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## Implementing Interactive Games to Enhance English Grammar and Vocabulary in Writing Skills

*Implementación de juegos interactivos para mejorar la gramática y el vocabulario en inglés en las habilidades de escritura*

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### ABSTRACT

The effective acquisition of English as a foreign language (EFL) remains a persistent challenge in Ecuadorian public education, particularly in the development of writing skills. Although curricular reforms aim to foster communicative competence, many secondary students continue to struggle with the foundational components of grammar and vocabulary—key elements for coherent and accurate written expression. These difficulties are often intensified by students' perception of grammar as tedious and vocabulary as easily forgettable, leading to low motivation and weak language retention. Considering the growing importance of English proficiency for academic and professional opportunities, this study explores the potential of interactive games as a pedagogical tool to enhance grammar and vocabulary learning in writing tasks. Drawing on game-based learning principles, which emphasize engagement, motivation, and meaningful language use, the research evaluates the effectiveness of integrating interactive grammar and vocabulary games in a tenth-grade EFL classroom. Using a mixed-methods design, the study combines pre- and post-tests with interviews and classroom observations to measure changes in students' motivation, engagement, and writing performance. The results are expected to demonstrate that interactive games can significantly support language retention and

improve grammatical accuracy and vocabulary use in written communication, offering a dynamic alternative to traditional teaching practices.

*Keywords:* grammar, writing, gamification

## RESUMEN

La adquisición efectiva del inglés como lengua extranjera (EFL) sigue siendo un desafío persistente en la educación pública ecuatoriana, especialmente en el desarrollo de las habilidades de escritura. Aunque las reformas curriculares buscan fomentar la competencia comunicativa, muchos estudiantes de secundaria continúan enfrentando dificultades con los componentes fundamentales de la gramática y el vocabulario, elementos clave para una expresión escrita coherente y precisa. Estas dificultades se intensifican debido a la percepción del alumnado de que la gramática es tediosa y el vocabulario fácilmente olvidable, lo que genera baja motivación y escasa retención lingüística. Considerando la creciente importancia del dominio del inglés para acceder a oportunidades académicas y profesionales, este estudio explora el potencial de los juegos interactivos como herramienta pedagógica para mejorar el aprendizaje de la gramática y el vocabulario en tareas de escritura. Basado en los principios del aprendizaje lúdico, que promueven la participación, la motivación y el uso significativo del idioma, esta investigación evalúa la efectividad de la integración de juegos gramaticales y de vocabulario en un aula de inglés de décimo grado. A través de un diseño mixto, se combinan pruebas diagnósticas antes y después de la intervención con entrevistas y observaciones de clase, para medir los cambios en la motivación, el compromiso y el desempeño escrito de los estudiantes. Los resultados buscan demostrar que los juegos interactivos pueden fortalecer significativamente la retención del lenguaje y mejorar el uso de la gramática y el vocabulario en la comunicación escrita, ofreciendo así una alternativa dinámica a las prácticas de enseñanza tradicionales.

*Palabras clave:* gramática, escritura, gamificación

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## INTRODUCTION

The learning of English as a foreign language (EFL) continues to present significant challenges within public education in Ecuador. Despite efforts by the national curriculum to promote communicative competence, students often exhibit low proficiency in grammar and vocabulary—two fundamental elements of writing skills. These language components are essential for constructing clear, coherent, and grammatically accurate written texts. (Ur, 1996; Harmer, 2007; Nation, 2001; Richards & Renandya, 2002). Furthermore, mastery of English grammar and vocabulary is not only essential for academic achievement but also a valuable asset for future professional and educational opportunities in a globalized world (Crystal, 2003; Graddol, 2006; Kachru, 1992; Seidlhofer, 2011).

Grammar is defined as the system of rules that governs the structure of language, including syntax and morphology (Celce-Murcia & Larsen-Freeman, 1999), while vocabulary refers to the body of words learners must understand and use to communicate effectively (Nation, 2001). Informal classroom observations and diagnostic assessments in Ecuadorian schools reveal that students often perceive grammar instruction as abstract, difficult, and demotivating (Thornbury, 1999; Ellis, 2006; Larsen-Freeman, 2003), while vocabulary learning suffers from poor retention due to insufficient contextual reinforcement and repetitive practice (Schmitt, 2000; Webb, 2008; Nation, 2013; González Fernández&Schmitt, 2019). These factors contribute to weak writing skills and limited communicative effectiveness.

