



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA
ELENA**

**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Game-based Learning as a Method to Enhance Grammatical
Competence in the English Language Teaching and Learning
Process.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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La Libertad – Ecuador

2025

Advisor's Approval

In my role as Advisor of the research paper under the title “**GAME-BASED LEARNING AS A METHOD TO ENHANCE GRAMMATICAL COMPETENCE IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS**” prepared by **CHRISTOPHER JESÚS MENDOZA FRANCO** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Statement of Authorship

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A handwritten signature in blue ink, reading "Christopher Mendoza Franco", written in a cursive style. The signature is positioned above a horizontal line.

CHRISTOPHER JESUS MENDOZA FRANCO

AUTHOR

Declaration

The responsibility for the information and content in this degree and research work lies with the Universidad Estatal Península de Santa Elena, which also holds intellectual property rights.

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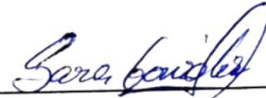
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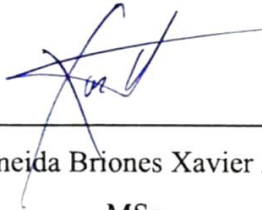
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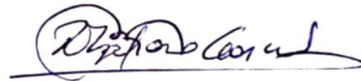
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Acknowledgment

I would first like to thank God for giving me the wisdom and perseverance to complete my research work, I would like to thank my dad Danny Mendoza for being a great support in this process, especially my mom Yahaira Franco who has been the fundamental pillar in my life, supporting me unconditionally in every step, also my sister Daniela for motivating me to continue improving and my grandmother Gregoria for always giving me that strength.

To my friends Jonathan, Sara, Yul, Sofia, Gaddiel, Hillary and Melanie with whom I have shared during all this academic process for all the knowledge and experiences. To the teachers, especially MsC. Eliana León and MsC. Leonardo Chavez for their guidance, patience and constant support during my academic formation.

I thank all the people who supported me in carrying out this research, and a very special person who has been with me throughout this process. Finally, I would like to thank myself for all the dedication and effort put into each activity, for continuing and not giving up until I reached the goal.

- Christopher Mendoza Franco

Dedication

I dedicate this research to my family, especially to my mother Yahaira Franco and my sister Daniela for their unconditional love, wise advice and support throughout my academic formation. I am deeply grateful for their encouragement and motivation that has helped inspire me to continue in spite of adversities.

-With heartfelt appreciation, Christopher Jesus Mendoza Franco

Abstract

This research explores Game based-learning (GBL) as a method to improve grammatical competence in the English language and the teaching process. This study collects the perception of students, teachers and pedagogical advisors to have a better understanding of the experiences, advantages, challenges and strategies when incorporating the GBL method in the teaching and learning process, for this purpose the data were collected through interviews. The results highlight that GBL significantly increases students' motivation and engagement, making grammar learning enjoyable and dynamic. The teachers suggest that the GBL method facilitated an interactive classroom environment, enabling students to grasp and employ grammar rules and concepts effectively. They also noted some difficulties in applying GBL, such as the suitability of the games for diverse learners. The research concludes that game-based learning is an innovative method that promotes meaningful learning and improvement of learners' grammatical competence and differs from traditional methods in terms of meeting the needs of current educational trends.

Key words: Grammatical competence, Game-based learning, Students' perception, Teacher perception, Teaching method.

Resumen

Esta investigación explora el Aprendizaje Basado en Juegos (GBL) como método para mejorar la competencia gramatical en el idioma inglés y el proceso de enseñanza. Este estudio recoge la percepción de estudiantes, profesores y asesores pedagógicos para tener un mejor conocimiento de las experiencias, ventajas, retos y estrategias a la hora de incorporar el método GBL en el proceso de enseñanza y aprendizaje, para ello los datos se recogieron a través de entrevistas. Los resultados destacan que el GBL aumenta significativamente la motivación y el compromiso de los estudiantes, haciendo que el aprendizaje de la gramática sea ameno y dinámico. Los profesores sugieren que el método GBL facilitó un ambiente interactivo en el aula, permitiendo a los estudiantes captar y emplear las reglas y conceptos gramaticales de forma eficaz. También señalaron algunas dificultades en la aplicación del GBL, como la idoneidad de los juegos para alumnos diversos. La investigación concluye que el aprendizaje basado en juegos es un método innovador que promueve el aprendizaje significativo y la mejora de la competencia gramatical de los alumnos y que se diferencia de los métodos tradicionales en cuanto a la satisfacción de las necesidades de las tendencias educativas actuales.

Palabras clave: Competencia gramatical, Aprendizaje basado en juegos, Percepción de los alumnos, Percepción de los profesores, Método de enseñanza.

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Introduction

English has become one of the most important languages in the world due to globalization, so its learning is a key point nowadays. Learning grammar is essential in English language learning, as it enables the understanding of the language and the improvement of English language skills. Technology has revolutionized education and learning methods must meet the needs of learners who are part of the digital age generation.

Game-based learning is a teaching method that incorporates games into educational environments to engage students in meaningful learning. The research explores Game-Based Learning (GBL) as a method for improving grammatical proficiency in English language teaching. The research examines teachers' strategies, the advantages of challenges when incorporating game-based learning in their classes, as well as students' perceptions when participating in game-based activities.

The main objective of this research is to investigate GBL as a method for improving grammatical competence, it gathers the perceptions of students, teachers and pedagogical advisors as a fundamental part of the English language teaching and learning process. This approach differs from traditional methods as it meets the needs of students in the digital age by having students learn while enjoying themselves in a dynamic environment.

Chapter I

The Problem

Research Topic

Teaching Method and Grammatical Competence

Title

Game-based Learning as a Method to Enhance Grammatical Competence in the English Language Teaching and Learning Process.

Problem Statement

English is one of the most widely spoken languages in the world. Learning this language is not only linked to communicating with native speakers of this language, as people around the world study it as a second language. English is the official language in various fields such as science, technology, diplomacy, tourism, especially in education, which is part of the curriculum from an early age, which shows that learning English is essential today (Aziza, 2020).

English language learning involves the development of basic skills: reading, writing, speaking and listening, however, to be able to develop these skills it is necessary to understand the grammatical component. Grammar is essential to the teaching of English. According to Rossiter (2021) although not mastering grammar rules does not impede oral communication, grammar is vital in written communication because it is indirect and unidirectional (cannot be corrected instantly). Mastering grammar ensures that the message is understood by the receiver and is not confusing. Khanh (2020) states that some teachers argue that grammar teaching is not necessary, however grammar teaching can help learners improve their understanding in the

English language process, teachers should teach grammar through the communicative context to make effective lessons rather than focusing on boring exercises or separate sentence structure.

The use of traditional methods in the English language teaching and learning process is not effective in today's classrooms, so the application of an innovative teaching method is essential. Especially with teenagers with whom the use of technology is necessary. The teacher is required to apply teaching methods that respond to the new generations and their needs. Ghazy et al. (2021) in the research *The use of game-based learning in English class* provides information on the use of game-based learning (GBL) as an approach through the use of different game-based platforms, engagement in the classroom increases students' interest in the English language teaching process and meaningful learning occurs.

According to Ajaj (2022) inadequate teaching methodology for students can lead to poor knowledge and practice of the grammar component who encounter difficulties in learning English, resulting in grammatical, semantic and pragmatic errors appearing in their spoken or written language. Thus, not learning grammar correctly can lead to poor language practice. Teaching grammar through a dynamic and innovative methodology such as game-based learning is essential for learning the grammar component which is often labeled as boring and unnecessary.

The aim of this research is to study how game-based learning influences the learning process and the teaching of English grammar. This innovative teaching method is focused on engaging and motivating learners, which is necessary to teach and learn grammar which is an essential component of the English language.

