

## **The impact of board games when teaching English grammar to young learners**

### **La influencia de los juegos de mesa en la enseñanza de la gramática del inglés a los niños**

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Fechas de recepción: 25-AGOS-2024 aceptación: 06-OCT-2024 publicación: 15-DIC-2024



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## Resumen

Este estudio analiza cómo el uso de juegos de mesa para ayudar a los estudiantes a aprender gramática afecta su aprendizaje. El propósito del estudio fue investigar cómo, en el contexto de la educación gramatical, los juegos de mesa podrían mejorar la participación, la comprensión y la experiencia de aprendizaje general de los estudiantes. Para el presente estudio se adoptó un método mixto de investigación. Se utilizaron tres herramientas: lista de verificación de observaciones, cuestionario abierto y pruebas previas y posteriores. Según los resultados, las puntuaciones gramaticales del grupo experimental mejoraron significativamente cuando los alumnos utilizaron juegos de mesa. Se descubrió que los juegos mejoraban la participación de los estudiantes, fomentaban el trabajo en equipo y ofrecían un método dinámico y multifacético para enseñar ideas gramaticales. Los comentarios de los estudiantes enfatizaron la motivación, la diversión y las ventajas percibidas, incluida una mejor comprensión y pronunciación. Según este estudio, la incorporación de juegos de mesa en la enseñanza de idiomas ofrece una técnica útil y fascinante, que mejora los logros de los estudiantes y ofrece orientación a los educadores que buscan estrategias de enseñanza creativas.

**Palabras clave:** Juegos de mesa; Aprendizaje de gramática; Participación de los estudiantes; Aprendizaje basado en juegos; Aprendizaje activo



## Abstract

This study explores the effects of learning by teaching grammar to kids using board games. The purpose of the study was to investigate how, in the context of grammar education, board games could improve student engagement, comprehension, and overall learning experience. For this study, a mixed methods design was adopted. Three tools were used: an observation checklist, an open-ended questionnaire, and pre and posttests. According to the results the experimental group's grammar scores significantly improved when pupils used board games. It was discovered that the games improved student involvement, encouraged teamwork, and offered a dynamic, multifaceted method of teaching grammatical ideas. Feedback from students emphasized motivation, fun, and perceived advantages including better understanding and pronunciation. As stated in this study, incorporating board games into language instruction delivers a useful and engrossing technique, improving student achievements, and offering guidance to educators looking for creative teaching strategies.

**Keywords:** Board games; Grammar learning; Student engagement; Game-based learning; Active learning



## Introduction

Educational games, according to Alvin Supandhi et al. (2022), are prime examples of fun-based teaching strategies. There are a lot of possibilities for improving grammar education and language acquisition by using board games. Traditional methods of teaching grammar frequently fail to hold students' interest and promote engagement. Consequently, creative teaching approaches are crucial. Board games may successfully solve these issues as a dynamic and engaging medium by encouraging students to work in teams and engage in active learning.

This article's goals are to examine how board games may be included in grammar lessons and to find out what teachers and students think about using board games in language learning environments. To attain these goals two primary research questions are addressed by the study using a mixed-methods approach that includes an open-ended questionnaire, an observation checklist, and pre and posttests. The research questions are: How does the use of board games affect students' development of English grammar skills? and What are the opinions of students and teachers when using board games as a teaching tool?

This article explores these questions in an effort to bring light on the possible advantages of using board games in language training as well as useful suggestions for improving grammar teaching in the classroom. This study intends to add to the continuing discussion on efficient language teaching techniques by investigating the dynamic interactions between board games and language acquisition.

### Theoretical framework

Grammar classes may be improved by using activities like bingo, board games, or online resources. According to Ferfinandus (2020), offering games to students plays an important role in preventing boredom and increasing their motivation to study irregular verb tenses. Traditional courses typically focus on teaching grammatical units, finishing textbook sections, and maybe adding worksheets or quizzes as needed. However, when games are included, students are not only more excited to interact with the lessons but also looking forward to having an opportunity to play and apply what they have learned. Petress (2008), highlights that the change from passive to active learning improves the educational process and helps students understand grammatical ideas better.

Grammar has continued to be an issue for teachers over time. Grammar frequently comes up when students are asked what they find most difficult about learning English, or any other language for that matter. According to Ameen (2023), while students and teachers agree on the significance of grammar teaching, they don't think it's very entertaining. This impression



is based on the idea that, even while grammar is important for language ability, typical teaching techniques could not effectively interest children.

