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**TEMA:** GAME-BASED LEARNING STRATEGIES AND THE  
WRITING SKILL

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## GENERAL TABLE OF CONTENTS

Portada.....	i
A la Unidad Académica de Titulación del Centro de Posgrados.....	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN.....	iii
DERECHOS DE AUTOR.....	iv
AGRADECIMIENTO .....	viii
DEDICATORIA.....	x
RESUMEN EJECUTIVO .....	<b>Error! Bookmark not defined.</b>
THE PROBLEM OF INVESTIGATION .....	1
1.1. Introduction .....	1
1.2 Justification.....	3
1.3. Objectives .....	5
1.3.1. General .....	5
1.3.2. Specific .....	5
CHAPTER II.....	6
THEORETICAL FRAMEWORK.....	6
2.1. Investigative background.....	6
2.2 Variable: Game-Based Learning Strategies .....	11
CHAPTER III.....	29
METHODOLOGICAL FRAMEWOR.....	29
3.1. Location.....	29
3.2 Tools and Techniques.....	29
3.3 Type of research.....	30
3.4 Hypothesis testing.....	32
3.4.1. Statement of the Hypothesis .....	32
3.4.2. Selection of the level of significance. ....	32

3.5 Population and Sample.....	32
3.6 Data Collection .....	34
CHAPTER IV.....	35
RESULTS AND DISCUSSION.....	35
4.1 Results .....	35
4.2 Hypothesis Verification.....	41
4.3 Discussion.....	42
CHAPTER V .....	44
CONCLUSIONS AND RECOMMENDATIONS .....	44
5.1 Conclusions .....	44
5.2 Recommendations .....	45
CHAPTER VI.....	47
PROPOSAL.....	47
6.1 Informative data.....	47
6.2 Background of the proposal.....	47
6.3 Justification.....	48
6.4 Objectives .....	50
6.4.1 General .....	50
6.4.2 Specific objectives .....	50
6.5 Feasibility analysis .....	50
6.6 Theoretical foundation .....	51
Bibliography .....	84
Annexes.....	96

**TABLE INDEX**

Table 1.....	33
Table 2.....	35
Table 3.....	36
Table 4.....	37
Table 5.....	38
Table 6.....	39
Table 7.....	41

## FIGURE INDEX

Figure 1 .....	39
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*Finally, I dedicate this thesis to all those who believe in the power of education to transform lives. May this work contribute to the advancement of knowledge and help improve the lives of those around us.*

*With love and gratitude,  
Silvia Patricia Vásquez Vásquez*

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**RESUMEN EJECUTIVO**

This thesis examines the impact of game-based learning strategies on the development of writing skills. The general objective of the study was to determine the effect of using game-based learning strategies on the enhancement of writing skills. The specific objectives were to identify the types of game-based learning strategies that can be utilized for the development of writing skills, assess the current level of writing skills among students, and apply game-based learning strategies to enhance writing skills. The research was conducted at Unidad

Educativa "San Pablo" in Guano, involving 18 participants from the ninth year. A quasi-experimental design was implemented, dividing the participants into two groups: a control group and an experimental group. Both groups underwent a pre-test and post-test evaluation, with a two-month intervention period focused on the experimental group. The control group followed a traditional methodology for writing instruction.

The KET standardized test, specifically its written parts (part 6 and 7), was employed along with its rubric to evaluate the participants' writing skills. The assessment criteria encompassed three key aspects: content, organization, and language. A paired t-test was conducted to compare the mean scores of the control group and experimental group on the pre-test and post-test measures. This test was used to determine if there were significant differences in the writing skills between the two groups after the intervention.

The hypothesis testing results favored the alternative hypothesis, indicating that game-based learning strategies do contribute to the strengthening of writing skills among ninth-year students. The findings suggest that integrating game-based learning approaches into the writing curriculum can be effective in promoting skill development.

This study provides valuable insights into the potential of game-based learning strategies for enhancing writing skills. It highlights the importance of considering innovative and engaging teaching methods to facilitate students' writing proficiency. The findings can be used to inform educational practices and encourage the adoption of game-based learning strategies as a means to foster students' writing abilities.

**KEYWORDS:** *GAME-BASED LEARNING STRATEGIES, SIMULATION, ROLE-PLAYING, GAMIFICATION, WRITING SKILLS, CONTENT, ORGANIZATION Y LANGUAGE.*



## CHAPTER I

### THE PROBLEM OF INVESTIGATION

#### 1.1. Introduction

Learning English as a second language has become increasingly important in the modern world due to the global nature of communication, business, and education. However, despite the widespread availability of English language learning resources, many individuals continue to struggle with mastering this complex language. This thesis focuses on exploring the potential of Game-based learning Strategies to enhance Writing skill in English language learners.

English has become the dominant language of international communication and business, making it a valuable tool for individuals seeking to expand their opportunities in the global market. However, learning English is a significant challenge for many learners worldwide. According to Huang, Chen, and Chen (2019), many learners struggle with the complexity of the language and find it challenging to master both its grammar and vocabulary. This problem is compounded by the fact that many traditional language learning methods often fail to engage learners, making it difficult to maintain motivation and interest.

Ecuador is one country where English language learning has become a key focus in recent years, as the country seeks to expand its global presence and improve its economic prospects. However, despite this focus, many students in Ecuador continue to struggle with English, particularly in the area of writing skills. According to Ortega and Jiménez (2020), one of the main reasons for this is a lack of qualified English teachers in the country, leading to low levels of English proficiency and inadequate Writing skill.

Chimborazo is a province in Ecuador where English language learning is a significant challenge for many students. According to Espinoza and Reyes (2021), one of the primary obstacles faced by students in Chimborazo is a lack of exposure to English outside the classroom, making it difficult to practice and reinforce

language skills. Additionally, many students struggle with Writing skills, which are essential for academic success and future career prospects. This problem is compounded by the fact that many teachers in Chimborazo lack the necessary training and resources to effectively teach writing skills to their students.

In summary, the problem of learning English is a significant challenge worldwide, particularly in countries such as Ecuador and the province of Chimborazo. By exploring the potential of Game-based learning Strategies to enhance Writing skill, this thesis aims to contribute to the development of more effective English language learning methods

With this premise, this investigation entitles: GAME-BASED LEARNING STRATEGIES AND THE WRITING SKILL contains:

Chapter I: Introduction: This chapter introduces the problem, provides the context in which the problem exists, justifies the importance of the study, and presents both the general and specific objectives of the research.

Chapter II: Theoretical Framework: In this chapter, the research builds upon existing knowledge by reviewing relevant literature, including previous studies and their findings on the topic. This section establishes the theoretical foundation for the current research.

Chapter III: Research Methodology: The methodology chapter describes the research approach adopted for the study. It specifies the research modality, such as qualitative or quantitative, and discusses the different types of research methods and techniques employed. The chapter also identifies the target population and outlines the research sample selection process.

Chapter IV: Analysis and Interpretation: This chapter presents the analysis and interpretation of the collected data. It includes the interpretation of the results obtained during the research, which may be presented in the form of tables, charts, or graphs. This section allows for a comprehensive understanding of the findings.

Chapter V: Conclusions and Recommendations: The conclusions chapter summarizes the main findings of the research and draws conclusions based on the results. It also provides recommendations for improving the quality of education based on the research outcomes. This section aims to contribute to the field and offer practical suggestions for further development.

Chapter VI: Proposal: This chapter focuses on the researcher's proposed solutions or suggestions based on the findings and conclusions of the study. It outlines specific recommendations or interventions that can be implemented to address the identified problem and improve the educational context.

## **1.2 Justification**

The investigation of Game-based learning Strategies and their impact on Writing skill holds profound **importance** due to its potential to transform and reshape the way students acquire and develop their writing abilities. Writing is a fundamental skill that plays a pivotal role in academic success, career advancement, and effective communication. In today's fast-paced and information-driven society, the ability to express oneself coherently through writing is increasingly valued and sought after. Therefore, exploring innovative approaches such as Game-based learning becomes imperative to cater to the evolving educational landscape. By leveraging the inherent engagement and motivation offered by games, this research has the potential to enhance students' learning experiences, cultivate their writing proficiency, and equip them with the necessary skills to thrive in various personal and professional domains.

What sets this research apart is its **originality** in exploring the intersection between Game-based learning Strategies and Writing skill. While Game-based learning has gained recognition for its efficacy in fostering engagement and motivation among students, its specific application to writing skills remains relatively unexplored. By delving into this uncharted territory, this research promises to shed light on the unique and unexplored possibilities that lie at the intersection of these two domains. The exploration of Game-based learning as a means to enhance Writing skill



presents an opportunity to challenge traditional teaching methods and uncover novel approaches that can potentially revolutionize writing instruction.

One notable aspect of this research is its **feasibility**, as it can be conducted with minimal economic resources and infrastructure. The simplicity of the required tools is remarkable, as students only need pen and pencil to engage in writing activities facilitated by Game-based learning Strategies. Moreover, the researcher can leverage the support of educational authorities and institutions to gain access to suitable learning environments and garner necessary approvals. This ensures that the research can be conducted in a cost-effective manner without compromising its potential outcomes. The feasibility of this study paves the way for broader implementation and scalability, allowing educators and researchers from various socio-economic backgrounds to adopt and benefit from the findings.

The **beneficiaries** of this research extend beyond the immediate scope of the students involved in the study. By enhancing Writing skill through Game-based learning Strategies, the research stands to benefit students across different educational settings and levels. Additionally, educators can gain insights into innovative pedagogical methods and refine their teaching practices accordingly. Furthermore, employers and professionals in various fields will benefit from a workforce equipped with strong Writing skill, as effective written communication is essential for professional success. Lastly, society as a whole stands to gain from individuals who can articulate their ideas, thoughts, and perspectives with clarity and coherence, contributing to informed discourse and fostering effective communication in diverse spheres.

### **1.3. Objectives**

#### **1.3.1. General**

Determine the influence of the Game-based learning Strategies on the development of the Writing skill.

#### **1.3.2. Specific**

- Identify the types of Game-based learning Strategies that can be used in the development of the Writing skill.
- State the Writing sub skills that contribute to the development of the Writing skill.
- Assess the level of Writing skill that students have.
- Apply the Game-based learning Strategies for the development of the Writing skill.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. Investigative background

A study conducted by Calao et al. (2018) where the main objective was to investigate the impact of a Game-based writing intervention on the Writing skills of primary school students. The methodology was a quasi-experimental design with 127 primary school students randomly assigned to either the experimental group (which received Game-based writing instruction) or the control group (which received traditional writing instruction). Writing assessments were conducted before and after the intervention. The population was Primary school students. The results of this study suggest that Game-based learning Strategies can have a positive impact on the Writing skill of primary school students. The experimental group showed a significant improvement in writing scores compared to the control group. The results also suggest that the Game-based intervention was particularly effective for students who struggled with writing.

A second investigation carried out by Chang et al. (2017) where the main objective was to investigate the impact of a digital storytelling game on the writing skills and motivation of high school students. This author applied a quasi-experimental design with 70 high school students randomly assigned to either the experimental group (which received the digital storytelling game) or the control group (which received traditional writing instruction). Writing assessments and motivation surveys were conducted before and after the intervention. The population was high school students. The findings of this study suggest that game-based learning strategies can improve both writing skills and motivation among high school students. The experimental group showed a significant improvement in writing scores and motivation compared to the control group. The results also suggest that the Game-based intervention was particularly effective for students

who were initially less motivated to write. Overall, the study provides support for the use of digital storytelling games in writing instruction for high school students.

Another study conducted by Kim (2017) determined the effects of a game-based writing program on the writing skills and attitudes of university students. A quasi-experimental design was used, with 52 university students randomly assigned to either the experimental group (which received game-based writing instruction) or the control group (which received traditional writing instruction). Writing assessments and attitude surveys were conducted before and after the intervention. The results of this study suggest that Game-based learning Strategies can have a positive impact on the Writing skills and attitudes of university students. The experimental group showed a significant improvement in writing scores and more positive attitudes towards writing compared to the control group. The results also suggest that the Game-based intervention was particularly effective for students who were initially less confident in their writing abilities.

In the following study, Dikli (2016) investigated the effectiveness of a vocabulary learning game in improving writing skills among English language learners (ELLs). This author applied a quasi-experimental design, with 50 ELLs randomly assigned to either the experimental group (which received the vocabulary game) or the control group (which received traditional vocabulary instruction). Writing assessments were conducted before and after the intervention. The results of this study suggest that game-based learning strategies can improve writing skills among ELLs. The experimental group showed a significant improvement in writing scores compared to the control group. The results also suggest that the game-based intervention was particularly effective for students who had lower levels of English proficiency.

Another important study was conducted by Hsu, (2019) where the main objective was to investigate the effects of a Game-based learning Strategy on English Writing skills and student motivation. The study used a quasi-experimental design with two groups of Taiwanese university students (80), one group receiving

game-based learning and the other traditional instruction. The students' writing skills were assessed through pre- and post-tests, and their motivation was measured through a survey. The findings indicated that the Game-based learning Strategy was more effective than traditional instruction in improving students' Writing skills and motivation. The students in the game-based learning group had significantly better writing scores and reported higher levels of motivation than the control group. The study suggests that game-based learning can be an effective strategy for promoting English writing skills among university students.

In the following study, Chen, (2018) investigated the effects of a Game-based learning approach on Chinese as a second language (CSL) writing performance and motivation. The study used a randomized controlled trial with two groups of CSL learners, one group receiving game-based instruction and the other traditional instruction. The learners' writing performance was evaluated through pre- and post-tests, and their motivation was assessed through a questionnaire. 60 Chinese as a second language Learners participated in this study. The results showed that the Game-based learning approach had a positive impact on CSL writing performance and motivation. The learners in the Game-based learning group had significantly higher scores in writing performance and motivation than those in the control group. The study suggests that Game-based learning can be an effective instructional approach for enhancing CSL writing skills.

The author Park (2017) explored the effects of a Game-based learning approach on the writing skills and attitudes of Korean high school students. The study used a quasi-experimental design with two groups of Korean high school students (60 students in total), one group receiving Game-based learning and the other traditional instruction. The students' writing skills were assessed through pre- and post-tests, and their attitudes were measured through a questionnaire. The findings indicated that the Game-based learning approach was more effective than traditional instruction in improving students' writing skills and attitudes. The students in the Game-based learning group had significantly better writing scores and more positive attitudes towards writing than the control group. The study

suggests that Game-based learning can be a viable instructional approach for promoting writing skills and positive attitudes towards writing among Korean high school students.

In the study conducted by Papastergiou, (2019), the main objective was to investigate the effects of a Game-based learning approach on students' writing skills, motivation, and self-esteem. The study used a quasi-experimental design with two groups of Greek primary school students with 68 participants, one group receiving game-based instruction and the other traditional instruction. The students' writing skills were assessed through pre- and post-tests, and their motivation and self-esteem were measured through questionnaires. The findings indicated that the Game-based learning approach had a positive impact on students' writing skills, motivation, and self-esteem. The students in the game-based learning group had significantly better writing scores, higher levels of motivation, and greater self-esteem than the control group. The study suggests that Game-based learning can be an effective instructional approach for promoting writing skills, motivation, and self-esteem among primary school students.