Problem Question:

How does game-based learning influence the overall effectiveness of English language teaching and learning, particularly in terms of grammatical competence?

Specific Questions:

- What are the perceptions and experiences of English language teachers regarding the use of game-based learning tools to teach grammar?
- How do game elements within game-based learning activities impact student motivation and participation in grammar learning tasks?
- How effectively do different game formats facilitate student understanding and application of specific grammatical concepts?

Objectives**General objective**

To explore game-based learning to improve grammatical competence in English language learning and teaching.

Specific objectives

- To investigate students' perceptions and experiences with game-based learning activities designed to improve grammatical competence in English.
- To examine teachers' attitudes, advantages, challenges and strategies in integrating game-based learning into their English language teaching curriculum to improve students' grammatical proficiency.

- To indagate the impact of game-based learning on both students' grammatical competence and teachers' pedagogical practices by investigating how educational games influence learning outcomes and English Languages teaching strategies.

Justification

Education is constantly evolving. One of the tools that has allowed education to improve is technology, which is growing rapidly with innovation. Using a teaching method for generations that have grown up in a digital environment is crucial for effective education. Game-based learning is a method of teaching that makes use of technology to increase the engagement of students in their learning, making the teaching and learning process more meaningful and effective (Grand Canyon University, 2021).

Learning grammar is essential to the development of English language skills. For decades, the role of grammar in English language teaching has been problematic, with teachers finding it difficult to teach and students seeing it as a necessary evil (Al-Mekhlafi & Nagaratnam, 2011). Furthermore, Van Rijt and Coppen (2021) claim that the teaching of grammar is not totally linked to the development of literacy in learners, but rather three aspects: stimulating students' critical thinking, obtaining information about the functioning of the human mind, and understanding how language works. These aspects make up the overall conceptual importance of grammar knowledge. Although grammar is an essential component of English language learning and teaching, it is considered unnecessary, difficult to understand and difficult to teach. Therefore, a teaching methodology that makes learners of the language interested in this grammatical section is vital.

The main objective of this research is to explore the use of game-based learning to improve English language grammatical competence in the teaching and learning process, a

teaching method that aims to enrich learning by linking teaching in the digital age. Game-based learning refers to the integration of games to enhance and engage learners in achieving desired learning outcomes. This method of teaching helps to better grasp and retain information which is vital for optimal teaching and learning.

Chapter II

Theoretical Framework

Background

In this study, the theoretical framework serves as a conceptual lens through which the research problem is examined and analyzed. To have a better understanding of the phenomenon under investigation international, regional and local studies will be analyzed.

International background

Shakir & Mahmood (2021) indicate that the English language employs grammatical rules in a variety of contexts, particularly in communication. The grammatical component of the English language plays an indispensable role in the construction of words and sentences. It also encompasses rules and basic structures that are beneficial for learners, as they facilitate comprehension of the language, particularly in the communicative domain. The research of these authors asserts that grammatical practice should extend beyond the study of a subject. Indeed, learning grammar is beneficial for the avoidance of errors in the development of speaking skills, which in turn facilitate clear communication.

“Grammatical competence is the knowledge and the ability to use grammar in meaningful contexts. In other words, it is the linguistic ability to use the knowledge of the rules and system of language” (Muhammed et al., 2018). The findings of a study conducted by

Erkulova (2020) indicate that grammatical competence plays a crucial role in the English language, both in spoken and written communication. It not only enables learners to convey messages accurately but also facilitates comprehension of the messages themselves. It is crucial to comprehend the significance of grammatical competence in the context of English language learning and teaching, on account of its implications for the English language.

According to research conducted by Li et al. (2024) claim that digital educational games in digital environments provide students with a dynamic and interactive learning environment with instant feedback mechanisms, which increases engagement in learning. The authors suggests that the application of educational games in a digital environment has a positive impact on the teaching and learning process, as it influences motivation and in an immersive digital environment increases engagement in learning. This research shows how the features of digital educational games positively affect teaching and learning.

Haleem et al. (2022) state that technology has facilitated education in many ways, so the application of digital technology in education is necessary, Hafeez (2022) highlights that advance in technology have enabled the development of education to be adapted to current needs. Compared to traditional teaching methods, game-based learning enhances learning by involving students in the process, making learning easier, more enjoyable and more effective. Findings from a study by Adipat et al. (2021) denotes that integrating GBL in the classroom there are multiple benefits one of the main ones is the improvement in attention due to the elements of the games as colors and images that encourage the readiness to respond and also highlight the commitment and motivation as a central focus in this method of learning.

Awing & Nasri (2023) discuss that most students have difficulty understanding grammatical concepts, such as rules and complex structures. This represents a major challenge in

the context of English language learning because of the essential role grammar plays in the development of language proficiency. The elements and mechanics of the game form the basis of game-based learning, an educational approach designed to facilitate the teaching and reinforcement of educational concepts and skills. The findings of the research study, entitled "The Effectiveness of Game-Based Learning Methods in Grammar Learning: A Systematic Literature Review (SLR)", indicated that GBL in grammar learning has the potential to enhance students' motivation and engagement in learning activities, and to improve students' overall academic performance.

National Background

A study conducted in Ecuador by Ochoa-Cueva et al. (2023) highlights that the application of GBL had positive responses from students during the development of the class as well as the students showed enthusiasm and interest in the class and the possibility of developing English language skills. The research conducted by Cabrera-Solano (2022) suggested that the incorporation of game-based learning for English language learning has a positive effect on students' perceived motivation and the provision of immediate feedback. The results concluded that GBL improved students' academic performance, especially in the areas of grammar and vocabulary. The research conducted by these authors underlines the important impact of GBL on English language learning. It can be inferred that this teaching method has a beneficial effect on the English language learning process.

Pedagogical Basis

Constructivism

Piaget establishes the foundations of constructivism by elucidating the processes through which learning occurs. According to Piaget (1964) learning is a process that involves

understanding the structure of objects in our surroundings. These interactions with the environment change the perception of different concepts and lead to learning.

Ben-Ari (1998) stated that “Constructivism is a theory of learning which claims that students construct knowledge rather than merely receive and store knowledge transmitted by the teacher”. Constructivism allows to explain and understand how students learn and how knowledge is produced in the world so it is a vital model in education. Genuine learning occurs when students actively participate in the class and construct their own interpretation of the subject matters (Kumar Shah, 2019). Constructivist theory emphasizes that the learner has an active role in the construction of knowledge and how meaningful learning can be acquired through perception of the environment.

Behaviorism

Behavioral theory holds that behavior is a response to stimuli (reward or punishment), on this depends whether the behavior is repeated or stopped, so the elements of reward, punishment and reinforcement play an important role in learning, the influence of behavioral theory on the teaching and learning process remains undeniable (Yusra et al., 2022). Muis et al. (2023) assert that the application of behaviorist theory is appropriate in the teaching-learning process because the factors of repetition and training turn the desired behavior into a habit. In addition, it is pointed out that the relationship between stimulus and response results in changes in behavior.

Theoretical Basis

Universal Grammar theory

The theory of Universal Grammar, postulated by Chomsky, proposes a mechanism by which humans innately acquire language. Chomsky (1986) stated that human beings have the

innate capacity to acquire language, this learning faculty is defined by the “Universal Grammar”, which provides the foundational principles common to all human languages. Chomsky also proposes generative grammar as a conceptual model for understanding the structure and function of language. Chomsky postulates that generative grammar is, rather than a theory, a vital tool for understanding the innate principles governing language acquisition and use. Hoque (2021) emphasizes that the theory of universal grammar is vital to the study of language acquisition. It is a fundamental principle of linguistics, providing a basis for understanding the processes by which children learn language.

