to the participants and it favors empirical learning of English which made it a suitable tool for solving the research problem.

However, it needed to be adapted for English learning purposes focused on listening and speaking skills, so the cards were replaced by audios which were connected with the lessons' topic thus students had previous knowledge and could develop the activities without getting frustrated. Therefore, the audios were recorded by the researchers in order to avoid inconsistencies and to ensure their diversity and understanding of them thus they used a normal to slow pace and repeated themselves three times. Also, each one of the activities led to oral production which provided the integration of listening and speaking as students had to listen for information to develop a task and then give an answer. In this way, the game was applied once a week during 4 weeks in an extracurricular English class for a maximum of 40 minutes per session and it was aligned with the learning objective of the lesson plan.

Figure 1*Sculpting Category***Figure 2***Speaking Category***Figure 3***Drawing Category*

Note: Own elaboration

In the first intervention, the rules of the game were explained to the participants, which were: to play in groups of 3 people or more, to do the task according to the color of the dice face before time ran out in order to gain points and advance in the game, to talk only in English during the game, and the first group to reach the *Cranium central space* wins. For example,

green was charades, so one member of the group had to listen to the audio carefully for instruction then act according to the information given, after that the rest of the group had to guess the action or sentence that their partner was acting.

There were 5 colors in the dice indicating each category; blue for speaking, the group listened to an audio with keywords and they had to create a sentence including them; red for sculpting, one member of the group had to sculpt the action given by the audio using *Play Doh* and the rest tried to guess it; the participants did the same dynamic of guessing the word or sentence, it only changes the task according to the color, yellow for drawing and green for charades. Lastly, purple for rolling the dice again or losing the turn to add a surprise element. Moreover, when doing the individual tasks students used headphones to ensure audio quality and game fairness.

Consequently, the researchers acted as guides, moderators and observers during the game sessions as they answered questions about the game, corrected language mistakes when needed, regulated students' interactions and recorded the interventions. Also, it is important to note that one of the researchers was the facilitator of information before each game implementation.

Data collection methods and instruments

Pre-test and post-test, observation, and interviews were the data collection methods used in this research. Pre-test and post-test allowed the researchers to compare participants' IOS before and after the interventions to examine whether or not there was an improvement in these skills. On the other hand, observation provided opportunities to identify and describe the students' behaviors during their interaction with the board game, and interviews enabled students to share their perspectives about the game's impact on their integrated oral skills. These are essential

elements for evaluating the influence of *Cranium* on improving EFL students' speaking and listening skills.

The pre-test and the post-test were composed of 3 multiple-choice questions for listening focused on specific aspects and 3 open-ended questions for speaking where participants could give information and express their opinion about the video “*Mr. Tumble's Bedtime Routine*” (see appendix C) as students were learning about daily routine actions and the video was authentic material on this topic. The questions for pre-test and post-test were not identical but followed the same theme and were answered individually to avoid measurement biases. Moreover, researchers designed a speaking test analytic rubric to examine students' performance that covered criteria such as content and relevance, vocabulary use, pronunciation, fluency, grammar accuracy, coherence, and use of English as well as levels of performance listed from excellent to limited with their respective rating scale from 4 to 1 including detailed descriptions of each level to guarantee consistency and reliability throughout scoring process (see appendix D).

Figure 4

Video excerpt from intervention 04



Note: Own elaboration.

Additionally, videos of the interventions were recorded and transcribed for further analysis in terms of the use of language, students' engagement, interaction with partners, and reflection on their oral performance, among others. Moreover, 6-question standardized open-ended interviews (see appendix E) were administered to the participants to collect their points of view about the influence that *Cranium* had on the improvement of their integrated oral skills ensuring data triangulation to provide a wider picture to analyse integrated oral skills development. Also, it is crucial to mention that these data collection instruments were piloted before being conducted on research participants to confirm their reliability and validity for the intended purpose.

Types of analysis

Student's test or *t*-test was used to analyze the quantitative data gathered during this research as "it is used to determine whether there is a significant difference between the means of two groups" (Single, 2015). Thus, its use allowed the researchers to examine whether there was an improvement in students' OIS through a test before and after the interventions.