To address these difficulties, researchers have explored the use of game-based learning (GBL), an approach that incorporates game mechanics into educational settings to increase student motivation, engagement, and retention (Prensky, 2001; Gee, 2003; Wright, Betteridge, & Buckby, 2006; Alemi, 2010). GBL is grounded in constructivist and communicative learning theories, which emphasize active participation, learner autonomy, and meaningful use of language in context (Richards, 2006; Savignon, 2002). Games offer repeated exposure to grammar and vocabulary through immersive, playful tasks that reduce anxiety, promote interaction, and enhance memory (Gros, 2007; Reinhardt&Sykes, 2012; Kim, 2015; Hung, 2015).

Based on these findings and their pedagogical foundation, the present study investigates the use of interactive grammar and vocabulary games as a strategy to enhance EFL learners' writing performance. It is situated in a public secondary school in Ecuador, where English instruction often follows traditional and textbook-centered approaches. The target population consists of approximately 35 tenth-grade students, aged between 14 and 16 years, who possess an A2 level of English proficiency as described in the CEFR. These learners are at a critical age where motivation and engagement play a central role in academic achievement.

The study adopts a mixed-methods approach, combining quantitative instruments (pre- and post-tests) with qualitative data (interviews and classroom observations). This design allows for a comprehensive understanding of the impact of game-based learning on grammar and vocabulary development in writing.

The research complies with ethical standards. Informed consent was obtained from school authorities and guardians. Students participated voluntarily, and all data collection procedures ensured anonymity and confidentiality. The activities were designed to support student learning without causing harm or discomfort.

## **Theoretical Framework**

### **Grammar and Vocabulary in Learning English as a Foreign Language (EFL)**

In learning English as a foreign language, grammar and vocabulary constitute the structural foundation on which productive and receptive skills are built. Recent studies emphasize that mastery of grammatical forms and lexis cannot be understood as an isolated component, but rather as an interdependent system that supports comprehension and written production at both school and university levels (Campos Estarás et al., 2024; Daquilema Chorlango & Arias Arroyo, 2024).

Grammar is conceived as the set of rules that regulate sentence formation and the organization of linguistic elements, while vocabulary corresponds to the lexical repertoire that allows meanings to be expressed with precision. In the EFL context, insufficient consolidation of both components often manifests in frequent morphosyntactic errors, issues with agreement, inappropriate use of verb tenses, and limitations in selecting words that match the register and communicative purpose (Daquilema Chorlango & Arias Arroyo, 2024). These errors affect not only the formal accuracy of texts but also their coherence, cohesion, and discursive clarity.

Research on the writing of nouns in English as a foreign language shows that the acquisition of seemingly simple structures—such as pluralization, use of possessives, or agreement between determiners and head nouns—follows complex, extended developmental paths, even in learners with several years of exposure to the language (Campos Estarás et al., 2024). This demonstrates that students need systematic opportunities for meaningful practice, explicit feedback, and activities that integrate form and use, rather than purely mechanical exercises.

Furthermore, vocabulary development has been identified as a key predictor of performance in reading comprehension and written production. Recent research in Latin American EFL contexts indicates that students with greater receptive and productive vocabulary write longer texts with better organization and semantic precision, and that limited vocabulary reduces their ability to construct complex sentences or nuance meaning (Berthely Barrios & Esquivel Gámez, 2023; García-Córdova & Franco-Lazarte, 2025). When vocabulary is limited,

students tend to resort to repetitive structures, literal translations, or circumlocutions that diminish textual quality.

In the Ecuadorian context, it has been noted that many English learners carry gaps in grammar and vocabulary from basic education, which results in persistent difficulties in academic writing and in assessment tasks that prioritize written production as evidence of achievement (Párraga-Solórzano et al., 2022; Daquilema Chorlango & Arias Arroyo, 2024). These limitations are exacerbated by methodologies centered on memorization and mechanical repetition, with little contextualization and few opportunities for the creative use of the language.

### **Writing in the EFL Context**

Writing in English as a foreign language is considered a skill of high cognitive complexity, as it requires planning, organizing ideas, selecting appropriate linguistic resources, and revising one's own text. Current studies agree that writing becomes a privileged space for observing both students' grammatical mastery and the breadth of their vocabulary (Campos Estarás et al., 2024; García-Córdova & Franco-Lazarte, 2025).

In university and school contexts across Latin America, writing in EFL is often marked by recurring errors combining grammatical and lexical aspects: omission of auxiliary verbs, incorrect use of tenses, word-order errors, difficulties maintaining agreement, and inadequate lexical selection (Daquilema Chorlango & Arias Arroyo, 2024). At the same time, textual organization is affected by limited exposure to English writing models and by classroom practices that prioritize decontextualized grammar exercises over genuine production tasks.