Motivation Theory

Malone made a major contribution to the field of motivation theory by proposing that intrinsic motivation can enhance the learning experience, especially in the context of computer settings. Malone (1981) argues that there are specific characteristics that make learning environments intrinsically motivating and a clear example of highly motivating activities are games. Computer games are great examples of how computers can be used to create motivating settings.

According to Malone, the three characteristics of motivation are challenge, which is related to goals with uncertain outcomes, fantasy, which is postulated to have cognitive and emotional benefits in the design of instructional environments, and curiosity, which can be aroused by making learners believe that their knowledge structures are incomplete or inconsistent. This theory allows to understand how motivation is key to learning, and the use of games in language teaching can be improved by creating environments that motivate learning.

Definitions

Grammatical Competence

According to Chomsky (1986) cited by Andilab and Amante (2024) grammatical competence is the ability to communicate successfully through understanding and interpreting words and phrases, mastering morphology and syntactic features (linguistic rules). Mukhtarovna & Borisovna (2020) claim that the development of grammatical competence serves the development of oral, written, listening and reading skills of English language learners.

Importance of Grammatical Competence

According to Mahdi & Ismail (2022) in the research published in the Journal of Humanities and Social Sciences Researches, grammatical competence plays a vital role in the language development of English language learners, and the best way to teach and improve grammatical competence is through interactive teaching strategies. Furthermore, it is suggested that through these techniques, students can learn to write grammatically correct sentences that help them understand grammatical competence in a clear and simple way. This research highlights the importance of grammatical competence and how it can be better developed through dynamic practice.

Game-based Learning

“Games is an activity that closely connected to the history of humankind. Games are sometimes related to "play" concept, as well as "fun" as they are basic characteristics of humankind”(Fatta et al., 2019). The concept of games is the basis of the game-based teaching method, Anastasiadis et al. (2018) indicate that game-based learning is a teaching method that motivates and allows students to enjoy while learning. Research conducted by Shi & Shih (2015)

claim that game-based learning is an educational approach that uses digital games to accomplish educational objectives. These studies provide insight into GBL as an innovative teaching method, its use to achieve learning outcomes and its virtues that are necessary in today's digital age.

Game-based learning in teaching and learning English

A recent research by Ningsih (2023) indicates that game-based learning has many advantages in the process of teaching and learning English language highlighting that it enhances comprehension, improves creative skills and above all engages students by motivating them to learn English language. According to research conducted by Lin (2020), the use of computer games as a learning tool contributes significantly to English language learners' linguistic competencies. This research provides perception of the application of games as the basis for game-based learning in education and how it impacts the English language teaching and learning process.

Game-based learning platforms for English language learning

Wordwall: Wordwall is an educational game application that serves as an interactive learning resource, communication media and assessment tool. It offers a wide range of activities to develop resources suitable for foreign language lessons. Wordwall can be employed for the preparation of materials from media sources, as well as for the development of educational games that incorporate engaging quizzes and tests. (Aziz Fakhruddin et al., 2021).

Quizizz: Quizizz is an online assessment tool that allows students to engage in collaborative learning activities on their computers, smartphones or other electronic devices. It provides a dynamic, multiplayer learning environment in which students can practice their knowledge in a fun and engaging way. Once the game is completed, Quizizz provides

comprehensive presentation material and detailed questions, offering immediate feedback to students. (Mei et al., 2018).

Kahoot!: Kahoot! is a digital learning tool that uses a gamified approach to facilitate engagement and learning through the use of quizzes, discussions and polls, integrating elements of both gamification and pedagogical techniques students can participate in real-time competitive games. Kahoot! serves as an engaging and enjoyable learning tool, offering students immediate feedback (Kaur & Nadarajan, 2020).

Game-based learning in the grammatical competence

In an academic research article, Da-oh et al. (2023) highlights the positive effects of game-based learning on the acquisition of grammatical knowledge by EFL secondary school students. The implementation of game-based learning in the classroom has been shown to enhance students' ability to use grammar in everyday communication, both written and spoken. The study revealed that students who participated in game-based learning demonstrated significant gains in their grammatical knowledge. Additionally, the students expressed high levels of motivation to learn through games and reported feeling more comfortable in the learning process.

Legal Basis

Constitución de la República del Ecuador

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el

buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (CRE, 2008, Art 26).

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional (CRE, 2008, Art 27).

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades (CRE., 2008, Art 343).

The Constitution of the Republic of Ecuador provides a legal basis that affirms the central role of education in national development and asserts that education is a right and a duty that is indispensable for the acquisition of knowledge. The articles of the Constitution highlight that education is a right and that the educational process must ensure the quality of education and the intellectual, physical and integral development of those who are part of the education system.

Chapter III

Methodological Framework

Method

Qualitative Methodology

According to Nassaji (2020) qualitative research seeks to understand and explore the process rather than focusing solely on the outcome; it is interpretative and contextualized, and is generally understood as research that analyses non-numerical data. The tools used to collect data in this type of research are observations, diaries, interviews, etc.

This research employs a qualitative methodology with the objective of obtaining information regarding game-based learning as a teaching method to enhanced the grammatical competence. The data collected is of paramount importance for the comprehension of the perceptions and opinions of students and educators who are part of the English language teaching and learning process.

Type of research

Phenomenological Studies

According to Neubauer et al. (2019), phenomenology represents a research strategy that is primarily concerned with the analysis of human experiences. It is a qualitative research method that enables the acquisition of insights from the experiences of others, and is particularly well-suited to the investigation of complex issues. Phenomenology enables researchers to describe and understand complex phenomena through flexible activities. It provides a theoretical tool for the investigation of educational research aspects of human social experience (Alhazmi & Kaufmann, 2022).

Phenomenological studies provide information about individual experiences; thus, this form of research aims to examine game-based learning as a teaching method for improving grammatical competence. This study aims to gather the perceptions or insights of teachers and learners regarding the game-based learning teaching method. In particular, it seeks to understand their experiences, levels of participation, comprehension, and the factors that motivate them, among other aspects.

Data collection techniques

One-on-one interview

According to Georgescu & Anastasiu (2022) in the context of social field research, the interview represents a crucial instrument for the collection of information. The interview is primarily employed for the purpose of gaining insights into specific research topics. An interview is a conversational technique used to accomplish a desired goal. There are three main categories of interviews: standardized, non-standardized and semi-standardized. The interviewer asks questions to pre-selected individuals with the objective of gathering meaningful responses

In qualitative research, the interview is the most common method of data collection. It allows exploration of participants' perspectives through personalized interaction, facilitating valuable insights that contribute to a deeper understanding of complex social phenomena. One-to-one interviews facilitate the more effective gathering of data on opinions and perceptions regarding the use of game-based learning to enhance grammatical competence.

Instruments

Questionnaire

The questionnaire is an essential instrument for the collection of data in a variety of research domains. This method enables the gathering, organization and analysis of data,

facilitating the ability of researchers to reach a broad population. The questionnaire is a very useful tool for effective data collection, which is very convenient for researchers in the field of research (Kuphanga, 2024).

The questionnaire is a valuable tool in qualitative research as it facilitates accurate data collection. In this study, the questionnaire consists of eight questions for each interviewee, designed to explore their experiences with game-based learning as a teaching method to improve grammatical competence.

Type of question

Open-ended question

In qualitative research, the use of open-ended questions enables a deeper understanding of the topic studied. The use of open-ended responses allows researchers to collect a wider range of perspectives and opinions, therefore increasing the diversity and value of the data collected compared to the limitations imposed by closed-ended questions. (Albudaiwi, 2017). Open-ended questions allow for more detailed responses, allowing respondents to express themselves at a more extensive and relaxed level, which enhances the understanding of the research. This approach facilitates obtaining information about the insights, experiences, and perceptions of the people involved in the English language teaching and learning process.