On the other hand, thematic analysis (TA) was the qualitative analysis type implemented in this study since according to Terry and Hayfield (2021) TA allows researchers to create categories focused on patterns to detail their understanding of a specific phenomenon in a flexible way. Therefore, TA was in line with the purpose of this research since it aimed to analyze what students could do with the board game in terms of language comprehension and production and their perspectives about the impact of it on their IOS.

In summary, this research was based on the pragmatist paradigm focusing on problem-solving through the adaptation of tools, which aligns with the type of study that is exploratory research since it seeks to solve a problem through a testing process that can vary and

be modified. For that reason, the integration of mixed methods was required to consider both objective and subjective elements to have a deeper understanding of the research problem. As a result, pre-test, post-test, and video and interview transcriptions were implemented as data collection instruments; likewise, different measures were used during the procedures to avoid ethical issues.

Analysis and Results Discussion

Integrated oral skills

Students' integrated oral skills (listening and speaking) were analyzed based on a test applied on the first and the last day of intervention. Consequently, the tests were composed of 3 multiple-choice questions for listening and 3 open-ended questions for speaking about the video "Mr. Tumble's Bedtime Routine". It is proper to say that in terms of speaking, a rubric was developed to examine students' performance based on the following aspects: content and relevance, vocabulary use, pronunciation, fluency, grammar accuracy, coherence and organization, and use of English as shown in Table 2.

Table 1 exhibits the total results of the T-test for listening and speaking pre-test and post-test using a level of probability of 0,05, as can be noticeable the P value of students' integrated oral skills is below 0.05 which indicates a statistically significant variation, thus there was an improvement in both listening and speaking after the intervention. However, a closer look at Table 2 reveals that speaking components such as content and relevance, vocabulary use, pronunciation, fluency, grammar accuracy, and coherence do not show a statistically significant difference.

Table 1

T-test student results for listening and speaking pre-test and post-test

	Pre-test		Post-test		P Value
	Mean	SD	Mean	SD	
Listening	2.22	1.38	3.70	1.92	0.01
Speaking	1.74	0.30	2.15	0.42	0.00005

Note: $p \leq 0,10$; $p \leq 0,05$; $p \leq 0,01$.

Note: Own elaboration.

Therefore, participants' speaking skills did not present considerable progress in proficiency, but rather the frequency in which English was used to answer the questions, as in the post-test students responded with a mixture of English and Spanish with the first being the dominant language or the only one used in contrast to the pre-test where they used only their native language or a mixture of both languages with a preference for Spanish; nevertheless, the qualitative data from the transcripts of the intervention and interviews recordings may provide further information about students' progress on some of the other speaking components. Additionally, it is important to clarify that since the interviews were conducted in Spanish, the answers collected for this analysis were translated by the researchers.

Table 2

T-test student results for speaking criteria pre-test and post-test

	Pre-test		Post-test		P Value
	Mean	SD	Mean	SD	
Content and Relevance	1.3	0	1.5	0.2	0.08
Vocabulary Use	1.7	0.3	1.8	0.4	0.17
Pronunciation	2.4	1.7	2.6	1.3	0.08
Fluency	1.4	0.1	1.7	0.3	0.08
Grammar Accuracy	1.8	0.8	1.8	0.8	0
Coherence and Organization	1.7	0.3	1.8	0.4	0.17
Use of English	1.9	0.4	3.6	1.3	0.0007

Note: $p \leq 0,10$; $p \leq 0,05$; $p \leq 0,01$.

Note: Own elaboration.

Concerning vocabulary, 6 out of the 9 participants in the study mentioned that they learned new words related to daily actions and leisure activities during the interventions. Some comments were *“I sort of learned to speak English and improve my vocabulary... I learned to use the verbs of the routine”* (St, 2). Also *“[I learned vocabulary about] the routine and hobbies [in English]”* (St, 4) and *“[I learned] hobbies [in English], also the activities that we do daily”* (St, 6).

This can also be evidenced during the interventions since at the beginning they did not understand some words but then they were able to use them in complete sentences as shown in the following transcriptions. “T1: did you understand the audio? S7: no. T1: okay, so pass. Let’s listen to the audio before we continue. Audio: eat. T1: What was the word? Sts: eat!” (Intervention 02 video transcription) and “T1: So what is the sentence? Sts: She eat breakfast in the morning.” (Intervention 03 video transcription). Consequently, playing *Cranium* helped participants expand their vocabulary which allowed them to better express themselves in English as the constant repetition of some words associated with diverse practical activities such as drawing or representing the concept with body movements support students’ understanding of the word and how to put it in context.