How can we encourage young students to learn grammar without making them feel afraid? "Board games are an excellent means of practicing and refining participants' knowledge of concepts and principles," claims Elshamy (2001). As a result, games could encourage participation from the students and provide them the opportunity to help fellow students who are struggling with a grammar concept.

The instructional benefit of board games and their components like meeples is highlighted by Taras (2019). The author claims that these games are useful teaching tools that promote structure and order by emphasizing the importance of rules. They also help to impart to users, players, instructors, and students the critical ability of graciously accepting defeat, highlighting the significance of good sportsmanship and perseverance in the face of difficulties. Likewise, Wiggins (2016) observes that the use of games in classrooms is becoming more common, and this tendency is also seen in higher education. The author emphasizes the use of a variety of game-based learning (GBL) strategies, such as gamification techniques, digital games, serious games, and modern board games. This indicates a wider acceptance of the value and adaptability of games as instruments to improve learning at different educational levels.

Zimmerman (2004) states, "A game is a voluntary interactive movement, in which one or more participants follow rules that make their behavior, enacting a simulation conflict that concluded in a quantifiable end result." Put another way, students solve problems in order to accomplish the goal of the process, they were not just resolving problems but also fostering healthy competition by cooperating in groups to support one another which in turn could translate into a positive stimulus and motivation.

As stated by Krashen (1982), motivation acts as a driving force, propelling learners to actively engage with the language. On the other hand, worry is mentioned as a possible obstacle that can prevent language acquisition. Furthermore, the importance of self-confidence is highlighted and how it affects a learner's propensity to take chances and persevere in the face of difficulties. These emotional variables highlight their importance in determining whether learning a target language is successful or unsuccessful, especially when it comes to the frequent thought of the difficult process of learning grammar. The author also raises concerns about whether language instruction makes people anxious or is seen as a laborious task that deters students from pursuing their goals.

Within the framework of this research the transformational paradigm theory is considered. According to Martens (2019) the transformational paradigm theory promotes a



comprehensive knowledge of the topic being studied by encouraging researchers to take into account all facets of social reality and human experience. The transformational paradigm theory may facilitate an analysis of students' motivation, involvement, and feeling of agency during the learning process in addition to their grammatical proficiency.

Furthermore, the transformational paradigm theory's action-oriented character highlights research that results in useful suggestions and societal change. The study's conclusions may influence curriculum design and pedagogical strategies in the context of language instruction, ultimately leading to better teaching and learning results.

As noted by Martens (2009), research that is informed by the theory of the transformational paradigm focuses on individual agency and social development. In keeping with this point of view, the investigation of board game integration in grammar instruction aims to evaluate the possibility of transforming students' language learning experiences and results.

Furthermore, Creswell (2014), highlights that the transformational paradigm theory's applicability for examining how board games may affect language acquisition since it provides a strong foundation for resolving social injustices and advancing inclusive teaching methods.

### **Literature review**

In the field of education, an investigation of cognitive tools, game-based learning, and grammatical learning methodologies could provide innovative insights to question established teaching philosophies. Hartt (2020) highlights the modern attraction of game-based learning, which is proven to increase student's engagement, emotional involvement, and overall satisfaction, leading to a reevaluation of traditional teaching strategies. As stated by Hogle (1996), games can help develop higher order thinking abilities outside the scope of activities. Together, these observations offer a window into cutting-edge teaching strategies that place an emphasis on student-centered learning, critical thinking, and engagement.

Many authors have highlighted that by employing games, students become motivated participants who are actively absorbed in the experience. It is essential to make this shift from passive transcription to engaging and enjoyable learning activities. Games by their very nature make learning interesting and encourage pupils to participate emotionally. These reflections force us to reevaluate our teaching strategies. It might be a good idea to investigate current strategies that promote engaging and interactive learning settings. Games are a powerful tool for bringing pedagogical practices back to life and adding energy and excitement to the learning process.



A comprehensive approach to language learning is shown in Chen (2016). The author emphasizes the division of grammar learning processes into subcategories of cognitive, metacognitive, emotional, and social. This framework acknowledges that learning language effectively involves more than just applying rules and memorizing them by heart. Using metacognitive techniques emphasizes how crucial reflecting practices and self-awareness are to the learning process. Furthermore, recognizing emotional and social dimensions highlights the importance of learners' interactions and emotions in language learning aspects that are sometimes disregarded in conventional methods. Overall, this classification emphasizes a more thorough and learner-centered concept of language acquisition, which is consistent with modern perspectives on education.