Population and Sample

This research study aims to collect and analyze students' and teachers' perceptions on the use of game-based learning as a teaching method to improve grammatical competence. The population of this study proceeds from secondary level educational institutions, specifically those that use game-based learning as a teaching method in English language teaching. The selected institution for the research is the Unidad Educativa “Carrera Sanchez Bruno” located in

the Santa Elena province, the investigation will focus on a sample of 5 students from a total of 100 students in their second year of high school, 3 English teachers and two pedagogical advisors.

Chapter IV

Analysis of Findings

Brief explanation of the findings

In terms of data interpretation, the responses provided by the interviewees indicate the perception among students, teachers and the pedagogical department of game-based learning as a teaching method to enhance grammatical competence. The data presented are based on the experiences of individuals involved in the English language teaching and learning process. The collective knowledge and insight provided by the interviewees offer valuable information about the impact of the GBL teaching method on the English language teaching process, especially in terms of improving grammatical competence.

The teachers and the pedagogical department highlighted both the advantages and the difficulties encountered when integrating GBL as part of their lesson plan, as well as the ways in they assess the effectiveness of this learning method. In parallel, the students interviewed shared their experiences of the GBL method of English language teaching, as well as their perception of English grammar and the positive impact this method has had on their English language learning, in particular with regard to grammatical competence.

Interpretation of data from the interview aimed at teachers and pedagogical department

1. Question number one was: **What is your perception of game-based learning as a method for teaching grammar?** The interviewees highlight a positive perception of GBL as a

pedagogical method for teaching grammar. Teachers and the pedagogical department emphasize that game-based learning presents an innovative teaching method that should be implemented in the class. This approach allows students to take an active part in the learning process and enjoy learning while playing, which contrasts with traditional methods that can be perceived as boring. This is particularly relevant in the context of teaching grammar, which is often considered complex and avoided by many students.

2. Question number two was: **How do you think game-based learning can enhance students' motivation and engagement in grammar learning?** The interviewees argued that game-based learning has the potential to enhance motivation and engagement in English language learning, particularly in the context of grammar learning. They described that this teaching method captures students' attention due to its appealing features, such as a colorful presentation and dynamic creativity. Moreover, they emphasized that students perceive themselves as central figures in the learning process, which contributes to a feeling of ownership and engagement. Interviewees also underlined that this method can help overcome the limitations of traditional methods, which often lack engagement and motivation. Integrating GBL in the classroom there are multiple benefits one of the main ones is the improvement in attention due to the elements of the games as colors and images that encourage the readiness to respond (Adipat et al., 2021).

3. Question number three was: **Do you think game-based learning is suitable for all age groups? Why or why not?** The suitability of GBL for all age groups was a topic of discussion among the participants. The majority of the interviewees indicated that GBL is most effective for primary and secondary school students, due to the nature of the games and the students' perceptions. Conversely, the remaining interviewees maintain that GBL is appropriate

for all age groups, as the activities inherent to this pedagogical approach facilitate active and dynamic learning, which can be enjoyed by students of all ages.

4. Question number four was: **How do you integrate game-based learning with your existing curriculum and lesson plans?** The interviewees remark the importance of integrating GBL into their lesson plans. The data suggest that this teaching method is used with notable frequency in the classroom. Based on their extensive experience, the interviewees select the most appropriate topics for GBL activities.

5. Question number five was: **What challenges have you encountered when incorporating game-based learning into your teaching practices?** Incorporating game-based learning into teaching practices brings certain challenges, as evidenced by the experiences of the interviewees. These include the potential for games lacking a clearly defined purpose to be perceived as a waste of time, the need to maintain control of student discipline as a very dynamic teaching method, the observation that a game-based activity may not be suitable for all students, and the necessity of adapting game-based learning to students with special needs.

6. Question number six was: **What are the main advantages of using game-based learning to teach grammar compared to traditional methods?** All interviewees highlighted the several advantages of game-based learning in the context of English language teaching and learning. From the perspective of teachers and pedagogical advisors, it is considered a fun and innovative teaching method that facilitates the indirect and dynamic acquisition of knowledge through engaging with topics in an experiential and sensory way. The incorporation of games in learning involves all learners in the learning process, leading to the achievement of meaningful learning outcomes that significantly boost the development of grammatical competence. Compared to traditional teaching methods, game-based learning enhances learning by involving

students in the process, making learning easier, more enjoyable and more effective (Hafeez, 2022).

7. Question number seven was: **How do you measure the effectiveness of game-based learning in improving students' grammar?** A common emphasis among the data obtained from the interviewees is that the effectiveness of GB is measured in different ways. These include noticing that students put into practice the knowledge they have learned, the speed with which they respond, and a greater level of participation from more students in the classroom. This ultimately leads to the achievement of the standards and evaluation indicators that have been established in the teaching curriculum. Da-Oh et al. (2023) highlight that the implementation of game-based learning in the classroom has been shown to enhance students' ability to use grammar in everyday communication, both written and spoken. The data obtained allows the inference that the implementation of GBL to enhance students' grammatical competence is highly effective and can be evidenced both during classes and in a lesson or evaluation.

8. Question number eight was: **What changes have you notice in students' attitudes towards grammar since incorporating game-based learning into the lessons?** The utilization of electronic devices for the purpose of engaging in gaming activities on online platforms, or the implementation of non-digital games, has elicited a favorable response from students when learning grammar through the GBL learning method. The responses obtained indicate that the implementation of digital games or planned games in the classroom significantly enhances students' learning outcomes. The taught content is assimilated indirectly, and students are able to apply the knowledge they have acquired, which demonstrates how the application of GBL enhances the English language teaching and learning experience, particularly in the context of

improving grammatical competence. Ochoa-Cueva et al. (2023) highlights that the application of GBL had positive responses from students during the development of the class as well as the students showed enthusiasm and interest in the class and the possibility of developing English language skills.

Interpretation of data from the interview aimed at students

1. Question number one was: **Have you ever played a game that helped you in English language learning?** Regarding to the interviewees' experience of utilizing games for the purpose of learning the English language, the students who were interviewed indicated that they have all engaged with games that have facilitated their acquisition of English language skills. These games were applied in English classes, using a digital learning platform based on games and non-digital games. The elements and mechanics of the game form the basis of game-based learning, an educational approach designed to facilitate the teaching and reinforcement of educational concepts and skills (Awing & Nasri, 2023). The information obtained suggests that games can be used as a method for learning the English language due to their dynamic and enjoyable features.

2. Question number two was: **How do you feel about using games as a teaching method to learn grammar?** Regarding the incorporation of game-based learning as a teaching method for the acquisition of grammatical knowledge, students have mentioned that the use of games facilitates the learning of grammatical rules. They emphasized that digital and non-digital games foster a more comprehensive understanding and retention of grammatical concepts, as the information is presented in an engaging and dynamic way. The grammatical component is often perceived as a challenging and tedious aspect of learning, and the implementation of games has

been perceived as a highly effective strategy to enhance the efficiency of the teaching-learning process.

3. Question number three was: **Do you think games make English learning more enjoyable? Why or why not?** The findings of the interviews indicate that the incorporation of games in the classroom environment facilitates a more enjoyable English language learning experience for students. This is attributed to the intrinsic motivational value of the games themselves, which engage students in a creative and enjoyable manner, facilitating flexible learning in contrast to more traditional methods. Li et al. (2024) claim that digital educational games in digital environments provide students with a dynamic and interactive learning environment with instant feedback mechanisms, which increases engagement in learning.