Participants also affirmed that pronunciation was positively affected after the intervention. *“[It helped me] a lot, because even before I couldn't pronounce words well [in English], so in the game they explained to us how to pronounce them. For example: 'watch tv' T1: And how did you say it before? 'wait tv'”* (St, 6). Another student said in this regard *“Yes, because [Cranium] also [helped me] to have a better pronunciation in the routine or to change the way I said things because I said them differently from the correct way”* (St, 3).

During the interventions, this improvement was equally seen “T1: so listen to the audio again to see what the words were. Audio: brush my teeth and night. S1: brush my feet.” (Intervention 02 video transcription) and “T1: Okay, so, say the sentence. S2: Brush my teeth.” (Intervention 04 video transcription). Consequently, the board game implementation expanded the exposure time of the students to the target language, which led to more opportunities for them to assimilate and imitate the correct pronunciation of some words.

In terms of fluency, the participants expressed that it was enhanced thanks to the use of *Cranium*. “[I learned] to speak fluently” (St, 4) and “I have been able to speak [English] more fluently than before” (St, 6). Said situation was also evidenced during the implementation of the board game since students could speak more fluently during the third intervention in contrast to the second one as shown in the following examples:

“Audio: play and basketball. T1: so start now! [...] S8: I, I. S4: I am... play. Play am basket. [...] Sts: I play basketball in the afternoon.” (Intervention 02 video transcription) and “Audio: hate and dancing. T1: so start now. S6: I hate dancing with my cousin. T2: good job!” (Intervention 03 video transcription). Accordingly, the constant practice and in-input that *Cranium* brings with its dynamics reflects not only in students' ability to connect words in a more natural way without having to pause or repeat themselves, which makes what they are trying to say easier to comprehend, but also heighten confidence when communicating in English and since these skills are not isolated, the fact that participants expand their vocabulary and improve their pronunciation during the interventions impacts the clarity and fluency in which they express themselves in the language.

Similarly, students stated that the board game aided them in learning basic grammar aspects such as sentence structure. “*I learned how to put sentences together in English*” (St, 3), and “*I learned how to form sentences with words [in English]*” (St, 9). In addition, this event was present as well while they were playing *Cranium* “Sts: I from members Italy.” (Intervention 01 video transcription), “S4: I go to the bed!” (Intervention 02 video transcription), “S2: He... like... He likes... He likes cook.” (Intervention 03 video transcription), and “S1: My?... I?... I love... Dancing. T1: So, what is the sentence? S1: I love dancing.” (Intervention 04 video transcription).

As can be seen in the first intervention students could not form coherent sentences; however, they demonstrated an improvement over time creating understandable phrases with some mistakes, and during the last intervention they were able to make grammatically correct sentences. Additionally, in some cases it was possible to demonstrate the linguistic phenomenon called subordination which refers to when a sentence depends on another one to express a more complex idea and this was shown in the following excerpt by the participants using connectors such as because “S5: I love... S2: I love swimming because... Sts: I love swimming because hobby favorite.” (Intervention 03 video transcription). Therefore, by playing *Cranium* they started to express their ideas in more detail which would lead them to improve their communication skills and an internalization of the language, in other words, not just speaking but constructing meaning. Consequently, even though the quantitative data did not show improvement in these speaking components, the students did perceive a change in them which could be seen during their performance while playing the board game.

Moreover, related to listening, 4 out of 9 participants stated that they did not understand what they were asked for, but after playing *Cranium*, they started to recognize important words, together with comprehend complete messages as some of them mentioned “*Yes, because I didn't understand the questions they asked me [in English] before, now I listen and understand more easily*” (St, 3) as well as another participant said: “*Yes, because in some parts, let's say in [English] classes I didn't understand very well, but when we played I already understood well*” (St, 4).