Games work on a positive feedback system, states Schwarz (2012). Positive feelings are experienced by people when they play. Playing becomes simpler and more encouraging as a result of this satisfaction. This pattern may provide more gratification or perhaps higher levels of proficiency and expertise. In essence, the enjoyment of playing encourages persistence, which may develop into a really engaging and possibly satisfying experience.

As stated by Paris & Yussof (2012), a major benefit of adding board games to grammar textbooks is that it can boost students' motivation. Grammar exercises in textbooks can be dull and boring, but playing board games is an engaging and dynamic approach to improving your abilities. When students believe the teaching approach is worthwhile and engaging, they are more likely to be motivated and involved in the learning process. This may result in improved grammar understanding, retention, and a more enjoyable learning environment.

As recommended by Nova et al. (2023), the researcher chose board games since they promote a sense of competition in class. Students are driven to outmatch their peers since they can work in groups or alone. Students' motivation in studying English and their engagement in class and the learning process are increased by the competitive and cooperative aspects of the game.

## **Materials and methods**

### **Methodology**

A mixed methods approach was used in the study's design, using quantitative and qualitative methodologies to collect data for the analysis. According to Eickelmann & Burzan (2023), this strategy acknowledges the importance of both quantitative and qualitative methodologies, with the former enabling generalization outside of particular settings and the latter offering in-depth understanding of individual experiences.



A convergent parallel mixed methods design was used in this investigation. As described by Creswell (2014), this method entails gathering and evaluating both quantitative and qualitative data simultaneously in order to respond to a single research topic. In this case, during the intervention, simultaneous collection of quantitative data (pre and posttests) and qualitative data (questionnaire and observation checklist) were conducted. The goal of this method was to obtain a thorough grasp of how board games affect eighth-grade students' mastery of grammar.

## **Procedures**

This investigation began with obtaining permission from the school to conduct the study. Once approval was granted, a consent form was prepared for students and parents to authorize their participation.

Three instruments were developed for data collection: First, pretests and posttests were administered to students in both experimental and control groups. Subsequently, a questionnaire consisting of open-ended questions was distributed to students who utilized the board game for language instruction. Finally, two colleagues were provided with a checklist to assess the effectiveness of the board game in aiding student learning. It's important to highlight that a pilot study was conducted to ensure clarity of the questionnaire, and adjustments were made based on feedback from a student who tested the tools for clarity.

After the research instruments and pilot study were developed, two eighth-grade classes, A and C, were used in the study. Group A was the control group and was instructed in grammar using the standard methods specified in the curriculum during four sessions. This included written assignments, textbook exercises, and lectures. This group did not use the board game. On the other hand, Group C, which was the experimental group, was given the same conventional training during four sessions as well, but additionally engaged in exercises that used a board game. The checklist observation focused on how this board game supported Group C's grammatical instruction which was being observed by the English teachers.

## **Participants**

According to Creswell (2014), “a convenience sample is possible because the investigator must utilize naturally formed groups (e.g., a classroom, an organization, a family unit) or volunteers.” Consequently, convenience sampling was used in this research and the participants in the examination comprised students from 8th grades A and C at a school in Riobamba, Ecuador, with two teachers from the English department of the same institute. These students, all possessing an A1 level, amounted to a total of 77 participants, with 40 in 8th grade A and 37 in 8th grade C (with one participant from the latter not participating). The



assignment of 8th grade A as the control group and 8th grade C as the experimental group was made randomly by the researcher. Finally, two fellow teachers from the English department were invited to provide their aid in conducting the observation of the activities of the experimental group and annotate their findings using a checklist created by the researcher. It is worth noting that the teachers' participation was completely voluntary, and the decision to have them participate was to avoid bias and maintain the investigation's rigor.

### **Instruments**

According to Colton & Covert (2007), "An instrument involves not only being very familiar with the content or substance of the topic of interest but also developing good questions or items and presenting them in a format accessible to the people who will have to complete the instrument." Three instruments were prepared for application to the participants. This encompassed the utilization of pre and posttests, a questionnaire, and an observation checklist.