4. Question number four was: **Would you prefer to learn grammar through games or traditional methods? Explain your answer.** All five students indicated that the game-based teaching and learning method is more effective for grammar learning than traditional methods. Games in the classroom provide a dynamic and engaging environment that facilitates enhanced learning and improvement in grammar. These responses demonstrate that students prefer this teaching method because it represents an innovative approach to the acquisition and improvement of their knowledge within the English language teaching and learning process.

5. Question number five was: **What features of game-based learning do you find most engaging or motivating?** The game represents the foundation of the game-based learning teaching method. The games display a range of distinctive characteristics. When the interviewees were asked about the feature that they found most engaging, a recurring pattern emerged. This was the rewards given by the game or the teacher when the games were applied in the classroom. The rewards are points or bonuses obtained by correctly answering a question in

a digital game designed for English language learning. Behavioral theory holds that behavior is a response to stimuli (reward or punishment), on this depends whether the behavior is repeated or stopped, so the elements of reward, punishment and reinforcement play an important role in learning (Yusra et al., 2022). Reward in digital games encourages students to focus on learning while having fun, competing to achieve a higher score and, in turn, to surpass themselves in order to reach the end of the game.

6. Question number six was: **Can you mention a specific game you played that help you to understand a grammatical rule or concept better?** The games that students emphasized are digital games which are developed on online platforms such as Wordwall, as well as non-digital games developed in classes that aim to make students understand English grammar in a dynamic and effective way. As for the grammatical concept most mentioned by the students was the verb tenses. The findings of the study conducted by Segaran & Hashim (2022) indicate that online quiz tools, including Kahoot!, Quizizz, and Wordwall.net, can serve as an effective platform for motivating students to learn English accurately and engagingly through the use of technology. These answers allow inferring the great contribution of the GBL teaching method which helps in the improvement of comprehension and understanding of concepts with regard to which the students have presented difficulties.

7. Question number seven was: **How often do you think grammar games should be incorporated into your lessons?** Interviewees remarked on the need to integrate grammar learning games into the curriculum on a more regular basis, as traditional methods of instruction can be quite tedious, especially in the context of grammar acquisition. GBL offers an effective and engaging method to encourage students' grammar proficiency.

8. Question number eight was: **Have you notice improvements in your grammatical competence after participating in game-based activities?** The responses provided by the interviewees indicated that game-based learning has had a beneficial effect on students' grammatical competence. The interviewees indicate that they have observed not only an enhancement in grammatical competence but also in speaking and listening abilities. Research conducted by Cabrera-Solano (2022) suggest that GBL improved students' academic performance, particularly in the areas of grammar and vocabulary. The data obtained indicate that, from the students' perspective, GBL activities facilitate a more comprehensive understanding of the English language learning process, as they are able to engage in enjoyable activities while simultaneously acquiring knowledge.

Table 1

Teachers' perceptions regarding to game-based learning as a method to enhance grammatical competence in the English language teaching and learning process.

Questions	What is your perception of game-based learning as a method for teaching grammar?	How do you think game-based learning can enhance students' motivation and engagement in grammar learning?	Do you think game-based learning is suitable for all age groups? Why or why not?	How do you integrate game-based learning with your existing curriculum and lesson plans?
Answer	The GBL approach is perceived as an effective and innovative pedagogical strategy that actively engages students in the learning process, making it an enjoyable and more flexible.	Game-based learning attracts students' attention due to its appealing features, such as colorful presentation and dynamic creativity.	This pedagogical approach is particularly suited to the needs of young learners, although it can be adapted for use with older students, given the intrinsic qualities of the games involved.	The interviewees select the most suitable topics to integrate GBL activities regularly.
Authors	Game-based learning enhances comprehension, improves creative skills and above all engages students by	Implementing GBL in the classroom improves students' attention due to the elements of the games as colors		

motivating them to learn English language (Ningsih, 2023).	and images that encourage the readiness to respond (Adipat et al., 2021)
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Table 2

Teachers' perceptions regarding to game-based learning as a method to enhance grammatical competence in the English language teaching and learning process.

Questions	What challenges have you encountered when incorporating game-based learning into your teaching practices?	What are the main advantages of using game-based learning to teach grammar compared to traditional methods?	How do you measure the effectiveness of game-based learning in improving students' grammar?	What changes have you notice in students' attitudes towards grammar since incorporating game-based learning into the lessons?
Answer	The implementation of GBL may present certain challenges, including the necessity of maintaining discipline and accounting for the diverse learning styles of students, including those with special educational needs.	Facilitates the indirect and dynamic acquisition of knowledge through engaging with topics in a sensory manner leading to the achievement of meaningful learning outcomes.	Noticing that students put into practice the knowledge they have learned, greater level of participation from more students in the classroom and achievement of the standards	It has elicited a favorable response from the students, as they learn indirectly while enjoying learning and applying the knowledge they have acquired.
Authors		GBL enhances learning by	GBL in the classroom has been	GBL had positive responses from

involving students in the process, making learning easier, more enjoyable and more effective (Hafeez, 2022).	shown to enhance students' ability to use grammar in everyday communication, both written and spoken (Da-Oh et al., 2023).	students as they showed enthusiasm and interest in the class and the possibility of developing English language skills (Ochoa-Cueva et al., 2023).
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Table 3

Students' perceptions regarding to game-based learning as a method to enhance grammatical competence in the English language teaching and learning process.

Questions	Have you ever played a game that helped you in English language learning?	How do you feel about using games as a teaching method to learn grammar?	Do you think games make English learning more enjoyable? Why or why not?	Would you prefer to learn grammar through games or traditional methods? Explain your answer.
Answer	They have all engaged with games that have facilitated their acquisition of English language skills.	Digital and non-digital games foster a more comprehensive understanding and retention of grammatical concepts	Intrinsic motivational value of the games engages students in a creative and enjoyable manner, facilitating flexible learning.	Students prefer GBL because it represents an innovative approach to the English language acquisition
Authors	Games facilitate the teaching and reinforcement of educational concepts and skills (Awing & Nasri, 2023).		Digital educational games provide students with a dynamic and interactive learning environment (Li et al., 2024).	

Table 4

Students' perceptions regarding to game-based learning as a method to enhance grammatical competence in the English language teaching and learning process.

Questions	What features of game-based learning do you find most engaging or motivating?	Can you mention a specific game you played that help you to understand a grammatical rule or concept better?	How often do you think grammar games should be incorporated into your lessons?	Have you notice improvements in your grammatical competence after participating in game-based activities?
Answer	Rewards given by the game or the teacher when the games were applied in the classroom.	Digital games on online platforms such as Wordwall, as well as non-digital games developed in class helped to improve understanding of verb tenses.	Games for grammar learning should be incorporated in the curriculum on a more regular basis	Students claim that they perceived not only an enhancement in grammatical competence but also in speaking and listening abilities
Authors	Behavior is a response to stimuli (reward or punishment), on this depends whether the behavior is repeated or	Online quiz tools, including Kahoot!, Quizizz, and Wordwall.net, can serve as an effective platform for motivating students to learn English		GBL improved students' academic performance, particularly in the areas of grammar and vocabulary (Cabrera-Solano, 2022).

stopped (Yusra et al., 2022) . accurately and engagingly (Segaran & Hashim, 2022).

CHAPTER V

Conclusions and Recommendations

The main objective of this research is to explore game-based learning for improving grammatical competence, examining the perceptions of the teaching staff, the pedagogical department and students, who are integral to the English language learning and teaching process. The findings indicate that game-based learning elicits favorable responses from students in relation to enhancing grammatical competence and other English skills. Teachers and the pedagogical department assert that GBL offers numerous benefits in terms of student motivation and engagement, facilitating the enjoyment of English language acquisition, which in turn results in an effective approach for improving students' grammatical competence.