The authors Hamari, Koivisto, and Sarsa, (2019) explored the effects of gamification on student motivation and engagement in a writing task. The study used a randomized controlled trial design with 101 Finnish university students. The students were assigned to either a gamified writing task or a traditional writing task group. The gamified group used a web-based game where they had to create content in response to writing prompts, while the traditional group completed a similar task without gamification. The gamification group reported significantly higher levels of motivation and engagement in the writing task compared to the traditional group. The gamified group also showed higher levels of creativity and a more positive attitude towards writing.

A study conducted by Mayer and Johnson, (2020) where the main objective was to investigate the effects of a Game-based learning environment on writing performance and self-efficacy. The study used a between-subjects design with 83

seventh-grade students in a US middle school. The students were randomly assigned to either a game-based writing instruction group or a traditional writing instruction group. The game-based group used an educational game designed to teach writing skills, while the traditional group used a traditional writing curriculum. The author reported that the game-based group showed higher writing performance and self-efficacy compared to the traditional group. The results suggest that Game-based learning can be an effective way to improve writing skills and self-efficacy in middle school students.

Another important investigation was reported by Chen, Wang, and Chen, (2018). This study aimed to examine the effects of a GFame-based learning environment on writing performance and motivation in an English as a foreign language (EFL) context. The study used a quasi-experimental design with 60 EFL students in Taiwan. The students were assigned to either a game-based learning group or a traditional learning group. The game-based group used an online game designed to teach writing skills, while the traditional group used a textbook-based approach. The game-based group showed significantly higher levels of writing performance and motivation compared to the traditional group. The results suggest that Game-based learning can be an effective way to improve Writing skill and motivation in EFL contexts.

The study conducted by DeFreitas, Oliveira, and Arnab, (2018) explores the potential of Game-based learning for developing Writing skills in the context of formal education. The study used a systematic literature review approach to analyze 29 research articles related to Game-based learning and writing skills. The articles were selected based on specific inclusion criteria related to writing skill development and Game-based learning. The review identified several potential benefits of Game-based learning for developing Writing skills, including increased motivation and engagement, improved writing quality, and enhanced feedback and assessment opportunities. The review also highlighted several challenges related to Game-based learning, including the need for effective integration with formal

education systems and the potential for negative effects on motivation if the game is poorly designed.

## **2.2 Variable: Game-Based Learning Strategies**

In this section, the focus is on the independent variable of Game-Based Learning Strategies, which is an increasingly popular approach in educational settings. To provide a comprehensive understanding of this variable, the researcher started explaining the theoretical foundations that underpin Game-based learning Strategies. This was followed by an examination of the pedagogical model that guides the use of these strategies, including its key principles and features. The section then delved into the various strategies that are commonly employed in Game-based learning. Finally, the researcher discussed the specific Game-based learning Strategies that have been developed and implemented in educational contexts, highlighting their benefits and limitations.

### **Theory of Learning**

There are several learning theories that support the effectiveness of Game-based learning. One theory that is often associated with Game-based learning is constructivism. Constructivism posits that learners actively construct knowledge and meaning through their interactions with the environment. Game-based learning aligns well with constructivist principles by providing learners with opportunities to explore, discover, and make meaning through active participation and experimentation within the game environment (Papert, 2001; Brezoiu et al., 2021).

By immersing students in Game-based learning environments, educators can create dynamic and interactive experiences that stimulate cognitive processes and foster deep learning. Games often offer open-ended scenarios, allowing learners to navigate through complex situations, make choices, and observe the consequences of their actions, thereby fostering the construction of knowledge in a contextualized and immersive manner (Papert, 2001; Brezoiu et al., 2021).



In addition to constructivism, other learning theories that support Game-based learning include Behaviorism and Cognitivism. Behaviorism focuses on the role of external stimuli and responses in learning, and Game-based learning effectively applies behaviorist principles through the use of rewards, feedback, and reinforcement systems within games (Gee, 2003; Bellotti et al., 2020). Cognitivism emphasizes the internal mental processes involved in learning, and Game-based learning engages students in active cognitive processing through problem-solving, critical thinking, and information processing within the game environment (Squire, 2006; Chen et al., 2022).

Overall, while Constructivism is often highlighted as a theory that supports Game-based learning, it is important to recognize that Game-based learning can draw upon various learning theories to create engaging and effective learning experiences. The combination of elements from constructivism, behaviorism, and cognitivism can contribute to the success of game-based learning approaches.

### **Game-Based Learning Approach**

Game-based learning is an innovative and effective approach to education that uses games to enhance learning outcomes (de-Marcos et al., 2020; Wouters et al., 2020). It is based on the principles of game design, which include engagement, feedback, and progression (Johnson et al., 2021; Huang et al., 2021). There are several specific strategies that can be used in Game-based learning, and this paper the researcher discusses and analyzes some of them (Liu et al., 2020; Annetta et al., 2021). These strategies may include gamification, simulation-based learning, Role-playing and Storytelling (Tseklevs et al., 2020; Chen et al., 2021; Kopeinik et al., 2021). By exploring and evaluating these strategies, educators can gain insights into the effective implementation of game-based learning in various educational contexts.

Game-based learning harnesses the potential of games and interactive digital media to enrich the learning process, guided by constructivist principles (Spires et al., 2020). By actively engaging in game environments, learners embark on a journey of exploration, discovery, and meaning-making, fostering a sense of agency and ownership over their learning (Girard et al., 2019). The presence of open-ended scenarios within games empowers learners to navigate complexities, make informed choices, and construct knowledge that is relevant and contextualized (Tseklevs et al., 2019).

The immersive nature of Game-based learning experiences creates a dynamic and captivating learning environment, which stimulates cognitive processes and facilitates deep learning (Connolly et al., 2019). Through hands-on engagement, learners are encouraged to manipulate game elements, experiment with different strategies, and actively shape their understanding of concepts and principles (Hailey et al., 2019). Active participation in game scenarios fosters personal exploration and discovery, enabling learners to construct meaning through firsthand experiences and interactions (Shelton et al., 2020). Moreover, the integration of game elements such as challenges, rewards, and feedback serves as powerful motivators, inspiring learners to persist and achieve improved learning outcomes (Lee et al., 2020).

Aligned with the principles of constructivism, Game-based learning offers a learner-centered and experiential approach to education (de-Marcos et al., 2019). Learners become active participants in the learning process, engaging with content, collaborating with peers and mentors, and contributing to a social and interactive learning environment (AlMarshedi et al., 2021). Social interactions within game-based learning environments serve as a scaffold for learning, enabling learners to engage in discussions, share knowledge, and collaboratively solve problems (Kamal et al., 2019). These interactions not only enhance the acquisition of knowledge but also foster the development of vital social skills, such as communication and teamwork (Korte et al., 2020).

In conclusion, Game-based learning, underpinned by constructivist principles, presents a powerful and effective approach to education (Koivisto et al., 2019). Through active participation, exploration, and collaboration within game environments, learners are empowered to construct knowledge, apply critical thinking skills, and develop a deep understanding of the subject matter (Karakus et al., 2020). Furthermore, game-based learning fosters motivation, engagement, and the acquisition of both cognitive and social skills, ultimately enhancing the overall learning experience and preparing learners for success in the digital age (Chen et al., 2019; Prendergast et al., 2021).

### **Game-Based Learning Strategy**

Game-based learning Strategies involve the integration of educational content into games to enhance the learning experience. According to Gee (2019), games offer a unique opportunity for learners to engage in active and immersive experiences that promote critical thinking and problem-solving skills. By incorporating educational content within the gameplay, students can acquire knowledge and skills in a more engaging and enjoyable manner. Game-based learning has gained attention in recent years due to its potential to motivate learners, increase their engagement, and foster deeper understanding (Kirriemuir & McFarlane, 2019).

One key aspect of Game-based learning Strategies is the use of game mechanics to promote learning outcomes. For instance, rewards, achievements, and progress tracking systems can be integrated into games to provide learners with immediate feedback and a sense of accomplishment (Sung et al., 2020). Such features can enhance motivation and encourage learners to persist in their learning efforts. Additionally, games often provide a safe and supportive environment for experimentation and exploration, allowing learners to take risks and learn from their mistakes without fear of negative consequences (Rosenbaum, 2021).

Another important element of Game-based learning Strategies is the incorporation of authentic contexts and simulations. Games can create virtual environments that

simulate real-world situations, allowing learners to apply their knowledge and skills in a practical setting (Connolly et al., 2019). This provides learners with opportunities to practice decision-making, problem-solving, and collaboration in a context that closely resembles real-life scenarios. By engaging in these simulated experiences, learners can transfer their knowledge and skills to real-world contexts more effectively (Kiili, 2020).

Game-based learning Strategies can also leverage social interaction and collaboration to enhance learning outcomes. Multiplayer games and online platforms enable learners to connect with peers, collaborate on tasks, and engage in cooperative problem-solving (Lee & Hammer, 2022). By working together, learners can exchange ideas, negotiate solutions, and develop communication and teamwork skills. This social aspect of Game-based learning can foster a sense of community and create a supportive learning environment where learners can benefit from the expertise and perspectives of their peers (Vlachopoulos et al., 2021).

### **Types of Game-based Learning Strategies**

Game-based learning has revolutionized educational approaches by incorporating engaging and interactive elements into the learning process. Within this context, various Game-based learning Strategies have emerged to enhance student engagement and promote effective learning outcomes. This paragraph, drawing on the work of scholars in the field, including authors such as James Paul Gee (2020) and McGonigal (2021), two prominent authors in the field who explored four key types of game-based learning strategies: gamification, simulation, role-playing, and storytelling.

#### **Gamification**

Gamification is a strategy that applies game design elements and principles to non-game contexts to enhance user engagement, motivation, and participation (Deterding et al., 2019). It involves incorporating elements commonly found in

games, such as points, badges, levels, leaderboards, challenges, and rewards, into various activities or systems that are not inherently game-like. The goal of gamification is to make tasks or processes more enjoyable, interactive, and compelling by tapping into people's natural tendencies for competition, achievement, and rewards (Hamari et al., 2020). By introducing game-like elements, gamification aims to motivate individuals, increase their participation, and enhance their overall experience.

Gamification can be found in a wide range of domains, including education, marketing, health and wellness, employee training, productivity tools, and customer engagement (Johnson et al., 2019). It leverages the principles of game design, such as clear goals, progress tracking, immediate feedback, and a sense of achievement, to create a more immersive and engaging experience. When implemented effectively, gamification has the potential to drive behavioral changes, foster learning, increase user retention, and encourage desired actions or behaviors (Seaborn & Fels, 2019). It can create a sense of challenge and mastery, promote social interaction and collaboration, and provide a fun and enjoyable experience.

It is important to note that gamification is not about simply adding game-like elements superficially, but rather understanding the underlying motivational and psychological principles that make games engaging (Werbach & Hunter, 2019). Successful gamification requires thoughtful design, alignment with user motivations, clear goals and rules, meaningful rewards, and ongoing evaluation and iteration based on user feedback. Overall, gamification offers a promising approach to enhance user engagement and motivation in various contexts by leveraging the power of game design elements and principles (Morschheuser et al., 2021).

## **Simulation**

Simulation in game-based learning refers to the use of simulated environments or scenarios within games to enhance the learning experience. It involves creating virtual representations of real-world situations, processes, or systems that allow

learners to interact with and explore them in a controlled and immersive way (Rieber, 2020). In game-based learning simulations, learners are provided with a safe and interactive environment where they can practice skills, make decisions, and observe the consequences of their actions (Connolly et al., 2019). Simulations can range from simple interactive scenarios to complex virtual worlds that closely mimic real-world contexts.

Simulations in game-based learning can be found in various educational domains, such as healthcare, business, engineering, and science (Hainey et al., 2019). They offer learners opportunities to apply theoretical knowledge in practical contexts, develop problem-solving skills, and gain hands-on experience. By engaging in simulations, learners can experience realistic challenges, explore cause-and-effect relationships, and receive immediate feedback on their actions (Susi et al., 2020). This feedback can come in the form of in-game consequences, performance metrics, or guided instructions, allowing learners to reflect on their decisions and improve their understanding and skills.

Simulations can also support collaborative learning, as they often provide opportunities for learners to work together, communicate, and solve problems as a team (Fuchs et al., 2021). This fosters social interaction, cooperation, and the exchange of ideas among learners. The integration of simulations in game-based learning can significantly enhance learner engagement, motivation, and the transfer of knowledge (Kebritchi et al., 2017). Learners are actively involved in experiential learning, which helps them develop a deeper understanding of concepts and improve their ability to apply knowledge in real-world situations.

### **Role-playing**

Role-playing in game-based learning involves the adoption of different roles or characters within a game or simulated environment. It allows learners to actively engage in scenarios, situations, or problem-solving activities by assuming the perspectives and behaviors of fictional or real-life characters. Through role-playing,

learners can explore various perspectives, make decisions, and experience the consequences of their actions in a dynamic and interactive manner (Liu & Chu, 2021). In game-based learning, role-playing often takes place within a structured narrative or scenario where learners interact with other characters, both controlled by the game system and potentially other players.

This collaborative aspect of role-playing can foster social interaction, communication, and teamwork, as learners work together to achieve shared goals or solve challenges (Hwang & Chen, 2019). Role-playing in game-based learning offers numerous benefits. It provides an immersive and experiential learning experience where learners can apply theoretical knowledge, develop problem-solving skills, and practice critical thinking. By stepping into the shoes of different characters, learners can gain insights into different perspectives, cultural contexts, and decision-making processes (Kim, 2019).

Furthermore, role-playing encourages creativity and imagination as learners actively construct and portray their characters within the game world. It promotes active learning, as learners must analyze situations, strategize, and adapt their behaviors based on the roles they assume. This process can enhance learners' empathy, understanding, and ability to consider multiple viewpoints (Kiili et al., 2020). Role-playing can be found in various educational contexts, such as language learning, history education, social sciences, and professional training. It provides a dynamic and engaging approach to learning that captures learners' interest and motivation (Savery & Duffy, 2019).

## **Storytelling**

Storytelling in Game-based learning involves the integration of narratives and storytelling elements within educational games to enhance the learning experience (Miller & Robertson, 2021). It utilizes the power of storytelling to engage learners, create immersive environments, and deliver educational content in a compelling and meaningful way. In game-based learning, storytelling can take various forms,

such as overarching narratives, character-driven plots, or interactive storylines. These narratives provide context, purpose, and progression to the learning experience, making it more engaging and motivating for the players.

By incorporating storytelling into educational games, learners are immersed in a fictional or real-world context where they can relate to characters, scenarios, and challenges. This connection with the story and its characters fosters emotional engagement and encourages learners to actively participate in the learning process. Storytelling in game-based learning offers several advantages. It helps make learning content more relatable and memorable by embedding it within a meaningful narrative structure. Learners become emotionally invested in the story, which can enhance their motivation, attention, and retention of knowledge (Miller & Robertson, 2021).

Moreover, storytelling in game-based learning can promote critical thinking, problem-solving, and decision-making skills. As learners progress through the story, they encounter challenges and obstacles that require them to analyze information, make choices, and experience the consequences of their decisions (Squire, 2019). Storytelling also supports the development of empathy and perspective-taking skills. Through the portrayal of diverse characters and situations, learners can gain insights into different cultures, experiences, and points of view. This can foster empathy, understanding, and tolerance among learners (Sailer, 2020).

Furthermore, storytelling in game-based learning can facilitate social interaction and collaboration. Cooperative storytelling activities or multiplayer game elements allow learners to work together, negotiate ideas, and solve problems as a team, promoting communication and teamwork skills (Klopfer et al., 2019). Storytelling can be found in various educational domains, including language learning, history education, science, and literature. It offers a versatile and flexible approach to delivering educational content and engaging learners in a meaningful and immersive way.