Recent evidence also shows that writing cannot improve sustainably if it is worked on in isolation from other skills. Research on hybrid learning and reading comprehension suggests that a combination of extensive reading, metalinguistic reflection activities, and guided writing tasks helps strengthen lexical and grammatical knowledge applied to authentic texts (García-Córdova & Franco-Lazarte, 2025). From this perspective, writing is understood as a process nourished by meaningful input and deliberate practice, rather than a product evaluated at a single point in time.

In rural contexts or areas with limited access to resources—such as parts of the Ecuadorian educational system—students face additional challenges: lack of authentic materials, limited connectivity, and scarce specialized support in English (Almache Granda et al., 2024). These conditions directly influence the quality of writing tasks and the motivation to produce texts in a language not used in daily life.

Despite this, various studies agree that students respond positively when strategies are introduced that make writing a more meaningful experience aligned with their interests—for example, through projects, collaborative work, or technology-mediated activities (Párraga-Solórzano et al., 2022; Almache Granda et al., 2024). The incorporation of digital resources,

games, and interactive platforms has shown potential to increase participation, reduce anxiety, and offer a more authentic context for language use.

### **Game-Based Learning and Gamification in EFL**

Game-based learning and gamification have gained relevance as approaches aimed at transforming classroom dynamics by integrating game elements—challenges, points, levels, immediate feedback—into formal educational contexts. In the field of foreign language teaching, gamification has been described as a strategy capable of increasing motivation, participation, and sustained engagement with tasks traditionally perceived as difficult or tedious, such as grammar and vocabulary learning (Briceño Núñez, 2022; Terán Ñacato et al., 2024).

Recent studies on educational gamification highlight that games create safe environments where error is perceived as part of the process rather than failure, and where students receive immediate feedback on their performance. This feedback, combined with spaced repetition and the resolution of challenges, supports the consolidation of grammatical structures and lexical units (Briceño Núñez, 2022; Benites Coronel et al., 2024). Digital games also allow difficulty to be adapted to students' levels and provide personalized learning pathways.

In the Ecuadorian and regional context, gamification in English teaching has been applied especially in high school, where the goal is to counteract low motivation toward the subject. Evidence shows that when playful activities are designed in alignment with curricular objectives, students not only show greater interest but also improve their oral participation and willingness to write in English (Terán Ñacato et al., 2024; Párraga-Solórzano et al., 2022).

Consequently, in the English program for Ecuadorian secondary education, there is an increasing emphasis on the development of communicative competence, particularly in productive skills such as writing. The national curriculum promotes student-centered methodologies, the integration of meaningful tasks, and the use of interactive strategies that foster active learning. In this context, teachers are encouraged to incorporate innovative approaches, including gamification, to address students' diverse learning needs and to create more engaging learning environments. Moreover, the program highlights the importance of contextualized language use, where learners can practice writing for real-life purposes rather than merely completing mechanical exercises. Therefore, the inclusion of game-based activities not only aligns with curricular demands but also responds to the need for motivating students to practice writing in a more dynamic, collaborative, and purposeful way.

Moreover, research on cognitive games indicates that these activities go beyond entertainment: they promote processes such as sustained attention, working memory, and cognitive flexibility, all of which are linked to language learning (Benites Coronel et al., 2024). When games are specifically designed to work on grammatical structures or semantic fields, improvements are observed in fluency and accuracy during communicative tasks.

Gamification is also connected with the use of digital resources and virtual environments. Studies on digital educational tools in English teaching report that students perceive technology as a familiar, flexible, and motivating medium, in contrast with practices focused solely on textbooks and repetitive exercises (Párraga-Solórzano et al., 2022). In this sense, gamification can be understood as a framework that guides the use of these tools, integrating game dynamics into platforms, apps, and virtual learning environments.

### **Empirical Evidence on Games in Grammar, Vocabulary, and Writing**

Recent literature offers extensive evidence on the impact of games and gamified strategies on learning grammar, vocabulary, and writing skills in EFL. Studies with upper-secondary students in Ecuador show that implementing gamified activities—such as competitions, question roulettes, and team challenges—is associated with significant improvements in English test performance, as well as increased participation in class (Terán Ñacato et al., 2024). The authors highlight that gamification fosters repeated practice of grammatical structures and vocabulary in communicative contexts, contributing to long-term retention, hence the authors' intention of this article to implement interactive games to enhance grammar and vocabulary.