The following section presents the findings of the research and offers insight into the use of game-based learning as a method for enhancing grammatical competence, drawing on the experiences and perceptions of educators and learners.

Conclusions

Conclusion 1: The research findings indicated that students expressed positive attitudes when the GBL method was integrated into the learning environment. The findings suggest that game-based learning, including both digital and non-digital games, offers students an enjoyable, dynamic, creative, and flexible approach to education that facilitates their acquisition of English language skills, particularly an enhanced understanding and comprehension of grammatical concepts and rules, which in turn enhances grammatical competence.

Conclusion 2: The findings of the study suggest that teachers and pedagogical advisors have a favorable opinion of the integration of game-based learning into their teaching practices.

GBL is an innovative pedagogical approach that uses motivational features inherent in games to engage students as active participants in the learning process. Despite some challenges, the use of GBL in the classroom offers multiple advantages, especially in English language teaching, where it can facilitate the improvement of students' grammatical competence.

Conclusion 3: The incorporation of game-based learning had a significant impact on the teaching and learning process of the English language. Teachers and pedagogical advisors have noted changes when implementing educational games in the classroom as contrasted with traditional methods. Students report feeling more comfortable learning in a dynamic and creative way, putting into practice the knowledge they have learned in class. This approach has resulted in meaningful learning, which is reflected in the achievement of learning objectives.

Recommendations

Recommendation 1: It is recommended that the game-based learning method be applied with greater frequency, as the participants in the study indicated that they perceived the integration of technology in the classroom and digital games as facilitating a dynamic and engaging learning environment that allows for more effective English language learning.

Recommendation 2: It is recommended that educators consider not only the students in the elementary grades but also the students in the upper grades when implementing game-based activities. These activities are ideal for students of all ages, as research has demonstrated that this method offers a multitude of benefits when implemented in the classroom.

Recommendation 3: It is recommended that educators integrate digital games more regularly into their pedagogical practices to enhance not only students' grammatical proficiency but also their overall English language abilities.

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Annexes

Annexes A: Certified Anti-plagiarism System

CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “**GAME-BASED LEARNING AS A METHOD TO ENHANCE GRAMMATICAL COMPETENCE IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS**” elaborado por el estudiante **CHRISTOPHER JESÚS MENDOZA FRANCO** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente



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Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
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Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 ecuador.unir.net Familia y Educación: ¿cuál es su rol e importancia? UNIR Ecuador https://ecuador.unir.net/ec/actualidad-unir/familia-educacion/%E2%80%A4-La familia es un apoyo muy L...	< 1%		Palabras idénticas: < 1% (19 palabras)

Annex B: Questionnaire.

Game-Based Learning as a Method to Enhance Grammatical Competence in The English Language Teaching and Learning Process

Objective: Explore the teachers' and pedagogical advisors' perceptions regarding the use of Game-based learning as a method to enhance grammatical competence.

Questions aimed at teachers and pedagogical advisors

1. What is your perception of game-based learning as a method for teaching grammar?
2. How do you think game-based learning can enhance students' motivation and engagement in grammar learning?
3. Do you think game-based learning is suitable for all age groups? Why or why not?
4. How do you integrate game-based learning with your existing curriculum and lesson plans?
5. What challenges have you encountered when incorporating game-based learning into your teaching practices?
6. What are the main advantages of using game-based learning to teach grammar compared to traditional methods?
7. How do you measure the effectiveness of game-based learning in improving students' grammar?
8. What changes have you notice in students' attitudes towards grammar since incorporating game-based learning into the lessons?

Game-Based Learning as a Method to Enhance Grammatical Competence in The English Language Teaching and Learning Process

Objective: Explore the student's perception regarding the use of Game-based learning as a method to enhance grammatical competence.

Questions aimed at students

1. Have you ever played a game that helped you in English language learning?
2. How do you feel about using games as a teaching method to learn grammar?
3. Do you think games make English learning more enjoyable? Why or why not?
4. Would you prefer to learn grammar through games or traditional methods? Why or why not?
5. What features of game-based learning do you find most engaging or motivating?
6. Can you mention a specific game you played that help you to understand a grammatical rule or concept better?
7. How often do you think grammar games should be incorporated into your lessons?
8. Have you notice improvements in your grammatical skills after participating in game-based activities?

Annex C: Interview Transcripts

Interview aim at teachers and pedagogical department

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	1. What is your perception of game-based learning as a method for teaching grammar?	2. How do you think game-based learning can enhance students' motivation and engagement in grammar learning?	3. Do you think game-based learning is suitable for all age groups? Why or why not?
<i>INTERVIEWEE 1</i>	Well, from my perspective I think that the game-based learning, give us so many tools to teach grammar. But the not only grammar because there are many kinds of topics that again based learning is about, so you can teach vocabulary. You can use listening or speaking activities to, to practice with game-based learning.	Well, most of the presentation or the screens of the games are so colorful, so they were attractive to them and this is one of the of the good points or the advantages that we have to apply in that game-based learning as a tool for practicing grammar.	I think yes, because everyone wants to play some kind of activities, like you can scramble words, you can use different games, In an activity. So, from a little kid, to a teenager, even adults can enjoy learning English through games.
<i>INTERVIEWEE 2</i>	I think, it's one of the best	I think, when game-based	It depends because when

ways students to learn something new, especially grammar, when they are playing, it is not like the traditional teaching methods, they are learning with this method because they want just to play. So, they don't associate learning as way to be bored in class, so the only thing that they think in that moment is just to play and when a teacher applies this in a class, it could be fun for them.

activity is displayed in classes, the kids try to associate that with what is the class about, they want to just go deeper because when the approach with the teacher with a new topic, for example, animals, around the world or cities around the world. And the teacher tries to complement that with a game for example, interactive game or something that they can touch something that they can build the kids get engaged, and they can improve what they have learned so far. So, when the topic is interesting like these topics and it's implemented to a game is the best way for

they are in a school, they're going to be very biased towards game because they want to play, the only thing that matter at that age is playing they want to learn but they want to learn something fun every day. And if the teacher doesn't present the class in a way that they can understand like in very bits, for example, a topic that it is super short but sometimes it could be complicated, they can learn faster after all that. So, I think that in that age in that age gap, they can learn through games, but when they grow up, when they go to high school, they don't have that same fascination through games because they had other

them to enhance their learning process and also enhance their pronunciation and also their comprehension.

mindset, they have other thoughts to think about, maybe they're trying to find out, what is their personality about. So, in that age, I don't think that the games all the time is good because maybe some of them they want to play. Maybe others don't want to. But they only thing that we had to make sure is to evaluate which classes are going to play and which classes are not.