For the quantitative part, the pre and posttests were extracted from the unit of the grammar section of the Cambridge book "Shape it 2a", which is currently used by the school. The grammar that was instructed was the past simple. The analysis of the qualitative data was performed using the software JAMOVI version 2.3.28 which is a free statistical program that helped in understanding the data using both descriptive and inferential statistics. The data was analyzed including measures of central tendency as well as a non-parametric test due to the non-normality of the data's distribution that was found by applying the Shapiro-Wilk test. Non-parametric statistics are "a type of inferential statistics generally used with nominal or ordinal data, or when the assumptions necessary for parametric statistics cannot be met," (Mackey and Gass, 2016). For the latest purpose the Wilcoxon signed-rank test was used since the two samples were related. Finally, the significance level established that was taken into consideration was  $p = 0.05$  which, according to Mackey and Gass (2016), is a value generally accepted for research purposes in second language studies.

As for the qualitative part two tools were crafted by the researcher. First a questionnaire aimed to gather the opinions of the students regarding the use of board games. Second, an observation checklist that was filled by two fellow teachers to analyze the effectiveness of the technique when implemented. During the gathering of information, an inductive and deductive data analysis was considered. As claimed by Creswell (2014), by using the inductive and deductive data analysis "Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information." Insights into the real-time dynamics and effectiveness of the board game approach were obtained through its analysis.

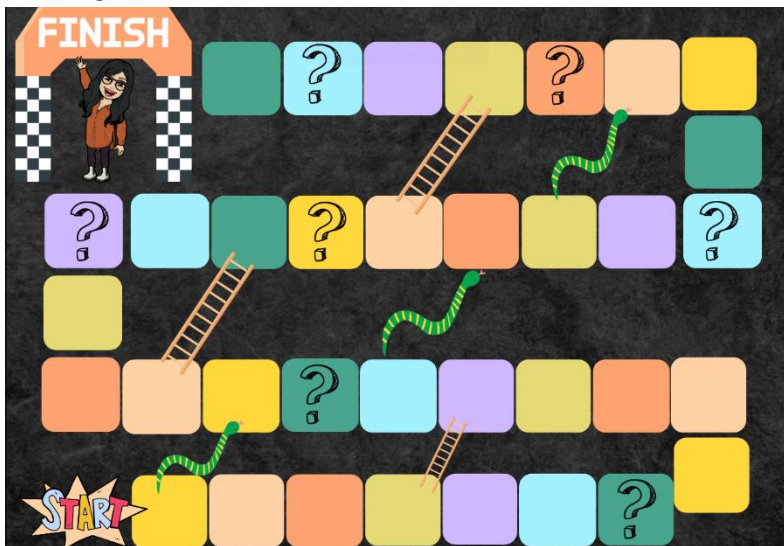


By integrating both qualitative and quantitative methods, the study aimed to achieve a nuanced understanding of the impact of board games on grammar learning in the specific context of 8th graders.

### Board game

**Figure 1**

*Board game*



**Note:** Own elaboration

The board game was created by the investigator, incorporating traditional snakes and ladders elements along with fill-in-the-blank tasks, guessing verbs cards, and mystery questions. The objective is to roll the dice and move forward the corresponding number of spaces. Answering a question correctly allows you to advance, while an incorrect response results in moving back the number of spaces indicated by the dice. The board game and flashcards are physical components.

There are three categories of flashcards:

- **Mystery Questions:** When a student lands on these, they must answer questions about the past simple tense.
- **Green Flashcards:** These focus on changing the verb to the correct form in three different tenses.
- **Orange Flashcards:** These are fill-in-the-blank tasks where students must complete the sentences correctly.

You must draw a mystery question card and answer it when you come across a question mark space. When you land on light green spots, you must choose and respond to a guessing verbs



card; on purple spaces, you have to fill in the blank. If you land in an area where there is a ladder, you can climb it to get an advantage. On the other hand, you fail to advance if you land in an area where there is a snake.

## Results

The results are shown in two distinct sections for both research questions accordingly.

**Results for the first research question:** How does the use of board games affect students' development of English grammar skills?

Table 1 provides the necessary insights into the distribution of central tendencies for both groups in the pretest and posttest phases. Group A, which had a sample size of 40 students, shows a pretest mean score of 1.76, which increased to 4.27 in the posttest. This suggests a notable improvement following the intervention. The median scores also increased from 1.28 in the pretest to 3.85 in the posttest showing a similar trend. The variability of the scores is evidenced in the standard deviations which increased from 1.70 in the pretest to 2.77 in the posttest.

For Group C, the sample consisted of 37 students, the mean score for the pretest was 2.07, which increased to 6.02 in the posttest. This shows a more dramatical improvement compared to Group A. The median scores had an even more pronounced increase, from 1.28 in the pretest to 6.92 in the posttest. Finally, the standard deviation also increased, from 2.21 in the pretest to 2.83 in the posttest, which also suggests an increased variability in scores after the intervention.