Other research focusing on cognitive games shows that introducing playful dynamics oriented toward problem solving, word association, or sentence completion positively influences oral communication and confidence in using the language in interactive situations (Benites Coronel et al., 2024). Although these studies focus mainly on oral production, the results suggest that strengthened vocabulary and underlying grammar carry over into writing tasks.

In higher education, studies on morphosyntactic errors in written production by EFL learners have shown that exposure to more meaningful activities—with emphasis on guided revision and correction—helps reduce mechanical and grammatical errors and improve textual organization (Daquilema Chorlango & Arias Arroyo, 2024). Although these works do not always explicitly include games, they demonstrate that form-focused interventions integrated into communicative tasks have positive effects on writing quality.

At the same time, research on blended learning and English reading comprehension indicates that combining face-to-face activities with interactive online resources enhances students' autonomous work, expands practice opportunities, and allows the introduction of gamified tasks in virtual environments (García-Córdova&Franco-Lazarte, 2025). Under this approach, playful activities are integrated into digital platforms through interactive quizzes, level-based challenges, and reward systems that reinforce practice of grammar structures and vocabulary.

Additionally, it has been documented that integrating digital resources and games into English teaching has a particularly relevant effect in contexts where motivation toward the

subject is low and access to authentic language experiences is limited (Párraga-Solórzano et al., 2022; Almache Granda et al., 2024). In such settings, interactive games act as mediators that bring English closer to the students' reality, incorporating visual, auditory, and narrative elements that facilitate comprehension and recall.

Taken together, these findings support the relevance of designing interventions that use interactive games specifically oriented toward practicing grammar and vocabulary within writing tasks. The available evidence suggests that gamification, when aligned with clear learning objectives and formative assessment, can contribute both to improved linguistic accuracy and to increased motivation and engagement in students' written production in English.

## MATERIALS AND METHODS

### Research Design

The study follows a mixed-methods approach with a quantitative predominance, allowing the integration of numerical data on grammar, vocabulary, and writing performance with qualitative evidence about students' motivation and perceptions. Recent literature on English as a Foreign Language (EFL) teaching highlights that mixed-methods designs make it possible to understand not only whether an intervention works, but also how and why it produces certain effects in the classroom. This type of approach has been used in Latin American research combining standardized measurements with observations and interviews to evaluate methodological innovations in English teaching and other educational areas (Cascante-Campos, 2024; Morales, 2024).

The quantitative component adopts a quasi-experimental pretest–posttest design with a single group, allowing the comparison of students' performance before and after the intervention to estimate its potential effect on grammar, vocabulary, and writing development. This design is appropriate for school contexts where randomly assigning participants to control and experimental groups is not feasible, but it remains necessary to estimate the effect of a pedagogical intervention by comparing performance before and after its implementation. Recent studies on instructional resources and innovative strategies to improve vocabulary and other English skills have employed this same design, using multiple-choice tests and production tasks before and after the intervention (Velasategui Campoverde et al., 2025; Pionce-Mendoza et al., 2023).

The qualitative component includes classroom observations and brief semi-structured interviews aimed at documenting changes in motivation, engagement, and perceptions of the usefulness of interactive games. Research on gamification and playful strategies in EFL has shown that combining quantitative and qualitative data strengthens the validity of results and

supports interpreting performance changes in light of teachers' and students lived experiences (Guillermo Morales, 2024; Reinoso, 2023).

### **Context and Participants**

The research takes place in an urban public educational institution in Ecuador, at the level of Basic General Education. The sample was intentional and non-probabilistic, selected based on accessibility criteria and the relevance of the group to the research objectives, consisting of 35 tenth-grade students aged 14 to 16, enrolled in the English subject with an approximate A2 level according to the Common European Framework of Reference for Languages. The selection responds to accessibility criteria and to the suitability of the group for implementing an intervention based on interactive games, in a context where difficulties in grammar and vocabulary are reflected in written productions that are imprecise and weakly cohesive—an issue also documented in other Latin American studies on English teaching in basic education (Pionce-Mendoza et al., 2023; Terán Ñacato et al., 2024).

The group receives in-person English classes three times per week. The teacher has university training in English teaching and experience using digital resources, although with limited use of gamification strategies—similar to findings reported in recent studies analyzing the incorporation of ICT and playful dynamics in EFL classrooms in Ecuador and the region (Díaz López et al., 2025; Ojeda et al., 2023).