These statements were proven during the outlined interventions “T1: Okay and what were the words? [...] *What were the words you heard?* S9: Members and Italian. T1: Let's listen to the audio again. Audio: Can't stand and Italian.” (Intervention 01 video transcription), “T1: What is the word? S5: Listen to music. T1: Was it listen to music? S2: *It's just listen without music.*” (Intervention 03 video transcription) and “T1: What is the phrase? S2: Play video games? T1: Are you sure? [...] Do you remember the phrase? Audio: I'm French. S3: *I am French.* T1: Yeah, I'm French.” (Intervention 04 video transcription).

It is reasonable to say that at the end of interventions, students were able to understand what was asked for without needing to repeat what was said before because of the constant use of English during each game play for instance “roll the dice”, “speak”, “draw”, among others. In addition, over the course, it was easier to get the correct answer due to the improvement of their oral comprehension from intervention 01 to intervention 04.

Collaborative work

Concerning collaborative work, it is proper to say that participants considered they were able to acquire new information not just about English but also about their joint work while having fun “*That we learned things [in English] and learned to work as a team.*” (St, 9).

Moreover, student 8 expressed *“We have fun and get points [in the game] and also learn English.”* Not far from that, participants also referred to another important aspect which was the relationship with their group mates *“[What I liked most was]that I could interact with them.”* (St, 1) as well participant 3 mentioned, *“What I liked most is that you can share better with them”*.

“T1: You have to make a sentence with the two words before time runs out. T2: Come on guys! S8: I, I. S4: I am... play. Play am basket. S1: How do you say afternoon [in English]? T1: How do you say “tarde” [in English]? Afternoon. [...] Time is up! So, what is the sentence? [...] S8: I play basketball afternoon. S4: I am afternoon play. T1: Again. Again, say it again all together. Sts: I play basketball in the afternoon. T2: Good job guys, congratulations!” (Intervention 02 video transcript).

As well as *“T1: Okay, time is up. What is the sentence? S9: Take a shower. T1: Let’s listen to the audio. Audio: She takes a shower. T1: What is the sentence? S1: She is a girl. [...] He didn’t know, he should have pointed to a girl.”* (Intervention 02 video transcript) were some specific moments during the interventions where collaborative work was presented. Students help, highlight, and correct each other in order to achieve the proposed goal for the game showing that it is not just an individual learning process but a group one too, as observed through interactions among participants.

Conclusions and Recommendations

This study examined the influence of *Cranium* on improving fifth-grade EFL students' integrated oral skills at ENSDMM. The findings revealed that the board game application positively affected the IOS of research participants since after the interventions they strengthened different factors that play an important role in language learning and communication such as vocabulary knowledge, pronunciation, fluency, basic grammar, and their oral comprehension through keyword spotting technique and building sentence technique which increased the integration of listening and speaking skills as a unit. Additionally, the collaborative nature of *Cranium* created a learning environment where cooperative work, peer feedback and knowledge exchange were present to facilitate the improvement of students' integrated oral skills.

This research enhances the opportunity for teachers to bring to the classroom a different approach to motivate students to learn while they have fun without leaving aside the educational purpose of it. Implementing *Cranium* in the classroom will allow educators to change resources to measure the knowledge of scholars on a specific topic, without the need to resort to traditional methods that do not allow the real practice of a language orally. In addition, it helps teachers create a stress-free learning environment that will enable students to feel comfortable to be part of each game category as an opportunity to check their knowledge, to be aware of and to correct misconceptions that cause confusion when applying the language.

Furthermore, having dealt with exploratory research, allowed researchers to reflect during the process of data collection to seek different alternatives to ensure the quality of learning; therefore, it was not just staying at the same point with the initial proposals but a matter of trial and error.

Some limitations of this study were the reduced time and the limited technological resources available since the interventions only could be conducted once a week during a month, perhaps a longer period of time could reveal greater results and the researchers only had a pair of headphones and a device for playing the audios which took more time that needed to complete the board game and made difficult the process of giving feedback.

Finally, future studies could focus on the long-term use of *Cranium* as a EFL learning material in a bigger, advance or diverse group in terms of age, English level, number of participants, among other features; and its potential use outside the classroom, giving students the chance to work on their English by playing with their friends and family thus expanding their practice time which could lead to mastery of oral skills and together with the development of a digital platform that provide instant feedback removing the factor of not having a knowledgeable person on the matter around could facilitate the learning process in this scenario. Additionally, the integration of written comprehension and expression skills in the game dynamics could be further studied to transform *Cranium* into a holistic language learning experience.