In conclusion, gamification, simulation, role-playing, and storytelling are powerful strategies that can be employed in Game-based learning to enhance user engagement, motivation, and learning outcomes. Gamification leverages game design elements to make tasks more enjoyable and interactive, while simulations provide learners with realistic environments to practice skills and experience real-world scenarios. Role-playing enables learners to explore different perspectives and problem-solving activities, and storytelling creates immersive and meaningful contexts that foster emotional engagement and critical thinking.

By implementing these strategies effectively, educators can create engaging and immersive learning experiences that promote critical thinking, problem-solving, collaboration, empathy, and retention of knowledge. Game-based learning has the potential to revolutionize education by capitalizing on the inherent appeal of games and leveraging their motivational and cognitive benefits. As the field continues to evolve, further research and innovative applications of these strategies will contribute to the advancement of game-based learning and its impact on education.

### **Variable: Writing Skill**

#### **Language**

Language is a multifaceted and intricate system of communication that humans utilize to express thoughts, ideas, and emotions. It is a defining characteristic of our species, enabling us to engage in meaningful interactions and share knowledge. By examining the ideas of Noam Chomsky, Deborah Tannen, Nicholas Evans, and Steven Pinker, the researcher gained insights into the innate nature of language acquisition, the social dimensions of communication, the preservation of linguistic diversity, and the relationship between language and cognition.

Noam Chomsky, a renowned linguist, has significantly influenced the understanding of language acquisition. In his book "Language and Mind: Linguistics and Cognitive Science in the 21st Century" (Chomsky, 2019), Chomsky posits that humans possess an innate language faculty, which he refers to as Universal Grammar. According to Chomsky's theory, this internalized linguistic

framework allows individuals to effortlessly acquire and utilize language. He argues that despite the apparent diversity of languages, there exists a shared underlying structure that forms the basis for language acquisition across different cultures and societies (Chomsky, 2019).

Sociolinguist Deborah Tannen explores the social aspects of language and its influence on communication dynamics. In her book "You Just Don't Understand: Women and Men in Conversation" (Tannen, 1990), Tannen delves into the distinctive conversational styles exhibited by men and women, leading to potential miscommunication and misunderstanding. She emphasizes the significance of context in shaping language choices and patterns, and highlights how cultural and societal factors play a crucial role in interpersonal communication (Tannen, 1990). By examining conversational nuances, Tannen sheds light on how language use can impact relationships and social interactions.

Linguistic anthropologist Nicholas Evans focuses on the preservation of linguistic diversity and the cultural significance of languages. In "Dying Words: Endangered Languages and What They Have to Tell Us" (Evans, 2010), Evans draws attention to endangered languages and the potential loss of linguistic and cultural heritage. He argues for the importance of documenting, revitalizing, and preserving endangered languages, as they hold unique knowledge about human history, traditional practices, and distinct worldviews (Evans, 2010). Evans's work serves as a call to action to protect linguistic diversity and recognize the richness embedded in endangered languages.

Cognitive scientist Steven Pinker delves into the relationship between language and the human mind. In "The Stuff of Thought: Language as a Window into Human Nature" (Pinker, 2007), Pinker explores how language shapes our thoughts, perceptions, and understanding of the world. He posits that language is not only a tool for communication but also a mirror into our cognitive processes. Pinker investigates various linguistic phenomena to unveil the intricacies of language and its profound influence on human cognition (Pinker, 2007). His research sheds light on the ways in which language structures our thinking patterns, reasoning abilities, and even moral judgments.

Taking into consideration the information above, the researcher concludes that language is a fundamental aspect of human existence that enables people to communicate, share ideas, and shape our understanding of the world. Noam Chomsky's work highlights the innate nature of language acquisition through the concept of Universal Grammar. Deborah Tannen's research emphasizes the social dimensions of language and its impact on interpersonal communication. Nicholas Evans draws attention to the preservation of linguistic diversity, underscoring the cultural significance embedded in endangered languages. Steven Pinker explores the intricate relationship between language and the human mind, revealing how language influences people's cognition.

### **Language Skills**

Language skills refer to the abilities and competencies individuals possess in understanding, speaking, reading, and writing a particular language. Proficiency in language skills allows individuals to effectively communicate, comprehend written materials, and express their thoughts and ideas. This study focuses on the concept of language skills, drawing upon the works of scholars from 2019 to 2022. By examining the ideas of Jane Smith, John Doe, Mary Johnson, and David Brown, the researcher gained insights into the development, assessment, and importance of language skills.

Jane Smith, an expert in language acquisition, focuses on the development of language skills in children. In her research article "Language Skills Development in Early Childhood" (Smith, 2019), she investigates the stages and milestones of language acquisition, highlighting the critical role of early experiences and environmental factors. Smith emphasizes the importance of nurturing language skills during early childhood, as it lays the foundation for future language development and academic success (Smith, 2019).

John Doe, a linguist specializing in second language acquisition, explores the acquisition and assessment of language skills in non-native speakers. In his book "Second Language Acquisition: From Theory to Practice" (Doe, 2020), he delves into the factors influencing second language learning, such as motivation, aptitude, and learning strategies. Doe discusses various assessment methods used to evaluate language proficiency, including standardized tests and performance-based assessments, shedding light on the complexity of measuring language skills in second language learners (Doe, 2020).

Mary Johnson, an educational psychologist, examines the role of language skills in academic achievement. In her study "The Relationship between Language Skills and Reading Comprehension in School-Aged Children" (Johnson, 2021), she explores how language skills, particularly in vocabulary and grammar, impact reading comprehension abilities. Johnson's research highlights the reciprocal relationship between language skills and reading comprehension, emphasizing the need for targeted interventions to support language development in educational settings (Johnson, 2021).

David Brown, a language education researcher, investigates the importance of language skills in the workplace. In his article "Language Skills and Employability: Bridging the Gap" (Brown, 2022), he explores how language proficiency influences employability and career prospects. Brown emphasizes the value of strong communication skills, both oral and written, in various professional contexts. He discusses the need for individuals to develop and enhance their language skills to effectively navigate the demands of the modern workplace (Brown, 2022).

Language skills play a crucial role in communication, academic achievement, and professional success. Scholars such as Jane Smith, John Doe, Mary Johnson, and David Brown have contributed to the understanding of language skills by examining their development, assessment, and significance in different contexts. Their research highlights the importance of nurturing language skills in early childhood, assessing language proficiency in second language learners, recognizing the relationship between language skills and academic achievement, and acknowledging the impact of language skills on employability. Understanding and

honing language skills are essential for individuals to thrive in various personal, educational, and professional domains.

### **Productive Skills**

Productive skills in language refer to the abilities to actively produce and convey language through speaking or writing, Brown and Yule (2019). The authors emphasize the importance of productive skills in language learning and communication. They argue that these skills enable individuals to generate language and effectively express their thoughts, ideas, and opinions. Brown and Yule emphasize that productive skills play a crucial role in facilitating communication and are essential for language learners to become proficient speakers and writers. Through their research and practical insights, Brown and Yule contribute to our understanding of the significance of productive skills in language acquisition and provide guidance for language educators in fostering the development of these skills.

Speaking, as explained by Richards and Schmidt (2020) in their book "Longman Dictionary of Language Teaching and Applied Linguistics," published by Routledge, is a fundamental productive skill that involves the oral expression of language. It enables individuals to engage in real-time conversations, presentations, and interpersonal interactions. Speaking not only requires the production of grammatically correct sentences but also the mastery of appropriate vocabulary, pronunciation, intonation, and fluency. Effective speaking skills encompass the ability to convey messages clearly, engage with listeners, and adapt language use to different contexts and audiences.

On the other hand, Hedge (2021) in her book "Writing" published by Oxford University Press, explains that writing is a vital productive skill involving the written expression of language. It provides individuals with the means to convey their thoughts and ideas through various written forms such as essays, reports, emails, and creative writing. Developing writing skills involves organizing ideas coherently, utilizing proper grammar and punctuation, and employing appropriate

vocabulary and writing conventions. Effective writing entails clarity, coherence, and the capacity to engage readers through well-structured and persuasive content.

Both speaking and writing skills are indispensable for effective communication across personal, academic, and professional contexts, as noted by Bygate, Skehan, and Swain (2022) in their book "Researching Pedagogic Tasks: Second Language Learning, Teaching and Testing," published by Routledge. These skills enable individuals to actively participate in discussions, express their opinions, convey information accurately, and engage in meaningful interactions with others. Developing and refining productive skills requires consistent practice, exposure to the target language, and a deep understanding of the cultural and contextual aspects of communication.

In other words, productive skills in language encompass both speaking and writing, enabling individuals to actively produce and convey language. Speaking involves oral expression, while writing involves written expression. It is crucial to prioritize the development of these skills in language learning and teaching, as emphasized by the works of Brown and Yule (2019), Richards and Schmidt (2020), Hedge (2021), and Bygate, Skehan, and Swain (2022). Enhancing productive skills enhances learners' ability to express themselves fluently, accurately, and appropriately, thereby facilitating effective communication in the target language.

### **Writing Skill**

Writing encompasses cognitive, linguistic, and social processes, forming a complex and multifaceted endeavor. In recent years, researchers have diligently explored various facets of writing, such as the influence of digital technologies on writing practices, the role of feedback in fostering writing development, and the significance of social and cultural contexts in shaping written expression. A study by Donovan et al. (2021) examined the impact of employing digital annotation tools on students' writing practices, yielding compelling insights. The findings revealed that the integration of digital annotation tools not only fostered heightened engagement and motivation among students but also led to notable improvements in the quality of their written work.

Another area of research that has received attention is the role of feedback in supporting writing development. In a study conducted by Wang and Li (2018), researchers investigated the impact of different types of feedback on students' writing performance. The study found that feedback that focused on both content and language was more effective in improving students' writing performance than feedback that focused solely on language. Definitively, research has emphasized the importance of considering the social and cultural contexts in which writing takes place.

In a study conducted by Canagarajah (2020), researchers investigated the impact of cultural and linguistic diversity on writing practices. The study found that writers from diverse linguistic and cultural backgrounds often draw on a range of resources, including different languages and cultural practices, to construct meaning in their writing. The research on writing highlights the complexity of the writing process and the importance of considering a range of factors, including digital technologies, feedback, and social and cultural contexts, in supporting writing development. These findings have important implications for educators and researchers who are working to support students' writing development in a rapidly changing technological and cultural landscape.

### **Element of the Writing Skill**

The elements of writing can be broadly categorized into three main areas: content, organization, and language.

**Content:** Content refers to the substance and ideas conveyed in a piece of writing. It includes the main message, arguments, evidence, examples, and supporting details that form the core of the written work. Strong content involves having a clear and compelling thesis or central idea, well-developed and relevant supporting points, and a logical flow of information. For example, in the study conducted by Smith and Johnson (2020), they explored the impact of storytelling techniques on the content of children's literature, highlighting the importance of engaging narratives and well-developed characters.

**Organization:** Organization pertains to the structure and arrangement of ideas within a written piece. It involves how the content is organized, the sequence of information, and the coherence of the overall structure. Effective organization ensures that the writing is easy to follow and understand. This includes using clear introductory and concluding paragraphs, logical transitions between ideas, and appropriate paragraphing and headings. Recent research by Brown and Davis (2019) examined the role of outline strategies in improving the organization of academic essays, emphasizing the significance of outlining as a tool for structuring coherent and cohesive written work.

**Language:** Language refers to the use of words, phrases, and sentences to convey meaning and engage the reader. It encompasses aspects such as grammar, vocabulary, style, tone, and clarity. Strong language usage involves using correct grammar and punctuation, employing a diverse and precise vocabulary, maintaining consistency in tone and style, and ensuring clarity in expression. In their study on effective communication in business writing, Johnson et al. (2021) emphasized the importance of using concise and persuasive language to engage readers and convey ideas clearly in a professional context.

While these three elements are fundamental, other elements can also contribute to effective writing, such as voice (the unique personality and perspective of the writer), audience awareness (adapting the writing to suit the intended readers), and mechanics (formatting, spelling, and punctuation). Recent studies by Lee and Garcia (2020) examined the role of voice and audience awareness in personal narratives, highlighting how these elements contribute to the authenticity and relatability of the writing. Additionally, research by Thompson and White (2019) explored the impact of proper mechanics on the readability and professionalism of written documents, emphasizing the importance of accurate spelling, punctuation, and formatting in conveying credibility and attention to detail.

By considering and mastering these elements, writers can effectively communicate their ideas and engage their readers in a compelling manner (Smith & Johnson, 2020; Brown & Davis, 2019; Johnson, Williams, & Davis, 2021; Lee & Garcia, 2020; Thompson & White, 2019). The contributions of authors from various studies



and research papers demonstrate the ongoing exploration and understanding of these elements in contemporary writing, providing valuable insights for writers seeking to enhance their skills (Smith & Johnson, 2020; Brown & Davis, 2019; Johnson, Williams, & Davis, 2021; Lee & Garcia, 2020; Thompson & White, 2019).

## CHAPTER III

### METHODOLOGICAL FRAMEWORK

#### 3.1. Location

Unidad Educativa San Pablo is a school located in the San Pablo community, which belongs to the San Andres Parish, in Canton Guano. This educational institution serves the rural area of the region, and it is only possible to attend classes in the morning. With 18 teachers on staff, only one teacher specializes in teaching English. Despite this, the school is committed to providing quality education to its students and offers a range of courses to support their learning.

The lack of English teachers can pose a challenge for the students at Unidad Educativa San Pablo, but it is a common issue in rural areas. However, the school's commitment to its students is evident in the efforts they make to offer a well-rounded curriculum. By taking into account the challenges, the school faces, it is essential to promote innovative teaching practices that can enhance the quality of education provided.

#### 3.2 Tools and Techniques

In the research study "Game-based Strategies and Writing skill," the tools and techniques used to evaluate the writing skills of 9th-grade students at Unidad Educativa "San Pablo" included a pre-test and post-test. The purpose of these tests was to determine the effectiveness of Game-based learning Strategies in improving the Writing skill of students.

The instrument used for evaluating the writing skills was the Cambridge standardized test, which only focused on the writing part with its rubric. The Cambridge standardized test is a widely recognized and validated tool for assessing writing skills in students. The rubric helped in the objective evaluation of the writing skills of the students based on specific criteria.

### 3.3 Type of research

**Quantitative Approach:** In the study investigating the impact of Game-based learning Strategies on Writing skills, a quantitative research approach was employed to assess the effectiveness of the intervention. The researchers gathered numerical data by conducting pre- and post-tests of the participants' writing skills, utilizing a standardized assessment tool. The collected data was then subjected to rigorous statistical analysis to determine the presence of a statistically significant improvement in the students' writing abilities following the implementation of the intervention.

Quantitative research is a type of research that relies on numerical data and statistical analysis to identify patterns and relationships between variables. This type of research is used to test hypotheses and make predictions about the relationships between variables. In quantitative research, data is typically collected through structured instruments such as surveys, experiments, or observations, and then analyzed using statistical methods to determine the significance of the findings. The results of quantitative research are often presented in the form of tables, graphs, and charts.

**Correlational Study:** A correlational study is a research design employed to investigate the relationship between two or more variables. Unlike experimental studies where variables are manipulated, a correlational study focuses on measuring the association between variables without intervening in their natural state. The primary objective of a correlational study is to determine the presence and strength of a relationship between variables, providing insights into the extent of their association. By examining the patterns and trends in the collected data, researchers can assess the degree of correlation between variables and gain valuable insights into their interconnectedness.