**Table 1**  
*Pre and Posttest Groups A and C*

	Pretest A	Posttest A	Pretest C	Posttest C
N	40	40	37	37
Mean	1.76	4.27	2.07	6.02
Median	1.28	3.85	1.28	6.92
Standard deviation	1.70	2.77	2.21	2.83
Shapiro-Wilk W	0.832	0.930	0.772	0.931
Shapiro-Wilk p	< .001	0.016	< .001	0.023

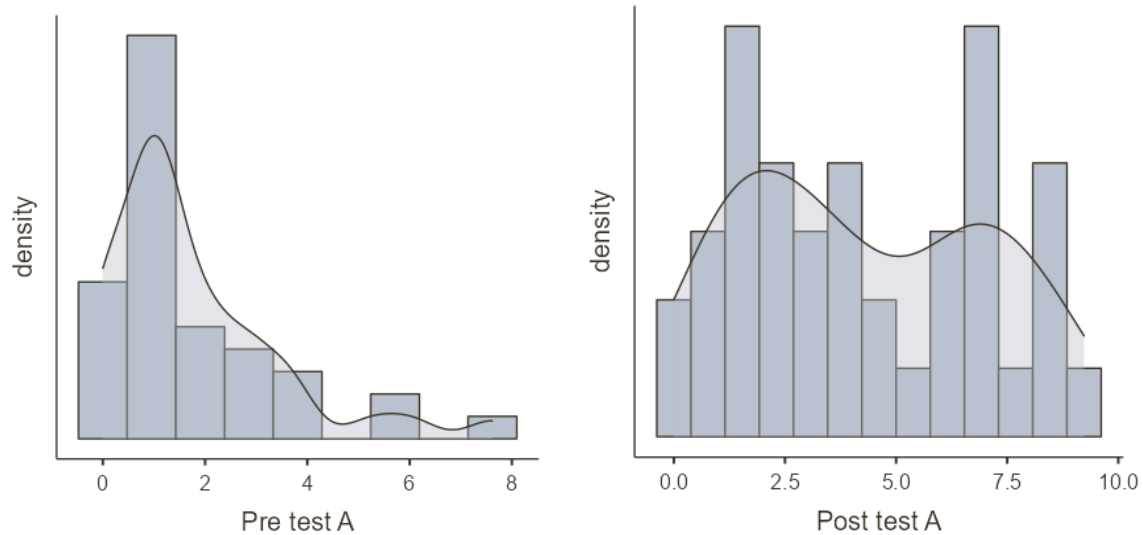
**Note:** Results of the pre and posttest of the 8th grades A and C.

For the purpose of analyzing the normal distribution of the data, the Shapiro-Wilk test was used as shown in Table 1. For both groups the p value is considerably lower than the



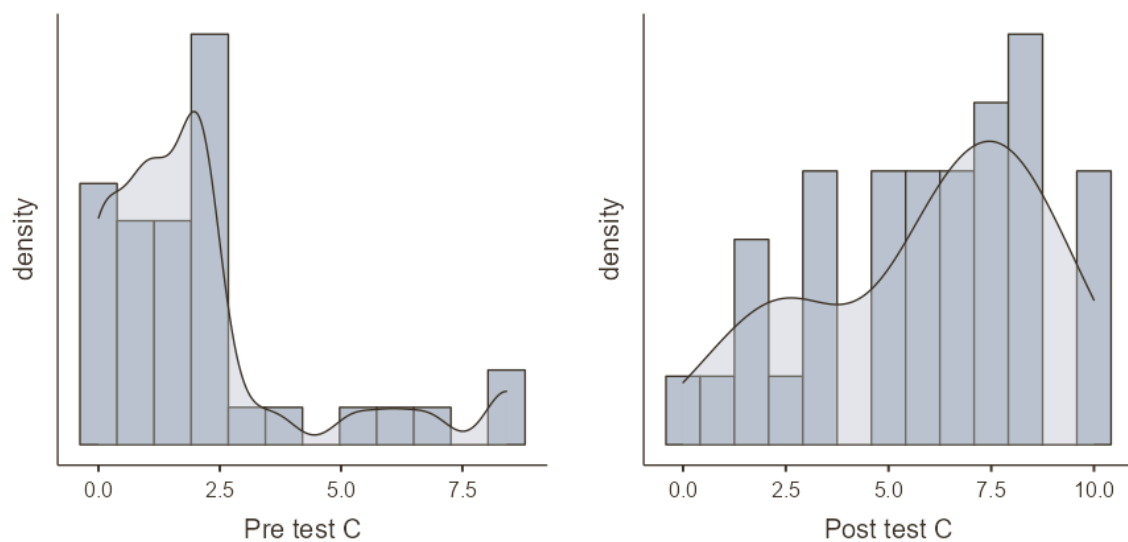
established threshold of 0.05 thus indicating that the data deviates significantly from that of normal distribution. This non normality is evidenced in Figures 2 and 3 which in turn suggests that while both groups showed a noticeable improvement between the pretest and the posttest, Group C had a more substantial improvement when compared to Group A.