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Appendix

Appendix A: Inform consent letter

Bogotá, agosto 31 de 2024

Señores padres de familia

Asunto: consentimiento informado

Estimado padre o madre de familia,

Esperamos que este mensaje le encuentre bien. Nos dirigimos a usted con el propósito de solicitar la participación de su hijo/hija en un estudio de investigación. Antes de que decida dar su consentimiento para que su hijo/hija participe en este estudio, es importante que entienda por qué se realiza la investigación y en qué consistirá. Lea atentamente la siguiente información y pregunte a cualquiera de las investigadoras si tiene alguna duda.

El propósito de este estudio es evaluar la influencia del juego de mesa Cranium a la hora de ayudar a mejorar las habilidades comunicativas integradas en inglés (escucha y habla) de los estudiantes de grado quinto de la escuela normal superior distrital María Montessori.

TÍTULO DEL ESTUDIO

La influencia de Cranium en el mejoramiento de las habilidades orales integradas de los estudiantes de inglés como lengua extranjera

INFORMACIÓN DE LAS INVESTIGADORAS

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PROCEDIMIENTO

- 1. Diagnóstico:** a aquellos estudiantes que entregaron el formato de consentimiento firmado por su tutor legal se les realizará una prueba diagnóstica (sin calificación) para identificar su nivel o desempeño en las habilidades orales integradas del inglés (escucha y habla).
- 2. Implementación de Cranium:** se utilizará el juego de mesa Cranium en repetidas ocasiones durante las sesiones establecidas para el grado quinto grupo ____ los días sábados. Durante estas sesiones se tomarán evidencias tales como fotos, videos y audios.

- 3. Entrevistas:** como último paso se realizarán entrevistas a los participantes para que compartan sus experiencias, opiniones y perspectivas con relación al juego de mesa Cranium y su impacto en las habilidades orales integradas del inglés.

RIESGOS

La filtración de datos es uno de los riesgos más comunes durante una investigación. Es por esto que tomaremos las medidas necesarias para proteger la identidad y los datos personales de su hijo/hija durante el estudio. Dichas medidas se especifican en el apartado de confidencialidad.

De igual manera, el participante o su tutor legal puede negarse a responder a todas o alguna de las preguntas y, si lo desea, puede poner fin a su participación en cualquier momento.

BENEFICIOS

1. Es posible que al final del estudio se evidencie una mejora en las habilidades comunicativas integradas en inglés de los participantes (escucha y habla).
2. Así mismo, el estudio se implementará de manera grupal, por lo que habilidades blandas tales como la comunicación efectiva, la resolución de problemas, la colaboración y la creatividad se trabajarán de manera implícita.
3. Gracias a que Cranium es un juego de mesa, es probable que los estudiantes se motiven aún más a practicar su inglés tanto dentro como fuera del aula.

CONFIDENCIALIDAD

Las respuestas de su hijo/hija a este estudio serán anónimas. No escriba ninguna información de identificación, ya que siendo así, sus comentarios no serán anónimos. El investigador hará todo lo posible para proteger la confidencialidad de su hijo/hija, incluido lo siguiente:

- *Asignar códigos numéricos a su hijo/hija que será participe, en vez de utilizar su nombre dentro de las notas obtenidas y documentos de investigación.*
- *Proteger las notas, imágenes, transcripciones de entrevistas y cualquier otra información que identifique a su hijo/hija en una carpeta de seguridad bloqueada con clave en posesión personal del investigador.*

Los datos de su hijo/hija se conservarán confidencialmente, exceptuando los casos en que el investigador esté legalmente obligado a informar de incidencias concretas. Estos incidentes incluyen, casos de abuso, riesgo de suicidio, entre otros.

INFORMACIÓN DEL CONTACTO

Si tiene preguntas sobre el estudio que se le realizará a su hijo/hija, puede comunicarse con las investigadoras cuya información de contacto se proporciona en la primera página.