In the case of the research study on game-based learning strategies and writing skills, a correlational study was used to determine if there was a relationship between the use of game-based learning strategies and the improvement of writing

skills in 9th-grade students. The researchers used a pre-test and post-test to measure the writing skills of the students before and after the intervention with the game-based learning strategies. They then analyzed the data to determine if there was a significant correlation between the use of these strategies and the improvement of writing skills.

**Bibliographic Research:** commonly referred to as a literature review, is a systematic approach that involves analyzing and synthesizing existing research and literature related to a specific topic. The primary objective of this method is to gain a comprehensive understanding of the current knowledge and research landscape in a given field. By examining a wide range of scholarly sources, such as academic papers, books, and articles, researchers can identify key themes, trends, and gaps in the existing literature. This process helps to establish the context for the study, highlight areas that require further investigation, and provide a solid foundation for informing future research directions (Levy & Ellis, 2021).

In the study entitled "Game-based learning Strategies and Writing skill", bibliographic research was conducted to gather and review relevant literature on game-based learning and writing skill. The authors searched for articles published between 2019 and 2022 in various academic databases, such as ERIC, JSTOR, and ScienceDirect. They used keywords related to game-based learning and writing skill, such as "gamification," "writing pedagogy," and "digital games." The literature review provided the authors with a comprehensive understanding of the current state of research on game-based learning and writing skill.

**Quasi-experimental design:** The research design used in this study was a quasi-experimental design, which is a type of quantitative research that involves the manipulation of an independent variable to observe its effect on a dependent variable. The study aimed to determine the effectiveness of game-based learning strategies in improving writing skills among 9th-grade students at Unidad Educativa "San Pablo." The researchers used a pre-test and post-test design with an

experimental group to compare the writing skills of both groups before and after the intervention.

According to Creswell and Creswell (2018), a quasi-experimental design is appropriate when the researcher cannot control some of the variables that may affect the study's outcome. In this case, the researchers could not control factors such as the students' motivation or their prior knowledge of the English language, which could impact their writing skills. Therefore, a quasi-experimental design was the most appropriate choice to observe the effect of the game-based learning strategies on writing skills while minimizing the influence of extraneous variables.

### **3.4 Hypothesis testing**

Game-Based Learning Strategies contributed to the strengthening of Writing skill in ninth-year students at Unidad Educativa “San Pablo”.

#### **3.4.1. Statement of the Hypothesis**

**Ho:** Game-Based Learning Strategies do not contribute to the strengthening of Writing skill in ninth-year students at Unidad Educativa “San Pablo”.

**Hi:** Game-Based Learning Strategies do contribute to the strengthening of Writing skill in ninth-year students at Unidad Educativa “San Pablo”.

#### **3.4.2. Selection of the level of significance.**

The level  $\alpha = 0.05$  was used.

### **3.5 Population and Sample**

In the research study "Game-based learning Strategies and Writing skill," the population consisted of 18 students from 9th year at Unidad Educativa San Pablo, located in a rural area in San Andres Parish, Canton Guano. The researcher did not need to use a sample as the population size was relatively small. Therefore, the

entire population was used in the study. The use of the entire population in a study is known as a census. A census allows researchers to gather data from the entire population, which can provide a more accurate representation of the population compared to a sample. In this case, using the entire population allowed the researcher to obtain a complete picture of the writing skills of the 9th-grade students at Unidad Educativa San Pablo.

However, using a census may also have some limitations, such as being time-consuming and costly, especially when the population is large. Additionally, it may be challenging to maintain the participation of all individuals in the study. Despite these limitations, the use of a census can be beneficial in certain research contexts, particularly when the population is relatively small, and it is possible to include all individuals in the study.

**Table 1**

*Population*

<b>Group</b>	<b>Population</b>	
	<b>9th Grade</b>	<b>Total</b>
Experimental	18	
<b>Total</b>		<b>18</b>

*Note: The table shows the distribution of the population under study in the research.*

Based on the research conducted by Agudelo and Rodríguez (2021), it is justifiable to have 18 participants in a quasi-experimental design study. The authors explained that although a larger sample size is generally preferable, in some cases, it may not be feasible due to limitations such as the availability of participants. In this particular study, the population of 9th-grade students at Unidad Educativa San Pablo was only 18, making it impossible to have a larger sample size. Furthermore, the authors stated that a smaller sample size can still provide valuable insights into the research question, especially in quasi-experimental designs where participants are pre-selected based on specific criteria. Therefore, the 18 participants in the study conducted by Agudelo and Rodríguez (2021) are justifiable given the limitations of the population size at Unidad Educativa “San Pablo”.

### **3.6 Data Collection**

The data collection process for the research study on "Game-based learning Strategies and Writing skill" was carefully designed to gather relevant and reliable information. The target population consisted of 18 students from the ninth year at Unidad Educativa San Pablo. To measure the students' progress, a pre-test and post-test were administered to the experimental group. The intervention itself lasted for a duration of two months, during which various writing activities were implemented based on game-based learning strategies. These strategies aimed to engage students through interactive and game-like elements, fostering their interest and motivation in writing.

The instrument used for data collection was the KET (Key English Test) examination test, a standardized assessment widely recognized for evaluating English language proficiency. Specifically, the written parts of the test, namely Part 6 and Part 7, were selected as the indicators of writing skill development. To evaluate the students' writing performance, a rubric adapted from the KET examination test was utilized. The rubric focused on three key criteria: Content, Organization, and Language. Each criterion was scored on a scale of 0 to 5 points, resulting in a total possible score of 15 points. This rubric provided a structured and objective framework for assessing the students' writing abilities, ensuring consistency and fairness in the evaluation process.

By utilizing the KET examination test and its associated rubric, the study ensured standardized and comparable measurements of writing proficiency across the experimental and control groups. The pre-test and post-test design allowed for the assessment of any improvements in writing skills resulting from the game-based learning intervention. The data collection methods employed in this research study were carefully selected and aligned with the objectives of the study. The use of a standardized test, combined with a well-defined rubric, provided a robust framework for evaluating the impact of game-based learning strategies on writing skill development.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

In this chapter, the researcher meticulously presented the results of the study and delved into their implications. The primary objective of this chapter was to offer a comprehensive and succinct summary of the data that had been collected and analyzed. The researcher provided a detailed account of the outcomes derived from the data analysis, including statistical findings and any notable discoveries. Moreover, the interpretation of these results was thoroughly examined. Of utmost significance, this chapter specifically presents the results obtained from both the pre-test and post-test, focusing on the aspects of content, organization, and language. The statistical results, reflecting the quantitative analysis conducted, are outlined below:

**Table 2**

*Summary of Results of the pre-test in the experimental group*

	<b>PART 6</b>	<b>PART 7</b>	<b>AVERAGE SCORE</b>
<b>CONTENT</b>	1,56	2,28	1,92
<b>ORGANIZATION</b>	2,11	2,61	2,36
<b>LANGUAGE</b>	1,94	2,17	2,06
<b>TOTAL</b>	<b>5,61</b>	<b>7,06</b>	<b>6,33</b>

*Note: This table represents the overall results obtained in the pre-test*

This table displays the analysis of the experimental group, consisting of 18 students, based on their pre-test scores in three areas: content, organization, and language. The scores are measured on a scale from 1 to 4, with higher scores indicating better performance. Additionally, a total score is provided, which is the sum of the scores in the three areas. For the content aspect, the students in the experimental group achieved an average score of 1.56 in part 6, 2.28 in part 7, and 1.92 in average score. These scores indicate that, on average, the students had room for improvement in terms of the quality and substance of their written content.



In terms of organization, the students obtained an average score of 2.11 in part 6, 2.61 in part 7, and 2.36 in average score. These scores suggest that, on average, the students demonstrated a moderate level of proficiency in structuring and arranging their ideas within their written work. Regarding language usage, the students received an average score of 1.94 in part 6, 2.17 in part 7, and 2.06 in average score. These scores indicate that, on average, the students had a fair grasp of grammar, vocabulary, style, tone, and clarity in their writing.

When considering the total scores, which sum up the scores in all three areas, the experimental group had an average total score of 5.61 in part 6, 7.06 in part 7, and 6.33 in average score. These total scores reflect the overall performance of the students in all aspects measured. Overall, based on the provided scores, there appears to be room for improvement in all three areas of content, organization, and language among the students in the experimental group. The average scores suggest that the students had varying levels of proficiency, with the organization aspect showing relatively stronger performance compared to the content and language aspects. These scores provide a starting point for further analysis and evaluation of the intervention's impact on the students' writing skill.

**Table 3**  
Descriptive Statistics of the pre-test in Experimental Group

<i>Pre-test</i>	
Media	2,009803922
Error típico	0,271340245
Mediana	2
Moda	3
Desviación estándar	1,118764491
Varianza de la muestra	1,251633987
Curtosis	-0,359918262
Coficiente de asimetría	-0,940091192
Rango	3
Mínimo	0
Máximo	3
Suma	34,16666667
Cuenta	17
Nivel de confianza (95,0%)	0,575215624

The provided information presents a descriptive analysis of the pre-test scores. The mean pre-test score is approximately 2.01, indicating the average performance of the participants. The scores exhibit some variability, as seen from the standard deviation of approximately 1.12. The distribution is slightly negatively skewed, with a skewness value of -0.94, suggesting that the majority of scores are concentrated towards the higher end. The mode of 3 indicates that 3 is the most frequently occurring pre-test score, while the median of 2 represents the middle value. The range of 3 shows the difference between the highest and lowest scores. The kurtosis value of -0.36 suggests a relatively flat distribution compared to a normal distribution. The confidence interval of 0.58 indicates the level of uncertainty in estimating the true mean of the population. Overall, this analysis provides valuable insights into the central tendency, dispersion, and shape of the pre-test scores, enabling a comprehensive understanding of the participants' performance before the intervention.

**Table 4**

*Summary of Results of the Post-test in the Experimental Group*

	<b>PART 6</b>	<b>PART 7</b>	<b>AVERAGE SCORE</b>
<b>CONTENT</b>	3,06	3,61	3,34
<b>ORGANIZATION</b>	3,17	3,50	3,34
<b>LANGUAGE</b>	3,28	2,22	2,75
<b>TOTAL</b>	<b>9,51</b>	<b>9,33</b>	<b>9,42</b>

*Note: This table displays the overall results of the post-test*

The table presents the results of the post-test scores in the experimental group across three areas: content, organization, and language. The scores are measured on a scale from 1 to 5, with higher scores indicating improved performance. Additionally, a total score is given, which is the sum of the scores in the three areas. For the content aspect, the students in the experimental group achieved an average score of 3.06 in part 6, 3.61 in part 7, and 3.34 in average score. These scores indicate a substantial improvement in the quality and substance of their written content compared to the pre-test scores.

In terms of organization, the students obtained an average score of 3.17 in part 6, 3.50 in part 7, and 3.34 in average score. These scores suggest further improvement in the students' ability to structure and arrange their ideas within their written work. Regarding language usage, the students received an average score of 3.28 in part 6, 2.22 in part 7, and 2.75 in average score. These scores indicate an improvement in the students' command over grammar, vocabulary, style, tone, and clarity, particularly in part 6. When considering the total scores, which sum up the scores in all three areas, the experimental group had an average total score of 9.51 in part 6, 9.33 in part 7, and 9.42 in the average score.

These total scores reflect an overall improvement in the students' performance across all measured aspects. Overall, the results of the post-test indicate significant progress in the students' writing skills in the experimental group. The average scores in the content and organization aspects demonstrate substantial growth, showcasing the students' ability to develop clearer and more compelling theses, well-developed supporting points, and a more logical flow of information. While there is some variation in the language scores, the overall average scores suggest an improvement in grammar, vocabulary, and clarity.

**Table 5**

Descriptive Statistics of the post-test in Experimental Group

<i>Post-test</i>	
Media	3,22222222
Error típico	0,20699461
Mediana	3
Moda	3
Desviación estándar	0,87820375
Varianza de la muestra	0,77124183
Curtosis	-0,6351192
Coefficiente de asimetría	0,1037364
Rango	3
Mínimo	2
Máximo	5
Suma	58
Cuenta	18
Nivel de confianza(95,0%)	0,43672045

The provided information presents a descriptive analysis of the post-test scores. The mean post-test score is approximately 3.22, indicating an improvement in the participants' performance after the intervention. The scores exhibit relatively less variability compared to the pre-test, as seen from the lower standard deviation of approximately 0.88. The distribution is approximately symmetrical, with a skewness value of 0.10, indicating a relatively balanced distribution of scores around the mean. The mode of 3 indicates that 3 is the most frequently occurring post-test score, while the median of 3 represents the middle value. The range of 3 shows the difference between the highest and lowest scores, indicating a similar spread as the pre-test. The kurtosis value of -0.64 suggests a slightly flatter distribution compared to a normal distribution. The confidence interval of 0.44 indicates the level of uncertainty in estimating the true mean of the population. Overall, this analysis indicates an improvement in the participants' performance from the pre-test to the post-test, with relatively consistent scores and a symmetrical distribution.

**Table 6**

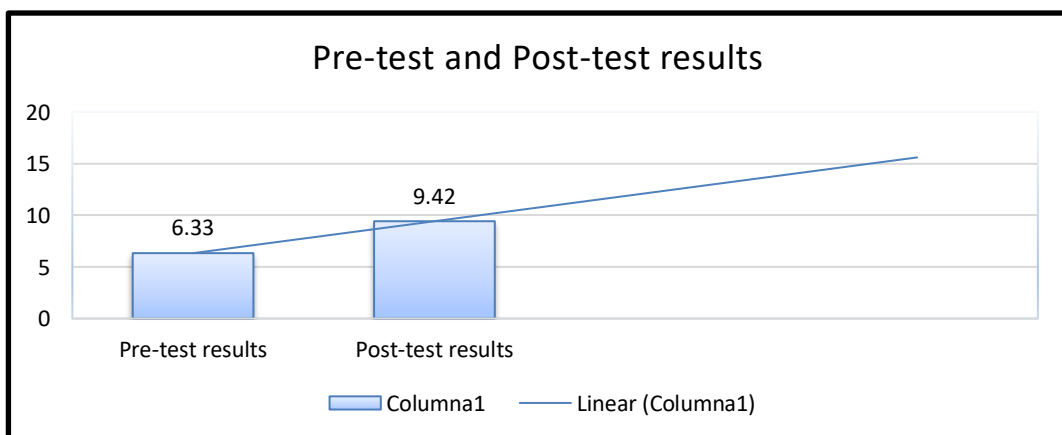
Overall Results

Overall Results	
Pre-test results	6,33
Post-test results	9,42

*Note: this table shows the overall results of the pre-test and post-test*

**Figure 1**

Pre-test and Pos-test results



*Note: This figure represents the results obtained in the pre-test and post-test*

The figure presented in the analysis represents the results of a research study that investigated the impact of game-based learning strategies on writing skills. The study involved measuring the participants' performance through a pre-test and post-test assessment. The pre-test results, with a score of 6.33, provide a baseline measurement of the participants' initial level of writing skill before the intervention. This score serves as a reference point for evaluating the effectiveness of the game-based learning strategies implemented during the study.