INTERVIEWEE
3

According to the new generation we know that we need more resources to be able to teach at least grammar because we know that it is something that cannot be changed so

Because it is not going to be something as everyday as it used to be in previous times, but now with gamification they are motivated to want to learn, how the rules are, how a well-

According to what I think, it favors elementary and middle school because we know that high school is already a little older, although it could also be used, but I think it is more

	the students somehow have to learn and the games are very attractive for them, so they are very entertaining at the same time.	structured sentence is structured in a more fun way.	applied to elementary school.
INTERVIEWEE 4	Game-based learning is a methodology that is widely used in countries where the level of education is quite strong or quite included. So, it is a methodology, which is positive because students now learn more when the contexts are playful or in this case are part of and included in the learning process.	Because first it includes them, that is, that is the fundamental part, it includes them and when we include a person or a group of people they feel like protagonists, so if grammar, to understand it linearly is suddenly for some people, no, they do not like it, but if it is through the game they will assimilate it and they will learn it and even indirectly.	Learning through games is feasible for all ages, including children in preschool and for older people as well, because learning through recreation fulfills the stated objective, that is, it will be highly recommended.
INTERVIEWEE 5	Well, I think that in the first place they make it a little more fun	The student starts to identify himself/herself; the student	Well, I think that, up to basic education, yes, everything that

given the situation that students of that age, at least those who will begin to decipher, to perceive and receive grammatical knowledge and other types of language learning, I think it is very important nowadays to have an active methodology as part of the process because parents at home, who is a fundamental part of the age when the game method should be applied, do not? have that pedagogy, like ours. So, the student begins to have different reactions in his	starts to make learning his/her own, let's say the techniques that the innovative teacher creates, and that also makes the student look for when the class starts to become shared or inverted, I believe that the student will no longer resort to traditional tools, but that he/she will take ownership of the way of learning with games, so this has an impact in which the child takes identity at the moment of exposing an achievement at the moment of externalizing the learning, the skill, he/she will no longer do it traditionally, but will also start to contribute with his/her own	involves General Basic Education is super fundamental, because young people are acquiring tendencies that if they have to go adapting to the modern environment and are easily trapped by issues that have to do with the anxiety of the Internet and to some extent also the monotony of the home, so when a teacher adapts dynamic games and activities, what do you call everything that involves activating the class, the student is awakening and stimulating many more of his or her own characteristics to be able to acquire better learning, while in
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behavior and starts to learn, either by singing or playing or putting together a puzzle, and he wants to transmit this at home and at home the parent has to adapt to this methodology to make the ideal complement, so it seems to me a fundamental part of this, the parent is becoming more related to the current methodologies as far as games are concerned.

because he/she will acquire everything that the teacher teaches him/her through the game methodology.

high school they do not, because not in high school. Because there, the student has to be prepared for a university phase and in the university phase this is no longer seen, but rather university teachers begin to change the class that is traditionally applied in high school, a master class, expositions, etc., and they are changing it for a methodology in which the student is 100% the protagonist.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	4. How do you integrate game-based learning with your existing curriculum and lesson plans?	5. What challenges have you encountered when incorporating game-based learning into your teaching practices?	6. What are the main advantages of using game-based learning to teach grammar compared to traditional methods?
<i>INTERVIEWEE 1</i>	There is a part of the units that allow you to apply this games-based learning. Instead of practicing with the board with the notebook, we can engage students through these, using the projectors, using cell phones, using some devices that are related to these activities. So, they are including in the in different part of my curriculum lessons.	Well, dealing with children or dealing with teenagers it's so stressful sometimes but the discipline could be a challenge using that kind of activities.	I think the meaningful learning is the goal that we can reach using a game-based learning because they were activated, they have predisposition, they want to participate in this kind of activities so they can learn through these activities.
<i>INTERVIEWEE 2</i>	I got many topics that are quite interesting	Sometimes when a game is not for	Well, as I said before, games are the best

for example, in this moment we're learning flags around the world, each nationality, each country has their own flags and I had an activity, a few months ago where they had to bring materials to the classes and they had to build their own flag, So, the teacher has to give them a country, they have to build a flag of the country and I think that is a kind of game. I don't think that it is 100% a game but it's a way that they can get engaged into the topic, they can learn because they associate images that also words for their stimulation in that moment when they are building something that is of their own. And also, when

everybody. And not everybody wants to collaborate on. Not everybody wants to get engaged with this game, so, the best way to prove that a topic or in this case a game, is suitable for all of them is to ask them first. For example, if you want to do, I don't know, hide and seek with the topic or maybe I don't know, a crossword or something like that. You have to ask them if they are familiar, they are familiarized with this kind of game so that is the best way to know prior hand if they like it or not, because, you know you're going to waste time and also energy and also all the research

way to teach because first of all, it engaged all the students well at least the ones that want to play and also when the traditional method is implemented in the class, not everybody wants to learn to that way, because we had to remember that, everybody got many ways to learn. For example, some of them are visuals, some of them are more like learning by hearing, also some of them like talking. So, we had many ways to learn, so when a game is implemented, all the sensations hearing, sight, touching gets together and all the senses, all the feelings are implementing into a topic. So,

	they want to associate the country with an image, I think it's the best way to put that topic in their minds.	that it takes to get together an activity that involves games and movements, so, that is the first thing that you have to do. Make sure that the kids and also in this case, in some cases adolescents that they want to do it.	I think game in this way can be healthy for the ones that cannot get engaged into the traditional way.
INTERVIEWEE 3	In all my classes I try to make the games, a game according to the theme so that all the students participate and learn.	Here it also includes a lot about children with special needs, so we have to look for games that are also adapted to them, but that is a difficulty that I could find.	It is something that for the children is very striking, very new, very innovative, so it is not like they just go and sit down to learn the grammar, no, but in a fun way they learn the rules.
INTERVIEWEE 4	If you can do it in two ways, the first is to include within the lesson plan a time slot or the other way is that you can assign a day for	Well, if the game-based learning methodology is not clear, it can be confused as a waste of time, but if the methodology is	Well, you could say that the advantage is that it indirectly assumes the content, the students assume it

learning activities in game and in this case, it is done through the approach of the strategy and in the end, we realize that the strategy is fulfilled because who does not like to play?

well understood, then there will be no problem, and that is what some teachers can sometimes confuse.

because they do it in learning that includes them and they assume it in a direct way by the incorporation that the individual has, more, not as for say by a methodology that is written where suddenly the student becomes apathetic, then one of the advantages is that it is assumed indirectly without the student suddenly being aware that he is learning grammar, but the final result will be that through the game they will learn.

INTERVIEWEE
5

Well, although it is true that we apply nowadays, this is a very easy or flexible methodology to adapt active

One of the situations that can be perceived a little bit is that parents are creating barriers

The first advantage is that the teacher himself has fun and since we are considering that

methodologies such as dynamics and games, and within the experimentation or execution phase, it is very important that the teacher can apply the dynamics of games in that part of the process or cycle of a class.

in their own children too, so, although 90% of parents are catching these new trends, there are always very busy parents and that complementary part in which the father or mother should work and they do not have it. Nowadays, the play part attracts the attention of students with special conditions and that facilitates learning.

the person who applies it is a vocational teacher, then practically nowadays it makes the process of transmitting learning more viable, I think that this advantage makes the teacher multiply or infect the rest of his colleagues to be able to make a single team. I think that this is more of an advantage.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	7. How do you measure the effectiveness of game-based learning in improving students' grammar?	8. What changes have you notice in students' attitudes towards grammar since incorporating game-based learning into the lessons?
<i>INTERVIEWEE 1</i>	Well, I can measure the results of these kind of methods, looking them using that kind of a vocabulary that we learn, applying in a right way the different grammar rules that we practice in that game, even when they have to present a topic, they used these kinds of activities to develop a better English.	I have noticed some positive attitudes because before they only use books, papers, pencils, but in this case, they are using devices, technological devices, so there is one extra point in order that they can learn better or in a better way the grammar rules and grammar part of the English language.
<i>INTERVIEWEE 2</i>	When you are going to apply a test, the first thing that you notice is the fastness, how fast a kid can answer a question, if the kid knows how to answer a question properly and you had previously implemented, a class with a game included, it means that you game is effectively working, but if the kid doesn't know even how to write the first letter of the first word, so there's	It depends because some kids as I said before they want to learn through games, others, just by the traditional way, it depends. So, some of them are going to obviously going to change and maybe when they see the teacher, they associate with a positive sensation, when it's the teacher that implements games in the class, they're going to be

something wrong with the classes going through. You have to first, make sure what is the problem and then you have to implement your strategies new games on new others resources to the classes. You see, what is the process, see what is the problem here, and what you have to take action on.

more excited about, because they're not going to just listen to a person that is talking about topic and know, and all of them are seating all the classes. So, when a teacher that implements games, the mindset of the kids is going to change, obviously, because they're going to see you as a way to distract themselves throughout all the class because you class is different, your class is going to be the one that they're going to wait for all the time, and I think that is the going to be the changes that you're going to notice when implementing games in the classes.