PARTICIPACIÓN VOLUNTARIA

La participación de su hijo/hija en este estudio es voluntaria. Depende de usted decidir si puede participar o no en este estudio. Si decide permitir que su hijo/hija participe en este estudio, se le pedirá que firme un formulario de consentimiento. Después de firmar el formulario de consentimiento, cuenta con la posibilidad de retirar a su hijo/hija en cualquier momento y sin dar ningún motivo. Recuerde que si decide que su hijo/hija no participará más en este estudio, no afectará ningún tipo de relación que tenga con el investigador. Si se retira del estudio antes de que se complete la recopilación de datos, sus datos le serán devueltos o destruidos.

CONSENTIMIENTO

He leído, entiendo, y he tenido la oportunidad de hacer preguntas acerca de la información proporcionada. Reconozco que la participación de mi hijo/hija es de carácter voluntario y que soy libre de retirarlo en cualquier momento, sin dar motivo y sin ningún costo. Entiendo que se me entregará una copia de este formulario de consentimiento y acepto que mi hijo/hija participe voluntariamente en este estudio.

Firma del tutor o padre de familia _____ Fecha _____

Correo electrónico: _____

Firma del investigador _____ Fecha _____

Firma del investigador _____ Fecha _____

Appendix B: Needs analysis questionnaire

Sección 1 - Escucha y Habla en Inglés

A continuación, encontrará una serie de afirmaciones relacionadas con su capacidad de comprensión y producción oral en inglés. Lea cada afirmación cuidadosamente y evalúe en qué medida está de acuerdo con cada una. Utilice la siguiente escala para indicar su respuesta:

- Totalmente en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

Marque con una X la opción que mejor refleje su situación actual. Sus respuestas nos ayudarán a comprender mejor sus necesidades de aprendizaje y a diseñar actividades que le ayuden a mejorar sus habilidades del habla y escucha en inglés.

1. Puedo seguir conversaciones simples en inglés, siempre que se utilicen palabras y frases simples.
 - Totalmente en desacuerdo
 - En desacuerdo
 - Ni de acuerdo ni en desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

2. Necesito que se me repitan o expliquen palabras y frases para entender mejor cuando escucho algo en inglés.
 - Totalmente en desacuerdo
 - En desacuerdo
 - Ni de acuerdo ni en desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

3. Puedo identificar palabras clave en una conversación en inglés para comprender el tema en general.
 - Totalmente en desacuerdo
 - En desacuerdo
 - Ni de acuerdo ni en desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

4. Me siento más cómodo escuchando inglés en situaciones conocidas, como saludos y despedidas.
 - Totalmente en desacuerdo
 - En desacuerdo
 - Ni de acuerdo ni en desacuerdo
 - De acuerdo
 - Totalmente de acuerdo

5. Me cuesta entender instrucciones dadas en inglés en situaciones cotidianas.
 - Totalmente en desacuerdo

- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

6. Me siento inseguro al hablar inglés en situaciones sociales.

- Totalmente en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

7. Tengo dificultades para pronunciar ciertas palabras en inglés correctamente.

- Totalmente en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

8. Siento que mi vocabulario en inglés es limitado para expresarme con claridad.

- Totalmente en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

9. Me gustaría mejorar mi fluidez y confianza al hablar en inglés.

- Totalmente en desacuerdo
- En desacuerdo
- Ni de acuerdo ni en desacuerdo
- De acuerdo
- Totalmente de acuerdo

Sección 2 - Materiales

1. Seleccione los materiales que se han implementado en sus clases de inglés entre semana (Puede seleccionar más de una opción).

- Guías
- Talleres
- Libros de texto
- Juegos
- Otro

2. ¿Cree que los materiales que ha utilizado en sus clases de inglés entre semana lo han ayudado a desarrollar la habilidad de habla y escucha en inglés? Justifique su respuesta.

- Si
- No

3. ¿Le interesaría desarrollar su habla y escucha en inglés por medio de un juego de mesa?

- Si
- No

4. Seleccione entre los siguientes juegos de mesa el que más le llama la atención para desarrollar su habilidad de habla y escucha en inglés.

- Uno
- Parques
- Cranium
- Pictionary
- Escaleras y serpientes

Appendix C: Pre-tests and post-test questions

Pre-test Speaking

1. What is your favorite part of bedtime? Explain why.
2. What new activity would you add to Mr. Tumble's bedtime routine?
3. Why do you think it is important for children to have a bedtime routine?

