

# HOW RORY'S STORY CUBES CAN IMPROVE THE ABILITY OF STORYTELLING IN WRITING AND SPEAKING

## Abstract

Using board games in the classroom is an opportunity for experiential learning and teaching. The presentation is an example of how board games can be used in mother tongue teaching. Our previous questionnaire proves that 9–10-year-old children show a positive attitude towards board games, and its use in lessons helps to increase interactions between students. In addition, cooperation within the group was strengthened. We have reflected on this with a new project. Our goal is to examine how the popular board game, Rory's Story Cubes, can develop written and oral communication of 9–10-year-old students. In the first period, essays were written by the members of the experimental group and the control group, in which five previously specified words were used. The quantitative and qualitative indexes of the data were analyzed by Mean Length Utterance (MLU) and the Hungarian adaptation of Developmental Sentence Scoring (KFM), and creativity was considered. In the second phase, the members of the experimental group took part in an activity process that lasted 15 weeks and was held twice a week. The games with the Story Cubes were carried out under the supervision of the methodical leader of the experiment and recorded with the video camera. The oral texts were analyzed in the same way. In the last period of the process, the participants again wrote an essay. The results show that the consistent use of the given board game is beneficial for the semasiological and syntactic cohesion of the students' oral and written texts. The project's achievements may contribute to the widespread use of Rory's Story Cubes, thereby expanding the methodology of native language teaching.

**Keywords:** board games, Rory's Story Cubes, primary school, creativity, cooperation

---