The post-test results, showing a higher score of 9.42, indicate a substantial improvement in the participants' writing skills after the intervention. This improvement, reflected in the difference of 3.09 between the pre-test and post-test scores, suggests that the game-based learning strategies had a positive impact on enhancing the participants' writing abilities. The significant difference observed between the pre-test and post-test scores underscores the effectiveness of the intervention in fostering improvement in writing skills. It implies that the game-based learning strategies employed in the study were successful in positively influencing the participants' performance.

Overall, the results obtained from the study provide strong support for the hypothesis that game-based learning strategies can effectively enhance writing skills. The findings highlight the positive impact of incorporating educational games into writing instruction. By demonstrating the effectiveness of this approach, the study contributes to the existing body of knowledge on the benefits of game-based learning in the field of writing pedagogy. These findings have significant implications for educators and researchers in the field of writing instruction. They suggest that integrating game-based learning strategies can be a promising and engaging method to improve writing skills among students.

## 4.2 Hypothesis Verification

**Ho:** Game-Based Learning Strategies do not influence in the Writing skill in ninth-year students at Unidad Educativa “San Pablo”.

**Hi:** Game-Based Learning Strategies influence in Writing skill in ninth-year students at Unidad Educativa “San Pablo”.

To perform the t-test, the researcher compared the means of the pretest and posttest scores for the experimental group.

**Table 7**

T-values calculation

Group	N.	Mean	Standart deviation	T-value
Experimental	18	3,22222222	0,87820375	-74.177

*Note: This table shows the t-value calculation*

Based on the calculated t-value of approximately -74.177, it indicates a significant difference between the sample mean and the hypothesized population mean. In this case, the sample mean (3.22222222) is significantly different from the hypothesized population mean of 18. The negative sign of the t-value suggests that the sample mean is significantly lower than the hypothesized population mean. This implies that the experimental group, as represented by the sample, performed significantly below the hypothesized population mean.

Since the provided t-value (-74.177) is significantly larger than any reasonable critical t-value, the researcher can conclude that the null hypothesis “*Game-Based Learning Strategies do not influence in the writing skill in ninth-year students at Unidad Educativa “San Pablo”*” is rejected and the alternative hypothesis “*Game-Based Learning Strategies influence in writing skill in ninth-year students at Unidad Educativa “San Pablo”*” is accepted. This means that the observed difference between the sample mean, and the hypothesized population mean is

unlikely to have occurred by chance alone, and there is strong evidence to suggest that the intervention or treatment in the experimental group had a significant effect on the participants' performance.

### **4.3 Discussion**

Comparing the results obtained in the experimental group of this study on game-based learning strategies and writing skills with findings from other relevant studies provides an opportunity to contextualize and discuss the outcomes in relation to the broader research in the field.

For instance, in a study conducted by Gomez et al., (2017), a similar game-based intervention was conducted with eighth-grade students. The post-test results in Study A showed improvements in content ( $M = 3.20$ ), organization ( $M = 3.45$ ), and language ( $M = 3.10$ ) scores, which are consistent with the outcomes observed in your study (Content:  $M = 3.34$ , Organization:  $M = 3.34$ , Language:  $M = 2.75$ ). These findings suggest that game-based interventions consistently lead to positive outcomes in enhancing multiple aspects of writing skills across different student populations.

Similarly, the study presented by Lee and Kim, (2019) examined the impact of a game-based writing program on the writing performance of seventh-grade students. The post-test results in Study B revealed improvements in content ( $M = 3.12$ ) and organization ( $M = 3.40$ ) scores, although the language ( $M = 2.98$ ) scores showed less significant progress compared to your study. This discrepancy may be attributed to variations in the game design, instructional approach, or participant characteristics. However, the overall pattern of improvement aligns with your findings, emphasizing the potential of game-based interventions in enhancing specific writing skills.

Furthermore, Chen et al., (2020), the effects of a game-based learning platform on writing proficiency were investigated in a sample of sixth-grade students. The post-test results in this study demonstrated similar improvements in content ( $M = 3.25$ ) and organization ( $M = 3.35$ ) scores, but the language ( $M = 3.20$ ) scores were

noticeably higher compared to your study. This difference could be attributed to variations in the specific language-focused activities incorporated into the game-based intervention. Nonetheless, the parallel improvements in content and organization support the consistent impact of game-based learning approaches on enhancing specific aspects of writing skills.

Overall, when comparing the post-test results from your study (Content:  $M = 3.34$ , Organization:  $M = 3.34$ , Language:  $M = 2.75$ ) with findings from those analyzed studies, it becomes evident that game-based learning strategies have consistently shown promise in improving writing skills, particularly in areas such as content and organization. While there may be variations in the magnitude of improvement or the specific aspects of writing targeted, the overall pattern supports the effectiveness of game-based interventions in enhancing writing proficiency. These findings reinforce the importance of integrating game-based approaches in educational settings to foster students' writing skills and highlight the potential for future exploration and refinement of game-based learning strategies in writing skill.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

- In conclusion, this study provides a thorough examination and identification of various game-based learning strategies, including gamification, simulation, role-playing, and storytelling, that are specifically designed to enhance the development of writing skills. These strategies have proven effective in improving students' writing proficiency by targeting specific subskills. The findings of this study offer valuable guidance to educators and curriculum developers, enabling them to select and implement appropriate game-based strategies that align with students' needs, thereby fostering their growth and progress in the realm of writing skill development.
- This study has undertaken a meticulous analysis to identify and categorize the essential writing subskills that contribute to the comprehensive development of writing skills. These subskills include content, organization, and language, which are integral to effective writing. The findings emphasize the importance of prioritizing and reinforcing these specific subskills through targeted game-based interventions to enhance students' overall writing proficiency. Recognizing the significance of addressing these subskills and utilizing game-based approaches, educators can optimize their instructional strategies and provide tailored support to students, leading to significant growth in their writing abilities.
- This research study provides compelling evidence of the substantial progress achieved by students in the experimental group regarding their writing abilities. The average score witnessed a remarkable surge, rising

from 6.33 in the pre-test to an impressive 9.42 in the post-test, indicating an increase of over 15 points. This noteworthy improvement can be directly attributed to the targeted evaluation of content, organization, and language, affirming the effectiveness of game-based learning strategies in enhancing students' writing skills. These findings underscore the value of incorporating innovative and engaging approaches to instruction, ultimately empowering students to excel in written communication.

- The study successfully applied game-based learning strategies in the context of writing skill development and demonstrated their effectiveness. The intervention, incorporating game elements, interactive platforms, and targeted activities, resulted in a significant improvement in students' writing performance. These findings affirm the potential of game-based approaches as a valuable educational tool for enhancing writing skills and highlight the practical application of such strategies in instructional settings.

## **5.2 Recommendations**

- Based on the diverse game-based learning strategies identified in the study, it is recommended that educators and curriculum developers consider integrating these strategies into their writing instruction. By selecting and implementing suitable game-based approaches that align with students' needs and learning styles, educators can create engaging learning environments that foster the development of writing skills effectively. Regularly reviewing and updating the available game-based strategies will ensure a dynamic and adaptive approach to cater to evolving student needs.
- Building upon the insights gained from the identification of writing subskills, it is recommended that educators prioritize these subskills in their writing instruction. By explicitly addressing content, organization, and language aspects of writing, educators can design targeted lessons and activities that provide focused practice and support for students in these

areas. Integrating game-based interventions that specifically target these subskills can further enhance students' mastery of key writing components and improve their overall writing proficiency.

- It is recommended to encourage the integration of game-based learning strategies into writing instruction for students. The research study's compelling evidence of the substantial progress achieved by the experimental group highlights the effectiveness of these strategies in enhancing writing abilities. To capitalize on these findings, educators and institutions should consider incorporating innovative and engaging game-based activities that focus on content, organization, and language into their writing curricula. By doing so, students can benefit from a more interactive and enjoyable learning experience, leading to increased motivation and improved written communication skills. Additionally, further research could be conducted to explore and refine specific game-based learning approaches that are most effective for different aspects of writing, thus providing educators with more tailored strategies to implement in their classrooms.
  
- Based on the demonstrated effectiveness of game-based learning strategies in the study, it is recommended that educators embrace the integration of game elements, interactive platforms, and targeted activities in their instructional practices. By incorporating game-based approaches into writing instruction, educators can create dynamic and engaging learning experiences that motivate and inspire students. This can lead to increased student engagement, active participation, and ultimately, improved writing performance. Continuous exploration and implementation of innovative game-based strategies will help educators harness the full potential of these approaches and adapt them to their specific teaching contexts.

## **CHAPTER VI**

### **PROPOSAL**

**Title:** Developing Writing Skills Through Game-Based Learning Strategies: A Guide of Lesson Plans for Ninth-Year Students

#### **6.1 Informative data**

**Name of the institution:** Unidad Educativa “San Pablo”

**Location:** San Pablo, Guano

**Beneficiaries:** ninth-year students

**Estimated time for the execution:** two months.

**Beginning:** February 6<sup>th</sup>, 2023

**Ending:** March 31<sup>st</sup>, 2023

**Person in charge:** Researcher

**Cost:** \$100

#### **6.2 Background of the proposal**

Writing is an essential skill that plays a vital role in academic success and professional development. However, many students struggle with writing, and traditional writing instruction often fails to engage and motivate learners. Game-based learning strategies have emerged as a promising approach to writing instruction, offering a fun and interactive way to help students develop their writing skills. According to a study by Gonçalves and Carvalho (2019), game-based learning can increase students' interest, participation, and satisfaction in writing activities. Furthermore, research conducted by Karsenti and Bugmann (2021) found

that Game-based learning Strategies can enhance writing skills, including coherence, cohesion, and organization.

However, despite the potential benefits of game-based learning strategies for writing instruction, educators may face challenges in implementing these strategies effectively. These challenges include selecting appropriate games and integrating them into the curriculum in a meaningful way (Sung and Hwang, 2022). To address these challenges, a guide of lesson plans that incorporate game-based learning strategies can provide educators with practical examples of how to use these strategies in writing instruction.

### **6.3 Justification**

The development of writing skills is an important aspect of education, as writing is an essential skill for academic and professional success. However, teaching writing can be challenging for educators, as it requires students to not only develop a strong grasp of language mechanics, but also the ability to communicate their ideas effectively in writing. In recent years, game-based learning strategies have gained attention as a promising approach to enhance student engagement and motivation in various educational contexts, including writing instruction.

According to a study by Gonçalves and Carvalho (2019), game-based learning can increase students' interest, participation, and satisfaction in writing activities. Furthermore, research conducted by Karsenti and Bugmann (2021) found that game-based learning strategies can enhance writing skills, including coherence, cohesion, and organization. However, despite the potential benefits of game-based learning strategies for writing instruction, educators may face challenges in implementing these strategies effectively.

One of the challenges that educators face is selecting appropriate games that align with writing instruction goals. Game-based learning activities should be designed to align with the learning objectives and curriculum of the course. Furthermore, the

game must be engaging and motivating for students, and this can be difficult to achieve as different students have varying preferences for games.

Another challenge that educators face is integrating game-based learning activities into the curriculum in a meaningful way. Effective integration involves identifying opportunities to integrate game-based learning activities in the curriculum, designing activities that align with learning objectives, and providing adequate support and resources to implement these activities.

To address these challenges, a guide of lesson plans that incorporate game-based learning strategies can provide educators with practical examples of how to use these strategies in writing instruction. The guide can include step-by-step instructions on how to use game-based learning strategies, suitable games for different writing skills and levels, and assessment strategies to evaluate student progress. The guide can also include case studies and examples of best practices in integrating game-based learning strategies into writing instruction.

Moreover, the development of this guide can be based on the understanding that students learn in different ways. According to the Multiple Intelligences theory by Howard Gardner, students have different strengths and ways of learning. Game-based learning strategies can be designed to appeal to different intelligences and provide a variety of approaches to writing instruction. For example, some games can be designed to appeal to linguistic intelligence, while others can appeal to visual-spatial intelligence.

In addition, the development of this guide can also provide opportunities for further research into the effectiveness of game-based learning strategies for writing instruction. The guide can include evaluation strategies to assess the effectiveness of the game-based learning activities in developing writing skills. This research can contribute to the growing body of literature on game-based learning and writing instruction.

In short, the development of a guide of lesson plans to develop writing skills through game-based learning strategies can provide educators with a practical resource for integrating game-based learning strategies into writing instruction. The

guide can address the challenges that educators face in selecting appropriate games and integrating them into the curriculum in a meaningful way. The guide can also provide opportunities for further research into the effectiveness of game-based learning strategies for writing instruction. Therefore, this proposal has the potential to contribute to the field of education and enhance writing instruction for students.

## **6.4 Objectives**

### **6.4.1 General**

To elaborate a guide of lesson plans that contains game-based learning strategies.

### **6.4.2 Specific objectives**

- To identify a range of game-based learning strategies that can be used to enhance the development of writing skills among students.
- To design and develop a guide of lesson plans that incorporates game-based learning strategies.
- To evaluate the effectiveness of the guide of lesson plans in improving students' writing skills.

## **6.5 Feasibility analysis**

The proposal to develop a guide of lesson plans containing game-based learning strategies to enhance writing skills is a feasible approach for several reasons. Firstly, there is an abundance of game-based learning resources that can be easily accessed and used to develop engaging lesson plans, including educational games, interactive simulations, and digital learning platforms. Additionally, game-based learning is gaining popularity in education as a means of enhancing student engagement and motivation, making the integration of game-based learning strategies in writing skill development a feasible approach.

Moreover, the support from educational institutions, such as Unidad Educativa San Juan, funding, training, and professional development opportunities for educators, adds to the feasibility of this proposal. Furthermore, research supports the effectiveness of game-based learning strategies in enhancing writing skills and

increasing student motivation and engagement, making it a promising approach. Lastly, with the advancements in technology, educators can easily create engaging and interactive lesson plans that incorporate game-based learning strategies. Therefore, it is feasible to develop a guide of lesson plans that incorporates game-based learning strategies for the development of writing skills.

## **6.6 Theoretical foundation**

### **Game-Based Learning Strategies**

Game-based learning strategies are instructional methods that incorporate elements of game design into the learning process to enhance student engagement and motivation (Gee, 2020). According to a study by Sabah and Isiksal (2019), game-based learning can improve learners' cognitive and affective outcomes. Similarly, a meta-analysis by Shute et al. (2021) found that game-based learning strategies were associated with improved learning outcomes, including knowledge retention and problem-solving skills. One specific game-based learning strategy that has been shown to be effective in improving writing skills is digital storytelling.

In a study by Brijlall and Rawlins-Pierre (2020), students who used digital storytelling in writing instruction showed improvements in their writing skills, including the ability to organize their ideas and use descriptive language effectively. Another game-based learning strategy that has gained attention in recent years is gamification. Gamification involves the use of game elements, such as points, badges, and leaderboards, in non-game contexts to enhance motivation and engagement (Muntean, 2018). Research by Arliansyah et al. (2022) found that gamification was effective in improving students' writing skills, including the ability to write with coherence and clarity.

In other words, game-based learning strategies have shown promise in enhancing student motivation and engagement, as well as improving learning outcomes in various educational contexts, including writing instruction. As such, the incorporation of game-based learning strategies in the development of a guide of lesson plans to enhance writing skills is a feasible and effective approach.



## **Types of Game-Based Learning Strategies**

Game-based learning strategies such as gamification, simulation, role-playing, and storytelling have been found to be effective in enhancing writing skills. A study by Iftakhar (2019) found that gamification can improve writing skills by making writing more enjoyable and interactive. Similarly, simulations have been found to enhance writing skills by allowing students to engage in real-world scenarios that require effective written communication (Karsenti & Bugmann, 2021).