Pre-test Listening

4. What does Mr. Tumble ask for before his bedtime?
 - a. His Tumble ted
 - b. A story.
 - c. A toothbrush.
 - d. A movie.
5. What is the second action Mr. Tumble does before his bedtime?
 - a. Wash his face and brush his teeth.
 - b. Wash his face and have his pajamas on.
 - c. Wash his face and eat a sandwich.
 - d. None of the above.
6. What does Mr Tumble do at the end before going to sleep?
 - a. Pet his Tumble ted
 - b. Make the bed.
 - c. Put on his pajamas.
 - d. Sing a song.

Post-test Speaking

1. What is your bedtime routine?
2. What activities do you not like in Mr. Tumble's bedtime routine? Explain why.
3. Why do you think it is important for children to have a bedtime routine?

Post-test Listening

4. What does Mr. Tumble ask for before his bedtime?
 - a. His Tumble ted.

- b. A movie.
 - c. A toothbrush.
 - d. A story.
5. What does Mr. Tumble do after he puts on his pajamas?
- a. Read a book.
 - b. Wash his face and brush his teeth.
 - c. Have a drink
 - d. Listen to a song.
6. What action does Mr. Tumble NOT mention in the video?
- a. Watch TV.
 - b. Have a drink.
 - c. Put on his pajamas.
 - d. Sing a song.

Appendix D: Test Rubric

Participant _____

Criteria	Excellent (4)	Good (3)	Need Improvement(2)	Limited (1)
Content and Relevance	Provides clear, relevant answers to all questions. Explains ideas fully and uses appropriate examples.	Answers are mostly relevant, with clear explanations, but may lack detail or examples.	Answers are somewhat relevant but may be incomplete or lack detail.	Answers are off-topic, incomplete, or very unclear, with little relevance to the questions.
Vocabulary Use	Uses a range of basic vocabulary accurately, with some attempts to use more complex words.	Uses appropriate vocabulary for the level, with minor errors, but mostly relies on basic words.	Limited vocabulary; uses simple words, with frequent errors or hesitation.	Very limited vocabulary; frequent use of incorrect words or phrases, making it hard to understand.
Pronunciation	Pronunciation is clear and understandable, with minor errors that do not affect meaning.	Pronunciation is mostly clear, but some errors may cause occasional confusion.	Pronunciation is inconsistent, with frequent errors that make it difficult to understand.	Pronunciation is unclear, with many errors, making it very difficult to understand.
Fluency	Speaks smoothly with little hesitation, maintaining a natural pace.	Generally fluent, but with occasional hesitation or pauses.	Hesitates often and struggles to maintain a natural flow of speech.	Speaks with frequent pauses, making it hard to follow their ideas.
Grammar Accuracy	Uses basic grammar structures accurately, with minor errors that do not affect understanding.	Uses basic grammar structures with some errors, but the meaning is generally clear.	Frequent grammar mistakes that make some parts difficult to understand.	Grammar errors are frequent and significantly impact comprehension.
Coherence and Organization	Ideas are well-organized and easy to follow. Uses linking words (e.g., and, because) appropriately.	Ideas are mostly organized but may lack clear transitions or structure.	Ideas are difficult to follow due to poor organization or lack of transitions.	Ideas are very disorganized, making it hard to understand their meaning.
Use of English	Speaks entirely in English during the test.	Uses a mix of English and Spanish, with English being the dominant language.	Uses mostly Spanish, with occasional English words or short phrases.	Speaks only in Spanish during the test.
Total				

Note: Own elaboration.

Appendix E: Interview questions

1. ¿Qué es lo que más te ha gustado de jugar Cranium con tus compañeros?
2. ¿Qué cosas del Inglés aprendiste al jugar Cranium?
3. ¿Crees que tus habilidades orales (escuchar y hablar) en inglés han mejorado desde que empezamos a utilizar Cranium en las clases? Justifica tu respuesta.
4. ¿Crees que jugar Cranium te ha ayudado a ampliar tu vocabulario y a tener una mejor pronunciación? Justifica tu respuesta.
5. ¿Qué cosas te parecieron difíciles al jugar Cranium?
6. ¿Qué sugerencias tienes para mejorar el juego de mesa?

Appendix F: Board game - Own creation