INTERVIEWEE
3

Very good I apply it and it is very good because the results are seen at the time that not only the same as always participate, but in a fun way everyone at the time of participation.

According to what I have been able to observe, as I am also new in this school, the previous teachers did not use dynamics, games, so for them it is something very new, they are adapting, but I believe that at this time they have already picked up the rhythm of the games.

INTERVIEWEE

4

Well, in order to have a measurement, it is in the educational process and in the curriculum we talk about the fulfillment of standards, the fulfillment of skills, and more than anything else, through the evaluation indicators we can verify whether or not the proposed skill was achieved, so that would be one of the ways to do it.

Well, I think it makes it easier for them to assimilate the content because, as I said a moment ago, it is included and the learning is indirect, but it has a positive result.

INTERVIEWEE

5

Well in the achievements, if you hear from the parent that at home the child sings vowels, plays with mathematics, likes to draw, if he/she does it at home, then the teacher can make that measurement, but if the teacher does not even ask the parent or what is worse, never hears that a certain child, If the teacher does not even ask the parent, or what is worse, never listens to the child's behavior, then the teacher may realize that it does not work, because

The student is no longer a memorist, the student is 100% practical. Learning leads him to the dynamics of a game, to the dynamics of a song, of a recitation, of teamwork, that is, it leads him there and practically eradicates the fact that the student only thinks about giving a lesson verbatim, so grammar is easily applied in practice rather than in the framework of an oral lesson.

sometimes a grade can
be very superficial, it
can be too much of a lie
and
not as an attitude of
achievement that the
child has at home.

Interview aim at students

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	1. <i>Have you ever played a game that helped you in English language learning?</i>	2. <i>How do you feel about using games as a teaching method to learn grammar?</i>	3. <i>Do you think games make English learning more enjoyable? Why or why not?</i>
<i>INTERVIEWEE 1</i>	Yes, during my English learning in my school during class time, I have used different games or even at home when I want to practice, I have gone on the internet and searched for pages or different types of games that help me improve my grammar, my pronunciation maybe my listening or my speaking.	It seems to me a pretty optimal teaching method and at the same time fun because it's like dynamic to try to outdo yourself in one game in several and at the same time see your progress, if you have a record or something like that.	I find it a bit boring to only learn by reading, well, not so much by reading, but in a not very dynamic way, but with a game you have fun trying new things, you try to improve yourself while playing or you can even compete in a healthy way with another friend who wants to learn.
<i>INTERVIEWEE 2</i>	Yes, when there are didactic games in the classroom, when the	I think it's very dynamic and retentive works best for you to retain what you've learned.	Yes, very much so because it is dynamic, it is creative, not only do you answer questions strictly, but you

	teacher sets up games.		do it in a fun, playful way.
INTERVIEWEE 3	Yes, here in the classroom together with the teacher, it always gives us that ease of dynamic games in Wordwall.	It is one of the most current and effective tools, since at least I know that some people do not like English, but when they do it as a game, they find it more fun, a little more attractive and they do not get bored.	It makes it much more pleasant because, as I said, nowadays I don't see so much attraction for young children to learn English, but through these games they see it as much more attractive, that is, they like it more.
INTERVIEWEE 4	Yes, several games, but one of the most relevant that can be pointed out would be a bingo game that we did in class and random words came up.	I think this is very efficient as it helps in addition to traditional education it also causes students to be encouraged to want to participate much more.	Yes, because I think as I mentioned it keeps the student entertained and they don't feel so bored, stressed or suffocated that everything is too rigid.
INTERVIEWEE 5	Yes, we have played it with the teacher in Wordwall, also Quizziz in English	I think it's very good because there are people who don't know how to use grammar well and these games help us a lot because there are some who love to	For me yes, because I love to play and if English is in the games it helps.

play games
and it helps
them.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	4. <i>Would you prefer to learn grammar through games or traditional methods? Explain your answer</i>	5. <i>What features of game-based learning do you find most engaging or motivating?</i>	6. <i>Can you mention a specific game you played that help you to understand a grammatical rule or concept better?</i>
<i>INTERVIEWEE 1</i>	I would prefer to learn grammar through games because it is more dynamic and fun.	Some games reward you or give you points that motivate you to keep playing or looking for more games of the same type because the more points you accumulate, the better you will feel knowing that you are learning.	Yes, for example, I remember playing a game that dealt with the verb to be in the past tense and this game helped me to improve a lot in relating pronouns to the verb to be in the past form.
<i>INTERVIEWEE 2</i>	With games, because in the traditional way I feel it is very strict with games it is more dynamic and creative.	One of the features that attracts me the most, what motivates me the most to do it are the points or bonuses that are given in the game.	The one I liked the most was the Bingo game where they put irregular verbs, the teacher named them and depending on what you had you could win the game.

<i>INTERVIEWEE</i> 3	With games because I think that we always have to keep updating the way we learn, because the traditional ways are good, yes, however, we have to evolve, so to speak.	Well, not only me but I also see that my teammates are much more motivated when they are like winning points or earning bonus scores and it gives them certain facilities, winning a game and receiving something in return.	The games that the teacher teaches, like Wordwall where they teach us grammatical tenses, the verbs in the future or in the past, that there was always this problem with the past and present tenses.
<i>INTERVIEWEE</i> 4	To be honest I would like more with games because this helps me a lot because apart from being entertained, I can learn more from my mistakes, that's why I would choose games.	I would say the most enjoyable feature would be the scoring as it quite motivates the student to want to participate more because of the same ambition of wanting to win.	For example, the bingo or word game in which we reviewed words in both past and present tense, so I think that helped me a lot in my comprehension.
<i>INTERVIEWEE</i> 5	With games I learn more	The prizes, because the games give points and motivate you to continue to the next level	Yes, a game we played in class, in Wordwall, in that game we unscramble the words and it helped me to

until you
reach the
finish line and
win the trophy
or cup.

understand the
present perfect
better.

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	7. How often do you think grammar games should be incorporated into your lessons?	8. Have you notice improvements in your grammatical competence after participating in game-based activities?
<i>INTERVIEWEE 1</i>	Most often, it is vital for me to learn with traditional methods, but once in a while learning with games that help improve grammar or some other area in the area of English would be fun.	I have noticed a lot of improvement, apart from having fun learning, I notice that I am motivated to keep trying at home or somewhere where I have free time.
<i>INTERVIEWEE 2</i>	As many times as necessary, I feel that didactically it should always be used, or at least a few minutes after the class to make a dynamic game to conclude.	Very much, I feel that since it is a game it attracts more attention, yes, I feel that it does.
<i>INTERVIEWEE 3</i>	More frequently since we fall into the boredom of classes and classes and classes without giving freedom to games, not only in English but also in many other subjects.	Yes, very much because in my case I was bored at times when there was not that game and as games are used this one does not give me laziness or I do not find it boring.
<i>INTERVIEWEE 4</i>	I think it should be implemented, maybe have a theoretical class and then a game, I think that would be the most educational and efficient way for the students.	Yes, I have noticed it because besides learning more I have improved my listening and speaking skills.

<i>INTERVIEWEE</i> 5	Very often	Yes, it improves a lot when they make us play and at the moment of working, I do catch on.
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