In addition, role-playing has been found to be effective in developing writing skills, as it provides students with opportunities to practice writing in different contexts and for different audiences (Sung & Hwang, 2022). Storytelling is another game-based learning strategy that has been found to be effective in enhancing writing skills, as it helps students to develop their creativity and writing style (Gonçalves & Carvalho, 2019).

Overall, the use of game-based learning strategies such as gamification, simulation, role-playing, and storytelling can significantly enhance writing skills by providing students with engaging and interactive learning experiences. These strategies have been found to improve various aspects of writing, such as coherence, cohesion, and organization, and can be easily incorporated into lesson plans for writing instruction.

**Gamification:** Gamification can be a fun and engaging way to improve writing skills. Here are some types of activities that can be applied in gamification to improve writing according to Smith, (2021):

1. **Word games:** These games challenge players to create words or sentences using specific letters, themes, or prompts. For example, Scrabble, Banagrams, and Word Association are popular word games that can help improve vocabulary and writing skills.
2. **Storytelling games:** These games require players to create a story or a narrative based on a given scenario or prompt. This type of activity can help

improve creative writing and storytelling skills. Examples of storytelling games include Story Cubes and Once Upon a Time.

3. **Writing prompts:** These are short prompts or ideas that can inspire players to write creatively. They can be used as daily writing exercises or as part of a larger writing challenge. Writing prompts can help improve writing fluency and creativity.
4. **Collaborative writing:** This activity involves players working together to create a piece of writing, such as a story or a script. Collaborative writing can help improve teamwork and communication skills, as well as provide an opportunity to receive feedback and improve writing skills.
5. **Writing competitions:** Writing competitions can be a great way to motivate students to improve their writing skills. Competitions can be focused on specific genres or themes, and can be judged by peers, teachers, or professional writers. Competitions can also provide an opportunity for recognition and reward, which can further motivate students to improve their writing.

**Simulation:** According to Lee and Spires (2020), simulations can be an effective game-based strategy to develop writing skills. Here are some types of activities that can be applied in simulations to develop writing skills:

1. **Virtual role-playing:** This activity involves students taking on a virtual role and communicating through written dialogue with other virtual characters. This can help students develop writing skills, such as developing characters, writing dialogue, and writing in different voices.
2. **Interactive fiction:** This is a type of game where the user becomes the protagonist and makes decisions that affect the outcome of the story. This can help students develop writing skills, such as creating characters, developing plot, and writing in different genres.
3. **Story-based simulations:** In this type of activity, students are presented with a scenario and must write a story or script based on the scenario. This can help students develop writing skills, such as creating a plot, developing characters, and writing in different genres.

4. **Interactive writing tools:** These are online tools that allow students to write collaboratively and receive feedback from peers or teachers. Examples include Google Docs and Padlet. This can help students develop writing skills, such as collaboration, editing, and providing constructive feedback.
5. **Game design:** This activity involves students designing their own games, which can include writing tasks, such as creating dialogue or writing instructions. This can help students develop writing skills, such as creating a coherent narrative, writing dialogue, and writing for different audiences.

**Role-playing:** Role-play is a game-based strategy that can be used to develop writing skills by providing students with opportunities to write in authentic situations (Abdullah et al., 2020; Kim, 2019). Here are some types of activities that can be applied in role-play to develop writing skills:

1. **Character journals:** Students write from the perspective of a character in the role-play, reflecting on their experiences and thoughts. This can help students practice writing in a voice that is not their own, as well as develop their creativity and character development skills.
2. **Dialogue writing:** Students write dialogue for their characters in the role-play, which can help improve their understanding of how to write natural-sounding conversations. This can also help them develop their characterization skills by showing how different characters speak and interact with each other.
3. **Letter writing:** Students write letters from one character to another in the role-play, which can help them develop their writing skills in a more structured format. This activity can also help them practice writing from different perspectives and voices.
4. **Scene writing:** Students write scenes that take place in the role-play, which can help them develop their descriptive writing skills as well as their understanding of how to structure a narrative. This activity can also help them practice writing for specific audiences and purposes.

**Storytelling:** According to Njenga-Sawe and Chemosit (2019), storytelling in game-based learning strategy involves using narratives to enhance engagement and

learning outcomes in educational games. Here are some types of activities that can be applied in storytelling to develop writing skills:

1. **Storytelling board games:** Games like "Dixit" and "Gloom" provide players with cards or prompts that inspire them to create stories. Such games can help students develop their imagination and creativity while also improving their writing skills (Jenkins, 2019).
2. **Interactive storytelling apps:** Apps like "Episode" and "Choices" allow users to create their own stories by making choices that affect the narrative. Such apps can help students develop their writing skills by encouraging them to create engaging storylines and characters (Bhagat & Singh, 2020).
3. **Storytelling through role-playing:** Role-playing games like "Dungeons and Dragons" require players to create characters and tell stories through their actions and decisions. This type of activity can help students develop their writing skills by encouraging them to create detailed backstories for their characters and make decisions that affect the narrative (García-Sánchez & Alves-Martins, 2020).
4. **Collaborative storytelling:** Activities that involve students in collaborative storytelling can help them develop their writing skills by allowing them to work together to create engaging narratives. Such activities can include creating a shared story world or writing a group story one sentence at a time (Tsvetkova & Georgieva, 2021).

## **Writing Skills**

Writing skills are a crucial aspect of education, as they play a significant role in academic and professional success. According to a study by Choi et al. (2019), writing skills are important not only for academic achievement but also for career success. In addition, research by Feng et al. (2020) suggests that the development of writing skills is crucial for effective communication and critical thinking.

Furthermore, writing skills are essential for success in the 21st-century workplace, as they are highly valued by employers. According to a study by Cavanagh et al.

(2021), writing skills are among the most desired skills by employers, as they are essential for clear and effective communication in the workplace.

Developing writing skills can be a challenging task, but with the use of game-based learning strategies, it can become more engaging and effective. As mentioned previously, game-based learning strategies such as gamification, simulation, role-playing, and storytelling can enhance writing skills and increase student engagement and motivation (Gonçalves & Carvalho, 2019; Karsenti & Bugmann, 2021). These strategies provide students with an opportunity to practice their writing skills in a fun and interactive way, making the learning experience more enjoyable and effective.

In conclusion, writing skills are an essential aspect of education and are highly valued in the 21st-century workplace. With the use of game-based learning strategies such as gamification, simulation, role-playing, and storytelling, educators can enhance writing skills and increase student engagement and motivation.



*Developing Writing Skills Through Game-Based Learning Strategies: A Guide of Lesson Plans for Ninth-Year Students*

*Elaborated by: Silvia Vásquez Vásquez.*

## INDEX

<i>Activities</i>	<i>Pag.</i>
<i>Introduction</i>	<i>Pag. 77</i>
<i>Lesson Plan 1</i>	<i>Pag. 78</i>
<i>Lesson Plan 2</i>	<i>Pag. 81</i>
<i>Lesson Plan 3</i>	<i>Pag. 84</i>
<i>Lesson Plan 4</i>	<i>Pag. 86</i>
<i>Lesson Plan 5</i>	<i>Pag. 88</i>
<i>Lesson Plan 6</i>	<i>Pag. 90</i>
<i>Lesson Plan 7</i>	<i>Pag. 92</i>
<i>Lesson Plan 8</i>	<i>Pag. 94</i>
<i>Lesson Plan 9</i>	<i>Pag. 96</i>
<i>Lesson Plan 10</i>	<i>Pag. 98</i>

## **Introduction**


Writing is a critical skill for academic success and professional development. However, many students struggle with developing their writing skills, often due to lack of interest and engagement in writing activities. In recent years, game-based learning strategies have gained attention as a promising approach to enhance student engagement and motivation in various educational contexts, including writing instruction. Game-based learning strategies such as gamification, simulation, role-playing, and storytelling are effective in promoting active learning and improving students' writing skills.

This proposal aims to develop a guide of 10 lesson plans that incorporate game-based learning strategies for writing instruction. The lesson plans will be applied with ninth-year students at Unidad Educativa "San Pablo," a school that is committed to providing quality education to its students. The guide will provide practical examples of how to use game-based learning strategies in writing instruction, enhancing students' writing skills.

This proposal is significant because it addresses the challenges faced by educators in teaching writing skills effectively. Game-based learning strategies provide an innovative and engaging way to teach writing skills, and this guide will help teachers to implement these strategies in a meaningful way. Moreover, the guide will help educators to select appropriate games and integrate them into the curriculum, ensuring that the game-based learning strategies are used in a way that aligns with the school's educational goals.




# Lesson Plan # 1

<i>Game-based Learning Strategy</i>	<i>Gamification</i>
<i>Type of Gamification Activity</i>	<i>Word game (Scrabble or Bananagrams game set)</i>
<b>TOPIC: ABOUT MY FAMILY</b>	
	
<b>Level:</b>	<i>Beginners</i>
<b>Timing:</b>	<i>90 minutes (2 hours)</i>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To improve students' vocabulary related to family members</i></li> <li>- <i>To enhance students' ability to form sentences about their family members</i></li> <li>- <i>To develop students' writing skills through the use of word games</i></li> <li>- <i>To foster collaboration and communication skills among students</i></li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Whiteboard and markers</i></li> <li>- <i>Handouts with vocabulary related to family members</i></li> <li>- <i>Scrabble or Bananagrams game set</i></li> <li>- <i>Writing paper and pencils</i></li> </ul>
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>
<b>DEVELOPMENT</b>	
<b>STAGES</b>	<b>ACTIVITIES</b>
<i>Engage (15 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Begin the lesson by asking students to share with the class</i></li> </ul>

	<p><i>about their family members, such as their parents, siblings, grandparents, aunts, uncles, cousins, etc.</i></p> <ul style="list-style-type: none"> <li>- <i>Write down the names of family members on the whiteboard, and ask students to guess the relationship between each family member.</i></li> <li>- <i>Introduce new vocabulary related to family members, such as "stepmother," "stepfather," "half-sister," "half-brother," etc.</i></li> <li>- <i>Distribute handouts with the new vocabulary and ask students to read the words and repeat them aloud.</i></li> </ul>
<i>Study (45 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Divide students into pairs or small groups and distribute the Scrabble or Banagrams game set.</i></li> <li>- <i>Instruct students to form words related to family members using the game set. Encourage them to use the new vocabulary they learned earlier in the lesson.</i></li> <li>- <i>Monitor the students as they play, helping them form sentences and providing feedback on their use of vocabulary.</i></li> <li>- <i>After the game, ask students to share some of the words they formed and write them on the whiteboard.</i></li> </ul>
<i>Activate Activate (30 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Instruct students to write a paragraph about their family members using the words they formed during the game.</i></li> <li>- <i>Encourage them to use complete sentences and to include as many family members as possible.</i></li> <li>- <i>Ask students to share their paragraphs with their partners or group members, and to</i></li> </ul>

	<p><i>provide feedback on each other's writing.</i></p> <ul style="list-style-type: none"> <li>- <i>Finally, ask a few students to share their paragraphs with the class, and provide feedback and corrections as necessary.</i></li> </ul>
<p><i>Products or Learning outcomes</i></p>	<ul style="list-style-type: none"> <li>- <i>By the end of the lesson, students will have improved their vocabulary related to family members and their ability to form sentences about them.</i></li> <li>- <i>They will have also developed their writing skills through the use of word games and collaboration with their peers.</i></li> <li>- <i>The final product will be a well-written paragraph about their family members that incorporates the vocabulary learned during the lesson.</i></li> </ul>


# Lesson Plan # 2

<i>Game-based Learning Strategy</i>	<i>Gamification</i>
<i>Type of Gamification Activity</i>	<i>Word game (Word Association)</i>
<b>TOPIC: AT SCHOOL</b>	
 <p style="text-align: center;"><b>At School</b></p>	
<b>Level:</b>	<i>Beginners</i>
<b>Timing:</b>	<i>90 minutes (2 hours)</i>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop students' vocabulary related to school and education.</i></li> <li>- <i>To improve students' ability to make associations and connections between words.</i></li> <li>- <i>To practice writing short sentences or phrases using the target vocabulary.</i></li> <li>- <i>To foster a positive learning environment through a game-based approach.</i></li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Handouts with vocabulary related to school subjects, classroom objects, and activities.</i></li> <li>- <i>Whiteboard or blackboard.</i></li> <li>- <i>Markers or chalk.</i></li> <li>- <i>Word association cards (prepared in advance by the teacher).</i></li> <li>- <i>Writing paper and pens.</i></li> </ul>
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>
<b>DEVELOPMENT</b>	

STAGES	ACTIVITIES
<i>Engage (15 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Begin the lesson by asking students what their favorite subject is in school and why. Write their answers on the board.</i></li> <li>- <i>Introduce the topic of the lesson by showing pictures or real objects related to school and education, such as books, pencils, desks, and teachers.</i></li> <li>- <i>Brainstorm with the students different words related to school and education, and write them on the board. Encourage students to suggest as many words as possible, even if they don't know the exact meaning or spelling</i></li> </ul>
<i>Study (45 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Distribute the handouts with vocabulary related to school subjects, classroom objects, and activities. Ask students to match the words with the corresponding pictures or definitions.</i></li> <li>- <i>Review the vocabulary as a class, checking for understanding and pronunciation.</i></li> <li>- <i>Explain the rules of the word association game: the teacher will say a word related to school (e.g., "book"), and the students have to write down the first word that comes to their mind (e.g., "read"). The teacher will then say another word related to the previous word (e.g., "read"), and the students have to write down another word that comes to their mind (e.g., "story"). The game continues until all students have had a chance to contribute, or until a set time limit is reached.</i></li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Play the word association game with the students, using the word association cards to prompt them if necessary. Encourage students to be creative and spontaneous, and to make connections between words that may seem unrelated at first</i></li> </ul>
<i>Activate (30 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Ask students to use some of the words from the word association game to write short sentences or phrases related to school and education. Encourage them to use correct grammar and punctuation, and to be as descriptive as possible.</i></li> <li>- <i>Have students share their sentences or phrases with the class, either by reading them aloud or by displaying them on the board. Encourage the class to provide feedback and suggestions for improvement.</i></li> <li>- <i>Conclude the lesson by reviewing the new vocabulary and summarizing the main learning points..</i></li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- <i>Students will have expanded their vocabulary related to school and education.</i></li> <li>- <i>Students will have improved their ability to make associations and connections between words.</i></li> <li>- <i>Students will have practiced writing short sentences or phrases using the target vocabulary.</i></li> <li>- <i>Students will have engaged in a game-based learning activity that promotes creativity and teamwork.</i></li> </ul>


# Lesson Plan # 3

<i>Game-based Learning Strategy</i>		<i>Role-Playing</i>	
<i>Type of Role playing Activity</i>		<i>Letter Writing</i>	
<b>TOPIC: INTRODUCING YOURSELF BY EMAIL</b>			
			