**Figure 2**  
8th Grade A



**Note:** Distribution Histogram group A

**Figure 3**  
8th Grade C



**Note:** Distribution Histogram group C

Due to the non-normal distribution of the data shown in the Figures 2 and 3 and the Shapiro-Wilk test, further analysis was needed to be conducted using a non-parametric test to present a better understanding of the results. Table 2 shows the results of applying a Wilcoxon Signed-Rank Test to both groups A and C, such test is suitable for comparing two related samples when the data doesn't follow a normal distribution.

**Table 2**  
*Paired samples Wilcoxon Signed-Rank Test Results*

			Statistic	p	Mean difference	SE difference		Effect Size
Post test A	Pre test A	Wilcoxon W	745 <sup>a</sup>	< .001	2.51	0.366	Rank biserial correlation	0.910
Post test C	Pre test C	Wilcoxon W	660 <sup>a</sup>	< .001	4.09	0.434	Rank biserial correlation	0.982

**Note:** The results of pre and post test

Using the Wilcoxon test, the W statistic for Group A was 745, with a p-value <.001, suggesting that there is a statistically significant difference between the pre- and post-test results. With a standard error of 0.366, the mean difference in scores between the pre- and post-tests was 2.51. This favorable difference concurs with the previous results of the descriptive statistics' improvement. According to the rank biserial correlation, the impact size is 0.910. Given the large effect size, it could be inferred that the intervention had a significant influence on Group A's scores.

On the other hand, the Wilcoxon test yielded a W statistic of 660 for Group C, along with a p-value <.001. Once more, this shows that the pre-test and post-test scores differed significantly. Group C's mean difference is 4.09, with a standard error of 0.434. This higher mean difference, in relation to Group A, is also consistent with the previous finding that Group C had improved more notably. With a rank biserial correlation of 0.982, Group C has an even greater effect size. This higher effect size indicates that Group C was affected by the intervention even more than Group A was.

As the result suggest, there are substantial improvements in both groups from the pre-test to the post-test with p values <.001. This indicates that there is little possibility that the observed differences happened by accident. Group C had a higher mean difference (4.09) than Group A (2.51), which suggests that their raw scores have improved more substantially. As for the effect sizes, Group C's (0.982) effect is more noticeable than Group A's (0.910), despite the



fact that both groups exhibit very substantial effect sizes. This implies that although the intervention was quite successful for both groups, Group C benefited even more from the use of the board game. All things considered, there is strong evidence of notable gains in both groups, with Group C demonstrating more pronounced improvements, according to the non-parametric test results, which support and validate the previous descriptive findings. These results, especially for Group C, provide evidence for the intervention's inherent efficacy.

**Results for the second research question:** What are the opinions of students and teachers when using board games as a teaching tool?

**Table 3**  
*Observation checklist*

	Excellent	Good	Satisfactory	Needs Improvement	Poor
Are students actively engaged in the game?	1	1			
Do students work together and help each other during the game?	2				
Do students understand the grammar concepts in the game?	1	1			
Are students interested in learning grammar through the game?	1		1		
Do students use language and grammar skills well during the game?		1	1		
Do the students stay engaged with the game?	1		1		
Does the teacher guide the grammar instruction well with the game?	2				
What is the overall classroom atmosphere during the game?	2				

**Note:** The results of the observation checklist of the teachers of the English area.

Details on the elements that teachers saw throughout the use of the board game and during participation are given based on Table 3 of the observation checklist. This helps in identifying areas for growth and areas of strength to boost overall efficacy.



Students' involvement and comprehension of grammar learning through board games is typically positive, according to observations and assessments made during the game sessions. The bulk of the students showed excellent teamwork and help to one another while participating fully in the game activities. Additionally, based on how well they understood and used the grammatical ideas in the game, students clearly demonstrated that they had a firm grasp of the topics. Additionally, the students' enthusiasm for studying grammar through the game added to the positive classroom environment during the sessions. Even though some areas, like ensuring consistent engagement and guidance from the teacher, were noted for improvement, the overall results suggest that using board games as a teaching tool can be beneficial in encouraging students to actively learn and comprehend grammar concepts.