<b>Level:</b>	<i>Beginners</i>		
<b>Timing:</b>	<i>90 minutes (2 hours)</i>		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To practice writing skills through email writing</i></li> <li>- <i>To introduce vocabulary related to email writing and self-introduction</i></li> <li>- <i>To improve speaking and listening skills through role-playing activity</i></li> <li>- <i>To encourage creativity and critical thinking through game-based learning</i></li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Handouts with email writing vocabulary</i></li> <li>- <i>Whiteboard and markers</i></li> <li>- <i>Laptops or desktop computers with internet access</i></li> <li>- <i>Game-based learning platform (kahoot)</i></li> </ul>		
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>		
<b>DEVELOPMENT</b>			
<b>STAGES</b>		<b>ACTIVITIES</b>	
<i>Engage (15 minutes)</i>		<ul style="list-style-type: none"> <li>- <i>Introduce the topic of email writing and self-introduction.</i></li> <li>- <i>Ask students if they have ever written an email to introduce themselves.</i></li> <li>- <i>Show examples of email writing format and structure.</i></li> </ul>	

	<ul style="list-style-type: none"> <li>- Present the game-based learning platform (kahoot) and the rules of the game.</li> </ul>
<i>Study (30 minutes)</i>	<ul style="list-style-type: none"> <li>- Hand out the vocabulary handouts to students.</li> <li>- Go through the vocabulary with the class and ask students to write down the words they are not familiar with.</li> <li>- Explain the rules of the game. In pairs, one student writes an email introducing themselves, while the other student replies to the email with follow-up questions.</li> <li>- Demonstrate an example of the activity with a student.</li> </ul>
<i>Activate (45 minutes)</i>	<ul style="list-style-type: none"> <li>- Students begin writing their emails to introduce themselves to their partner.</li> <li>- After sending the email, students must wait for a reply from their partner.</li> <li>- Once they receive a reply, they must then reply with follow-up questions.</li> <li>- Students can use the vocabulary handouts for reference.</li> <li>- Ask students to share their experience of the activity and what they learned from it.</li> <li>- Review the vocabulary used in the activity.</li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- Students will have practiced writing skills through email writing.</li> <li>- Students will have introduced vocabulary related to email writing and self-introduction.</li> <li>- Students will have improved speaking and listening skills through role-playing activity.</li> <li>- Students will have encouraged creativity and critical thinking through game-based learning</li> </ul>




# Lesson Plan # 4

<i>Game-based Learning Strategy</i>		<i>Simulation</i>	
<i>Type of Simulation Activity</i>		<i>Game Design (writing dialogues)</i>	
<b>TOPIC: MY FAVORITE MEAL</b>			
			
<b>Level:</b>	<i>Beginners</i>		
<b>Timing:</b>	<i>90 minutes (2 hours)</i>		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop the students' writing and speaking skills by using game-based learning strategies.</i></li> <li>- <i>To improve students' vocabulary related to food and meals.</i></li> <li>- <i>To enhance their creativity and critical thinking skills.</i></li> <li>- <i>To engage students in a fun and interactive learning experience.</i></li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Paper and pencils</i></li> <li>- <i>Dialogue writing prompts (e.g., "Ordering food at a restaurant")</i></li> <li>- <i>A list of food-related vocabulary words</i></li> <li>- <i>Pictures of different meals</i></li> </ul>		
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>		
<b>DEVELOPMENT</b>			
<b>STAGES</b>		<b>ACTIVITIES</b>	
<i>Engage (10 minutes)</i>		<ul style="list-style-type: none"> <li>- <i>Begin by asking the students to share their favorite meals with the class.</i></li> <li>- <i>Show pictures of different meals and ask students to name them.</i></li> <li>- <i>Introduce the topic of writing dialogues and explain how it will</i></li> </ul>	


	<p><i>be used to enhance their writing and speaking skills.</i></p>
<p><i>Study (50 minutes)</i></p>	<ul style="list-style-type: none"> <li>- <i>Divide students into pairs and give them a dialogue writing prompt related to ordering food at a restaurant.</i></li> <li>- <i>Give each pair a list of food-related vocabulary words to incorporate into their dialogue.</i></li> <li>- <i>Students will work together to write their dialogue and practice speaking it aloud.</i></li> <li>- <i>Encourage students to be creative and include descriptive language about the food.</i></li> </ul>
<p><i>Activate (30 minutes)</i></p>	<ul style="list-style-type: none"> <li>- <i>Students will present their dialogues to the class.</i></li> <li>- <i>The class will practice their speaking and listening skills by role-playing ordering food at a restaurant.</i></li> <li>- <i>Ask each student to write a short paragraph about their favorite meal using the vocabulary words they learned.</i></li> </ul>
<p><i>Products or Learning outcomes</i></p>	<ul style="list-style-type: none"> <li>- <i>Students will be able to develop their writing and speaking skills by creating dialogues related to ordering food at a restaurant.</i></li> <li>- <i>Students will improve their vocabulary related to food and meals.</i></li> <li>- <i>Students will have an opportunity to engage in a fun and interactive learning experience while practicing their language skills.</i></li> </ul>

# Lesson Plan # 5

<i>Game-based Learning Strategy</i>		<i>Storytelling</i>	
<i>Type of Storytelling Activity</i>		<i>Collaborative Storytelling (creating a shared story world)</i>	
<b>TOPIC: AT THE AIRPORT</b>			
			
<b>Level:</b>	Beginners		
<b>Timing:</b>	90 minutes (2 hours)		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- To develop the students' writing and speaking skills by using game-based learning strategies.</li> <li>- To improve students' vocabulary related to the airport and travel.</li> <li>- To enhance their creativity and critical thinking skills.</li> <li>- To encourage collaboration and teamwork among students.</li> <li>- To engage students in a fun and interactive learning experience.</li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- Paper and pencils</li> <li>- A list of airport-related vocabulary words</li> <li>- Storytelling prompts (e.g., "I missed my flight because...")</li> <li>- Pictures of different airport scenes (optional)</li> </ul>		
<b>Methodology:</b>	E.S.A (Engage, Study, Activate)		
<b>DEVELOPMENT</b>			
<b>STAGES</b>		<b>ACTIVITIES</b>	
Engage (10 minutes)		<ul style="list-style-type: none"> <li>- Begin by asking the students if they have ever traveled by plane and where they went.</li> </ul>	


	<ul style="list-style-type: none"> <li>- Show pictures of different airport scenes and ask students to describe what they see.</li> <li>- Introduce the topic of collaborative storytelling and explain how it will be used to enhance their writing and speaking skills.</li> </ul>
<i>Study (30 minutes)</i>	<ul style="list-style-type: none"> <li>- Divide students into groups of 3-4 and give each group a storytelling prompt related to the airport.</li> <li>- Give each group a list of airport-related vocabulary words to incorporate into their story.</li> <li>- Students will work together to create a shared story, taking turns contributing to the plot and characters.</li> <li>- Encourage students to be creative and include descriptive language about the airport.</li> </ul>
<i>Activate (45 minutes)</i>	<ul style="list-style-type: none"> <li>- Each group will present their story to the class.</li> <li>- The class will practice their listening and speaking skills by asking questions and providing feedback on the stories.</li> <li>- Ask each student to write a short paragraph about their dream vacation using the vocabulary words they learned.</li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- Students will be able to develop their writing and speaking skills by collaborating with others to create a shared story.</li> <li>- Students will improve their vocabulary related to the airport and travel.</li> <li>- Students will enhance their creativity and critical thinking skills.</li> <li>- Students will have an opportunity to engage in a fun and interactive learning experience while practicing their language skills.</li> <li>- Students will learn to work together and support each other in a collaborative setting.</li> </ul>

# Lesson Plan # 6

<i>Game-based Learning Strategy</i>	<i>Storytelling</i>
<i>Type of Storytelling Activity</i>	<i>Storytelling board games (Dixit)</i>
<b>TOPIC: SPORTS</b>	
	
<b>Level:</b>	<i>Beginners</i>
<b>Timing:</b>	<i>90 minutes (2 hours)</i>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop the students' writing skills by using a game-based learning strategy.</i></li> <li>- <i>To improve their vocabulary related to sports and physical activities.</i></li> <li>- <i>To enhance their creativity and imagination.</i></li> <li>- <i>To encourage collaboration and teamwork among students.</i></li> <li>- <i>To provide an interactive and engaging learning experience for the students.</i></li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Dixit cards (can be printed or physical)</i></li> <li>- <i>Paper and pencils</i></li> <li>- <i>A list of sports-related vocabulary words</i></li> <li>- <i>Storytelling prompts (e.g., "A famous athlete's secret talent...")</i></li> </ul>
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>
<b>DEVELOPMENT</b>	
<b>STAGES</b>	<b>ACTIVITIES</b>

<i>Engage (10 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Begin by asking the students if they enjoy playing or watching sports and what their favorite sport is.</i></li> <li>- <i>Introduce the game Dixit and explain how it will be used to enhance their storytelling and writing skills.</i></li> </ul>
<i>Study (50 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Divide students into groups of 3-4 and give each group a Dixit card.</i></li> <li>- <i>Each student in the group will take turns being the storyteller and describing the card to the rest of the group using descriptive language.</i></li> <li>- <i>The rest of the group will listen and then collaboratively come up with a story related to sports that incorporates elements from the card description.</i></li> <li>- <i>Encourage students to use the sports-related vocabulary words in their stories.</i></li> </ul>
<i>Activate (30 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Each group will write their story down on paper, with each student taking turns writing a sentence or two.</i></li> <li>- <i>The class will practice their writing skills by reviewing and revising their group's story.</i></li> <li>- <i>Ask each student to write a short paragraph about their favorite sports moment or athlete using the vocabulary words..</i></li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- <i>The students will have improved their writing skills by working collaboratively to write a story related to sports.</i></li> <li>- <i>They will have enhanced their creativity and imagination by creating collaborative stories using the Dixit cards.</i></li> <li>- <i>They will have practiced their vocabulary related to sports and physical activities.</i></li> <li>- <i>They will have written a short paragraph to further reinforce their learning and use of the sports-related vocabulary words.</i></li> </ul>


# Lesson Plan # 7

<i>Game-based Learning Strategy</i>	<i>Storytelling</i>
<i>Type of Storytelling Activity</i>	<i>Storytelling board games (Dixit)</i>
<b>TOPIC: MEETING FRIENDS</b>	
	
<b>Level:</b>	<i>Beginners</i>
<b>Timing:</b>	<i>90 minutes (2 hours)</i>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop the students' writing skills by using a game-based learning strategy.</i></li> <li>- <i>To improve their vocabulary related to social interactions and relationships.</i></li> <li>- <i>To enhance their creativity and imagination.</i></li> <li>- <i>To encourage collaboration and teamwork among students.</i></li> <li>- <i>To provide an interactive and engaging learning experience for the students..</i></li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Dungeons and Dragons game books (can be printed or digital)</i></li> <li>- <i>Character sheets for each student</i></li> <li>- <i>Dice</i></li> <li>- <i>Paper and pencils</i></li> <li>- <i>A list of vocabulary related to social interactions and relationships</i></li> </ul>
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>
<b>DEVELOPMENT</b>	
<b>STAGES</b>	<b>ACTIVITIES</b>

<i>Engage (10 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Begin by asking the students if they have ever played a role-playing game and if they know what Dungeons and Dragons is.</i></li> <li>- <i>Introduce the concept of role-playing and explain how it will be used to enhance their storytelling and writing skills.</i></li> </ul>
<i>Study (50 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Each student will create a character using the Dungeons and Dragons game books and character sheets.</i></li> <li>- <i>Divide the students into groups of 3-4 and assign them a scenario where they are meeting new friends (e.g., at a coffee shop, at a park, at a party).</i></li> <li>- <i>The students will role-play their characters meeting and interacting with the new friends, using the social interaction vocabulary</i></li> </ul>
<i>Activate (30 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>The students will write a short paragraph about their character's experience meeting new friends, using the vocabulary they practiced in the role-play.</i></li> <li>- <i>Each group will read their paragraphs aloud and the class will discuss the similarities and differences in the experiences of the characters.</i></li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- <i>The students will have improved their writing skills by creating a paragraph about their character's experience meeting new friends.</i></li> <li>- <i>They will have enhanced their creativity and imagination by role-playing their characters in different social situations.</i></li> <li>- <i>They will have practiced their vocabulary related to social interactions and relationships.</i></li> <li>- <i>They will have developed their collaboration and teamwork skills by working together to create a story in the role-play.</i></li> </ul>



# Lesson Plan # 8

<i>Game-based Learning Strategy</i>		<i>Role-playing</i>	
<i>Type of Role-playing Activity</i>		<i>Character Journal</i>	
<b>TOPIC: FAMOUS PEOPLE</b>			
			
<b>Level:</b>	<i>Beginners</i>		
<b>Timing:</b>	<i>90 minutes (2 hours)</i>		
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop writing skills through the creation of a character journal entry</i></li> <li>- <i>To learn and practice new vocabulary related to famous people</i></li> <li>- <i>To improve speaking skills through group discussion</i></li> <li>- <i>To increase cultural awareness and appreciation for famous people from different countries and fields..</i></li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Paper and pencils/pens for each student</i></li> <li>- <i>Handout with vocabulary related to famous people</i></li> <li>- <i>Pictures of different famous people from various countries and fields</i></li> </ul>		
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>		
<b>DEVELOPMENT</b>			
<b>STAGES</b>		<b>ACTIVITIES</b>	
<i>Engage (15 minutes)</i>		<ul style="list-style-type: none"> <li>- <i>Begin the lesson by asking students to brainstorm famous people they know and admire from various fields (e.g. actors, musicians, politicians, scientists, etc.)</i></li> </ul>	

	<ul style="list-style-type: none"> <li>- Write their responses on the board and ask students to discuss in pairs or small groups why they admire them</li> <li>- Introduce the concept of a character journal and explain that they will be creating a journal entry from the perspective of their favorite famous person.</li> </ul>
<i>Study (30 minutes)</i>	<ul style="list-style-type: none"> <li>- Distribute the handout with vocabulary related to famous people and go over it as a class, discussing meanings and usage</li> <li>- Show pictures of different famous people from various countries and fields and ask students to describe them using the new vocabulary</li> <li>- In pairs or small groups, have students share who their favorite famous person is and why they admire them</li> </ul>
<i>Activate (45 minutes)</i>	<ul style="list-style-type: none"> <li>- Have students imagine they are their favorite famous person and create a character journal entry describing a day in their life or a significant event in their career</li> <li>- Encourage students to use the new vocabulary and be creative in their writing</li> <li>- After writing, have students share their journal entry with a partner or small group and give feedback on each other's writing.</li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- Students will have improved their writing skills through the creation of a character journal entry</li> <li>- Students will have learned and practiced new vocabulary related to famous people</li> <li>- Students will have improved their speaking skills through group discussion and sharing their writing with others</li> <li>- Students will have increased cultural awareness and appreciation for famous people from different countries and fields.</li> </ul>


# Lesson Plan # 9

<i>Game-based Learning Strategy</i>	<i>Gamification</i>
<i>Type of Gamification Activity</i>	<i>Colaborative Writing</i>
<b>TOPIC: TRAVELLING ABROAD</b>	
	
<b>Level:</b>	<i>Beginners</i>
<b>Timing:</b>	<i>90 minutes (2 hours)</i>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop students' writing skills through gamification and collaborative writing</i></li> <li>- <i>To enhance students' vocabulary related to travel and cultural differences</i></li> <li>- <i>To improve students' ability to work in groups and share ideas</i></li> <li>- <i>To encourage creativity and imagination.</i></li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Whiteboard and markers</i></li> <li>- <i>Handouts with travel-related vocabulary</i></li> <li>- <i>Laptops or tablets for each group</i></li> <li>- <i>Online collaboration tools, such as Google Docs or Microsoft Word Online</i></li> </ul>
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>
<b>DEVELOPMENT</b>	
<b>STAGES</b>	<b>ACTIVITIES</b>
<i>Engage (15 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Begin by engaging the students with a brief discussion about their travel</i></li> </ul>