The study continued with a second qualitative section that focused on the experiences and feedback of the students in order to gain a deeper understanding of the efficacy and influence of board games on students' grammar learning. Since the eighth grade C students were the ones utilizing the board games, the following five open-ended questions were administered to them:

1. What aspects did you enjoy about learning grammar through board games?
2. How did board games assist you in better understanding grammar?
3. Which specific aspects of the board game, such as fill in the blanks, guessing verbs, or answering mysterious questions, contributed to making learning grammar more enjoyable for you?
4. How did working with your peers during board games aid in your learning process?
5. What changes have you noticed in your approach to learning grammar since we started using board games?

For the first question the students' open-ended inquiry revealed patterns that included didactic, amusing, very effective, and enjoyable. In general, a lot of students mentioned how happy they were to have the chance to learn more about these subjects and impart that knowledge to their peers. They enjoy how lively the game is, as it helps them recall the important details. A special focus is placed on the game's didactic and enjoyable elements, which help with grammatical understanding. Students are inspired to study through games and find the creative approach to education enjoyable. They also commended the chance to study and have fun simultaneously, describing it as an excellent method to foster learning and comprehension. Playing together with others is encouraged because it fosters a positive learning atmosphere. In general, students thought that learning grammar using board games was enjoyable, successful, and interesting. The solutions demonstrate how the board games improved students' comprehension of grammar through the use of certain processes.



For the second question the following patterns were discovered: communication, clarification, amusement, collaboration among classmates, learning from errors, real-world situations, and skill development. Colleague discussions are fostered by the interactive aspect of games, which results in clearer explanations and a deeper comprehension of grammatical ideas. Second, by requiring regular involvement, the games progressively get more complicated, which helps students comprehend topics more readily over time. Third, by practicing with games, students become more fluent in the language and learn how to utilize it in everyday contexts. Furthermore, the game helps with word retention and proper sentence construction. It's also helpful to watch your classmates work through challenges together to understand grammatical ideas. Perceived advantages encompass enhanced understanding, better acquisition, and useful application of linguistic abilities, rendering the process of learning more pleasurable and efficient overall.

As for the third question some features of board games that help kids enjoy studying grammar better. Answering challenging questions brought a sense of mystery and excitement to the learning process, and verb guessing proved to be a useful method for remembering and comprehending verb tenses. An engaging method to practice conjugating verbs in various tenses and enhance comprehension is to use fill in the blank verbs.

For the fourth question the following patterns were discovered: assistance with understanding grammar, peer-to-peer idea exchange, and the advantages of cooperation. Playing a board game with friends promoted learning since it was a cooperative environment where mistakes could be fixed collectively to guarantee a complete comprehension of the material. Understanding was facilitated by the ideas shared amongst classmates since support and clarification were easily accessible. Through mutual encouragement and idea sharing, students have a better knowledge of the subject matter, making grammar learning more approachable and pleasurable. Additionally, group work increases dedication and drive, which enhances the effectiveness and dynamism of the learning process. Students develop stronger group dynamics and communication skills as well as their grammar via this participatory cooperation, which enhances the learning environment. According to student feedback, there have been numerous noticeable improvements in grammar learning since board games were introduced. These include better pronunciation, quicker comprehension of topics, particularly when communicating in English, and an increased capacity for creating grammatically acceptable sentences.

Finally, the last question showed the following patterns: verb use, writing, reading comprehension, pronouncing words correctly, and paying more attention to the game. Students' learning of grammar has improved significantly after board games were introduced. Among these include improved understanding and pronunciation, especially when speaking



in English. Additionally, students are now better able to produce grammatically accurate phrases and comprehend sentence patterns. Furthermore, learning has become more entertaining and interesting because to the usage of board games, which has increased motivation and attention span. Students have generally noted improvements in their learning experiences, especially with regard to the usage of verbs and sentence structure.

### Discussion

The study's findings suggest that teaching English grammar to students using board games has a beneficial effect on their development of grammatical abilities. The effectiveness of the intervention was shown by the large improvements in post-test scores that both Group A and Group C showed when compared to their pre-test results. As demonstrated by the Shapiro-Wilk test, the data did not fit into a normal distribution. Furthermore, there was a great deal of variation in Group C's post-test results.