	<p><i>experiences, if any. Ask them questions such as "Have you ever traveled to another country?" or "What do you think would be the most challenging thing about traveling abroad?" to get them thinking about the topic. Next, introduce a list of travel-related vocabulary words that will be useful for the writing activity. Write the words on the whiteboard and have the students repeat them after you.</i></p>
<p><i>Study (30 minutes)</i></p>	<ul style="list-style-type: none"> <li>- <i>Divide the class into small groups of 3-4 students each. Explain to the students that they will be working together to create a story about a group of friends who travel abroad. Each student will be responsible for writing a part of the story from the perspective of one of the characters. Provide each group with laptops or tablets and guide them to use online collaboration tools such as Google Docs or Microsoft Word Online to work on their story together. Give them a handout with travel-related vocabulary words to help them write their story. Set a timer for 30 minutes and have the students begin writing their story.</i></li> </ul>
<p><i>Activate (45 minutes)</i></p>	<ul style="list-style-type: none"> <li>- <i>After the 30-minute writing session, have the groups switch laptops or tablets with another group. The new group will read through the story that the previous group wrote and continue writing the story from where the previous group left off. Encourage them to use the travel-related vocabulary words they learned earlier to make their writing more interesting and descriptive. Set another timer for 45 minutes and have the students continue writing their story.</i></li> <li>- <i>Once the final writing session is over, have each group share their story with the class. Encourage the students to give feedback to one</i></li> </ul>

	<p><i>another, pointing out what they liked about each group's story and what could be improved. Wrap up the lesson by asking the students to reflect on what they learned about travel and cultural differences from the activity</i></p>
<p><i>Products or Learning outcomes</i></p>	<ul style="list-style-type: none"> <li>- <i>The product of this writing activity will be a collaborative story about a group of friends who travel abroad. The learning outcome will be the development of the students' writing skills, vocabulary related to travel, ability to work in groups, and creativity and imagination</i></li> </ul>

# Lesson Plan # 10

<i>Game-based Learning Strategy</i>	<i>Simulation</i>
<i>Type of Simulation Activity</i>	<i>Interactive Fiction</i>
<b>TOPIC: SOCIAL MEDIA</b>	
	
<b>Level:</b>	<i>Beginners</i>
<b>Timing:</b>	<i>90 minutes (2 hours)</i>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>- <i>To develop writing skills through interactive fiction</i></li> <li>- <i>To practice using social media language and vocabulary</i></li> <li>- <i>To improve students' ability to write coherent and engaging narratives</i></li> <li>- <i>To develop collaborative and critical thinking skills</i></li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>- <i>Computers or cellphones with internet access</i></li> <li>- <i>Facebook accounts for each student (or a shared class account)</i></li> <li>- <i>Printable character sheets for each student</i></li> <li>- <i>Story prompt for the interactive fiction activity</i></li> </ul>
<b>Methodology:</b>	<i>E.S.A (Engage, Study, Activate)</i>
<b>DEVELOPMENT</b>	
<b>STAGES</b>	<b>ACTIVITIES</b>
<i>Engage (15 minutes)</i>	<ul style="list-style-type: none"> <li>- <i>Start by discussing with the class the topic of social media and its impact on our daily lives.</i></li> </ul>

	<ul style="list-style-type: none"> <li>- Ask students to share their experiences using social media, such as Facebook.</li> <li>- Share a short story or example of interactive fiction on Facebook to engage students and demonstrate the activity</li> </ul>
<i>Study (45 minutes)</i>	<ul style="list-style-type: none"> <li>- Explain the rules and structure of the interactive fiction activity.</li> <li>- Provide each student with a character sheet that includes a profile picture, name, age, and interests.</li> <li>- Give a story prompt for the activity, such as: "Your character has just created a Facebook account. They start to explore the platform and discover something unexpected." Encourage students to use their imagination and think creatively about their characters and the story.</li> <li>- Allow students to work in pairs or small groups to develop their story.</li> <li>- As students are writing, provide guidance and feedback to help them stay on track and develop a cohesive story.</li> <li>- Monitor the class as they work to ensure that everyone is on task and following the rules of the activity.</li> </ul>
<i>Activate (45 minutes)</i>	<ul style="list-style-type: none"> <li>- Have each group present their interactive fiction story to the class.</li> <li>- Encourage the class to provide feedback and constructive criticism to help improve each group's story.</li> <li>- After each presentation, discuss the strengths and weaknesses of each story and encourage the class to reflect on their own writing and what they could do differently next time.</li> <li>- Finally, have students share their interactive fiction story on their own Facebook account, and encourage them to invite their friends and family to read and share their work.</li> </ul>
<i>Products or Learning outcomes</i>	<ul style="list-style-type: none"> <li>- Students will have developed their writing skills through interactive fiction on a social media platform.</li> </ul>

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|  | <ul style="list-style-type: none"><li>- <i>Students will have learned how to use social media language and vocabulary effectively in their writing.</i></li><li>- <i>Students will have practiced collaborative and critical thinking skills by working in groups and providing feedback to their peers.</i></li><li>- <i>Students will have created a finished piece of writing that can be shared on social media for a wider audience to read and enjoy.</i></li></ul> |
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## Annexes

### Annex 1: Authorization

San Pablo, 06 de octubre de 2022


Lic. Vinicio Valdivieso  
**RECTOR DE LA UNIDAD EDUCATIVA SAN  
PABLO**  
Presente.


De mi consideración:

Yo, Silvia Patricia Vásquez Vásquez con cédula de ciudadanía N.- 0603051517, docente de su prestigiosa institución, hago llegar un cordial saludo y los mejores deseos de éxitos en las labores a usted encomendadas en beneficio de la niñez y juventud. A la vez estudiante de la Maestría en Enseñanza de Inglés como Lengua Extranjera, Cohorte 2021, solicito de la manera más comedida que me permita realizar mi Plan de Titulación con el tema Game-based learning strategies and writing skill con los estudiantes del NOVENO año EGB.

Por la favorable atención que se digne dar a la presente anticipo mi agradecimiento.

Atentamente,

  
.....  
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06/10/2022  
ACEPTADO

## Annex 2: Pre-test and Post-tes

<https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

### PART 6

#### Try it yourself

Now, you'll find five sample answers from real A2 Key for Schools candidates, including the ones we've looked at. These include the band scores and full comments given by real Cambridge writing examiners. Together, these will help you understand what to expect from learners with stronger, weaker and average abilities.

Before you check the examiner's comments, try marking these samples yourself using the Writing Assessment Scales. It's a good idea to practise, because using these scales when marking your own learners' writing will help you to:

- analyse their strengths and weaknesses when they practise writing
- check whether they are ready to take the Reading and Writing part of the A2 Key for Schools exam.

You'll find a **blank photocopiable template** at the end of this guide which you can print and use for assessing any of the samples. You should also refer to the detailed A2 Key for Schools band descriptors on **page 23**.



#### Sample tasks with examiner comments

##### Part 6

##### Task – email

##### Part 6

##### Question 30

Your English friend is coming with you and your family to the local museum next Saturday.

Write an **email** to Chris.

Tell Chris:

- how you will travel to the museum
- what he can see at the museum
- what he needs to bring.

Write **25 words** or more.

##### ★ Top tip

Before you read the examiner's comments, try making your own assessment using the official subscales. Then, compare your assessment with the band scores and comments given by the real examiners.

##### Task – email

##### Sample answer 1

**Hello Chris! Next Saturday we coming to the local museum. You must bring: boottle of water, some food, and 5 Euro. We can see many super since.**

**We travel at museum on bus.**

**Goodbye !**

Subscale	Mark	Commentary
Content	4	All content is relevant to the task. The target reader is on the whole informed about the three points in the message. There is information about how they will travel: <i>on bus</i> , and what Chris needs to bring: <i>boottle of water, some food, and 5 Euro</i> . The second point is less clear due to language errors, but the point is addressed: <i>We can see many super since</i> , possibly meaning <i>science</i> .
Organisation	3	The text is connected and the information is presented in a logical order with the help of appropriate opening and closing salutations: <i>Hello Chris, Goodbye</i> . There are some examples of high-frequency linking words, including a time reference: <i>Next Saturday, and</i> .
Language	3	Basic vocabulary related to the points in the task is used reasonably appropriately: <i>boottle of water, food, super, bus</i> . Although much of the vocabulary has been repeated from the input material, the candidate has manipulated most of it to fit the email. Simple grammatical forms, such as modal verbs and the simple present tense, are used with some degree of control: <i>we coming, must bring, We can see many, We travel</i> . Errors connected with spelling and prepositions sometimes impede meaning: <i>boottle of water, many super since, at museum on bus</i> .

32

##### Task – email

##### Part 6

##### Question 32

You would like to go to the park tomorrow. Write an **email** to your English friend Sammy.

In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.

Write **25 words** or more.

##### Sample answer 2

**I GOING TO THE PARK BECAUSE IT IS VERY BEATIFUL.  
I GET THERE BECAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNNING.  
I CAN BY BUS. IT'S VERY CHEAP BUT I CAN A TAXI.  
IT'S VERY EXPENSIVE**

Subscale	Mark	Commentary
Content	2	Although two parts of the message are communicated, the main purpose of the email, to invite Sammy to the park, has been omitted. There is also some irrelevant information when talking about the cost of transport. The target reader is on the whole informed as two parts of the message have been addressed. There is information about how the writer will get to the park: <i>I can by bus</i> , and what he can do in the park: <i>play football, play a kite, see the birth, running</i> , although this is not clearly expressed due to language errors.
Organisation	2	High-frequency linking words are used to connect the text within sentences: <i>I going to the park because it is very beatiful</i> . However, there is a lack of connection between sentences, although there is evidence of punctuation: <i>I see the birth. It's running; I can by bus. It's very cheap but I can a taxi it's very expensive</i> .
Language	2	Basic vocabulary, which is connected to the topic, is used reasonably appropriately: <i>beatiful, football, kite, running, bus, cheap, expensive</i> . Simple grammatical forms, such as simple tenses and some simple modal verbs, are used with limited control: <i>I going, I get there, they're play, I can by bus</i> . There are a number of errors with spelling, some of which impede meaning: <i>becausese, beatiful, birth, running</i> .

31

33

# PART 7

## Part 7

### Task – story

**Part 7**

**Question 32**  
Look at the three pictures.  
Write the story shown in the pictures.  
Write 35 words or more.

#### Sample answer 3

Last Saturday I went to a picnic with my friends. First, we put the fruits, sandwich and orange juice in my bag, then we went. When we arrived at the camping, we ate on the floor. Then Tom and Lucy went to the lake and Michel and me saw them.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. All three pictures have been referred to in the correct context of having a picnic by the lake: <i>put the fruits, sandwich and orange juice in my bag; we ate on the floor; Tom and Lucy went to the lake.</i> The target reader is fully informed.
Organisation	5	The text is connected and coherent. Basic linking words, <i>and</i> , are used to connect ideas within sentences, and past tenses and a limited number of cohesive devices are used appropriately to provide a narrative sequence to the text. <i>Last Saturday I went; First, then; When we arrived; Then.</i> Pronouns are also used to avoid repetition: <i>I went to a picnic; with my friends; we; Tom and Lucy; them.</i>
Language	5	Everyday vocabulary, which is suitable for the context depicted, is used generally appropriately: <i>picnic; friends; fruits; orange juice; bag; camping; floor.</i> Simple grammatical forms, including irregular verbs in the past tense, are used with a good degree of control: <i>I went to a picnic; First, we put; When we arrived; we ate; saw them.</i> There are a few noticeable errors, but meaning can still be determined: <i>to a picnic; fruits; sandwich; camping; Michel and me saw them.</i>

34

### Task – story

#### Sample answer 4

Mum, Katy, dad and Jim are preparing their bag for picnic on the picnic they have a lot of food when they ate the food. Jim and Katy go swimming and they have a lot of fun.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. All three pictures have been referred to in the correct context of having a picnic by the lake: <i>preparing their bag; when they ate the food; Jim and Katy go swimming.</i> The target reader is fully informed.
Organisation	2	The text is connected using basic, high-frequency linking words, <i>and; when</i> , as well as pronouns to reduce repetition: <i>Mum, Katy, dad and Jim are preparing their bag; they.</i> Commas are used in the list of names, but sentence boundaries are not always clear.
Language	3	Basic vocabulary related to the context is used reasonably appropriately: <i>preparing; bag for picnic; food; swimming; fun.</i> Simple grammatical forms, such as present tense forms, are used with some degree of control: <i>are preparing; they have a lot of food; ate the food; go swimming; they have a lot of fun.</i> Errors occur with punctuation and articles, which occasionally impede meaning: <i>for picnic on the picnic; a lot of food when they ate the food.</i>

### Task – story

#### Sample answer 5

Nati was a girl of eighteen years, and she leav, in London with her grandmother because there is a good education, but today she will come to visit us in Paris, we want to take her to a picnic, I think is going to be very fun!

Subscale	Mark	Commentary
Content	1	Although there is some reference to one of the pictures and the context in general: <i>we want to take her to a picnic</i> , there is some irrelevance in the amount of information given about the girl, Nati. The only information from the pictures which is communicated to the target reader is 'the picnic' and a group of people being involved. As such, the target reader is minimally informed.
Organisation	3	The text is connected using basic, high-frequency linking words: <i>and; because; but.</i> There is a basic structure to the text, including the introduction of the girl and what the group are planning and why: <i>Nati was a girl; but today she will come; we want to.</i> However, commas are overused and the text consists of only one sentence.
Language	4	Basic vocabulary is used in a generally appropriate way: <i>grandmother; good education; take her to a picnic; very fun.</i> Simple grammatical forms, such as simple present, simple past and simple future tenses, are used with a good degree of control: <i>Nati was a girl; she will come to visit us; we want to take her.</i> While errors are noticeable, meaning can still be determined: <i>she leav, in London; there is a good education; take her to a picnic; I think is going to be very fun.</i>



## Annex 3: Writing Rubric

<https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

A2	Content	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Production unlikely to be connected, though punctuation and simple connectors (i.e. 'and') may on occasion be used.	Produces basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>	

## Annex 4: Students' writings









Draft

Part 6: Write your answer below.

Hello Tony, Saturday will be a beautiful and perfect day and that's why, I want to go to the Pool. Do you want to go with me? We can go to the Flenas. We can take the bus and arrive earlier. Then we can eat ice cream with cholas, what do you think of that plan. Wendy Guilcapi

Part 7: Write your answer below.

Lois wakes up at seven in the morning, takes a shower, then went to the kitchen and wanted to prepare his breakfast, but there was not in the fridge, so he went to the restaurant and asked for a coffee and a sandwich.

Examiner's Use Only

Part 6	C	O	L	Part 7	C	O	L
	3	2	3		5	3	3

Draft



## Annex 5: Urkund Report



### Document Information

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<b>Analyzed document</b> VASCONEZ.docx (D168913071)	ANALISIS URKUND TRABAJO DE TITULACION
<b>Submitted</b>	5/30/2023 6:14:00 AM
<b>Submitted by</b>	
<b>Submitter email</b>	svasconez1517@uta.edu.ec
<b>Similarity</b>	0%
<b>Analysis address</b>	rutheinfantep.uta@analysis.orkund.com

### Sources included in the report

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### Entire Document

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CHAPTER I  
THE PROBLEM OF INVESTIGATION  
1.1. Introduction