These results are consistent with Hartt et al. (2020), whose study revealed that engaging and fun teaching strategies improve grammar acquisition and retention. The findings provide credence to Krashen's (1982) theory of language acquisition, that game-based learning techniques may surpass traditional methods in terms of effectiveness. From a practical standpoint, this means that teaching with board games might be a good way to help children become more proficient in grammar, especially in situations when engagement and motivation are important.

It is clear that teaching English grammar through board games has a big influence on students' acquisition of the language. The quantitative data, showing a more noticeable improvement in Group C, indicates that this method could work especially well in specific educational settings. Large effect sizes seen, particularly with Group C, and statistical evidence from the Wilcoxon tests supporting significant changes between pre- and post-test scores in group C lend belief to this finding.

Qualitative observations and responses from teachers and students indicate that board games enhance the acquisition of grammar and increase student interest and involvement. These results corroborate those of Paris and Yussof (2012), who discovered that including board games in grammar lessons increases student motivation and creates a more fun and collaborative learning environment. Their study showed that when learning was gamified, pupils were more actively engaged and maintained grammatical concepts more successfully. Collaborating through board games and socializing with others fosters a fruitful and pleasurable learning environment, reflecting the beneficial outcomes noted in this investigation.

Although certain areas for development were noted, such as the need for constant involvement and sufficient instructor direction throughout gaming sessions, the majority of comments were favorable.

These results are in line with Elshamy (2001), that shown how game-based learning may boost student engagement and enhance retention of information. They support the notion that group instruction enhances the acquisition of grammatical skills. In order to create a more dynamic and productive learning environment, teachers should practically think about incorporating board games into their teaching methods. Overall, the qualitative findings point



to the effectiveness of board games as a teaching tool for grammar since they increase students' comprehension, enthusiasm, and involvement. The conclusion that board games are an effective teaching tool is supported by the data from observers and feedback.

## Conclusions

For this study, it was purposeful to choose a physical board game over a computer-based one because physical games foster communication, collaboration, and interaction, all of which are essential for successful language learning. The hands-on aspect of the board game in this study increased student involvement since it allowed students to cooperate, move pieces, and instantly apply grammar rules. This strategy increased motivation and produced a lively classroom.

The outcomes of this study offer strong support for the usefulness of using board games to teach grammar to eighth-grade students. Through the use of a mixed methods approach that included open-ended questionnaires, observation checklists, and pre and post testing controls, the study addressed two major research questions and provided insightful information about the effects of board games on students' acquisition of English grammar as well as teachers' and students' perceptions of their use in the classroom.

First, compared to students who did not engage in board game activities, the examination of pre and posttest data showed a considerable increase in grammatical understanding. In particular, compared to the control group, students in the experimental group showed a noticeably larger rise in average scores from the pretest to the posttest. These results are consistent with other studies showing how effective gamified learning techniques are in improving learning outcomes.

Moreover, observations made during the game sessions provide more proof of the beneficial effects of board games on student participation, teamwork, and comprehension of grammatical topics. Board games have the ability to support active learning and comprehension of language, as demonstrated by the pleasant classroom climate that exists during game sessions, even in spite of some aspects that have been highlighted for development, such as the need for constant instructor leadership and student engagement.

Additionally, a variety of advantages were identified by students in their open-ended answers to questions about their experiences using board games to learn grammar, including more fun, better comprehension, and improved peer-to-peer connection. Students really enjoyed the games' interactive and didactic elements as well as the chances they provided for group problem-solving and idea exchange. Furthermore, there have been demonstrable advances in the ways that students approach learning grammar, including pronunciation, understanding, and sentence construction.

In conclusion, the findings of the research support the use of board games in grammar classes as a way to encourage students' understanding, cooperation, and active learning. The study adds to the increasing body of evidence demonstrating the effectiveness of board games in enhancing grammar learning results by highlighting the importance of dynamic and engaging teaching techniques in language education. Nevertheless, it's important to recognize the study's shortcomings, such as its dependence on a convenience sample and the need for more investigation into the long-term impacts of board game-based learning. All things considered,



the findings highlight how crucial creative teaching strategies are to developing students' linguistic skills and sense of self.

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**Conflicto de intereses:**

Los autores declaran que no existe conflicto de interés posible.

**Financiamiento:**

No existió asistencia financiera de partes externas al presente artículo.

**Agradecimiento:**

N/A

**Nota:**

El artículo no es producto de una publicación anterior.