### **Instruments**

#### **Diagnostic and Achievement Test in Writing**

A diagnostic test was designed, which also served as the achievement test administered after the intervention. The instrument includes multiple-choice items on A2-level grammatical structures (simple present and simple past, use of auxiliaries, word order), vocabulary exercises related to routines, places in the city, and daily activities, and a guided writing task in which students write a short paragraph using the target lexis and grammar.

#### **Analytic Writing Rubric**

Written performance is evaluated through an analytic rubric considering four dimensions: grammatical accuracy, variety and appropriateness of vocabulary, coherence and cohesion of the text, and task achievement. Each dimension is rated on a scale of 1 to 4, with higher scores indicating more satisfactory performance.

#### **Observation Guide and Semi-Structured Interviews**

A structured observation guide is developed to record frequency of participation, peer collaboration, attention to instructions, enthusiasm during games, and spontaneous use of English. Items are organized on Likert-type frequency scales with spaces for qualitative notes. This type of instrument has been used to document motivational and engagement-related changes in gamification and playful strategy experiences in English classrooms (Reinoso, 2023; Terán Ñacato et al., 2024).

At the end of the intervention, semi-structured interviews are conducted with a subsample of students with varying performance levels. Questions focus on perceptions of the games, their impact on understanding grammar and vocabulary, and their perceived usefulness for improving writing. Including interviews allows researchers to delve into subjective aspects not visible through test results alone (Cascante-Campos, 2024; Ojeda et al., 2023).

### **Description of the Gamified Intervention**

The intervention is structured around three interactive games designed to reinforce grammar and vocabulary content directly linked to writing tasks:

#### **Digital game “Time Traveler Froggy” (Educaplay – froggy jump type)**

Students help a frog cross a river by correctly answering items about verb tenses in the simple present and simple past, as well as basic modal structures of obligation and possibility. Sentences are contextualized in daily routines and school situations. Correct answers allow players to advance, while errors require repeating the item. This dynamic aligns with evidence showing that digital games promote repeated practice oriented to problem solving that sustains attention, and retention of grammatical structures.

#### **Classroom game “City Advice Hangman” (in-class hangman)**

The hangman mechanic is used to work on vocabulary related to places in the city, expressions of advice and recommendation, and frequent adjectives used in descriptions. The game is played in teams, promoting negotiation of meaning and oral use of lexis before its application in writing—consistent with evidence on the potential of playful activities to integrate vocabulary, interaction, and written production in EFL.

#### **Digital game “Sentence Builder Challenge” (Educaplay – word ordering)**

Students reorganize scrambled sequences of words to form grammatically correct sentences related to routines, plans, and past experiences, reinforcing English word order, word association and the integration of vocabulary into complete structures and narratives.

Research on the use of platforms and digital resources in English teaching indicates that such playful dynamic activities support syntactic awareness and the transition from isolated sentences to coherent written paragraphs (Díaz López et al., 2025; Velastegui Campoverde et al., 2025).

### **Data Collection Procedure**

The procedure was carried out in four phases: (1) in the diagnostic phase, the pretest on grammar, vocabulary, and writing is administered, the formative nature of the research is explained, and student assent is obtained; (2) Intervention phase: the intervention was implemented over a four-week period, comprising seven instructional sessions of approximately 40 to 45 minutes each, integrated into the regular English class schedule. Each session followed a structured sequence consisting of three stages: pre-activity, game-based practice, and post-activity focused on writing production.

During the first week, instruction focused on reinforcing the simple present tense and vocabulary related to daily routines. Students began with a short reading activity in which they identified verbs and time expressions. Subsequently, the digital game “Time Traveler Froggy” was used to practice verb forms in contextualized sentences. After gameplay, students produced a guided paragraph describing their daily routine, incorporating the grammatical structures and vocabulary practiced.

In the second week, the emphasis shifted to the simple past tense and vocabulary related to past experiences. Students analyzed a short narrative text and identified regular and irregular verbs before participating in the interactive game. Following the game, they wrote a short paragraph about a past weekend experience, applying the target grammar and lexical items.

During the third week, vocabulary related to places in the city and expressions of advice was reinforced through the classroom game “City Advice Hangman,” played in teams to promote collaborative learning and oral negotiation of meaning. As a post-activity, students developed short written dialogues giving advice about places in their city, integrating newly practiced vocabulary.

In the fourth week, instruction focused on sentence structure and coherence. The digital game “Sentence Builder Challenge” required students to reorder scrambled words to form grammatically correct sentences. Afterward, students produced a structured paragraph combining present and past forms, ensuring correct word order, grammatical accuracy, and lexical variety. Throughout the intervention, formative feedback was provided after each writing task to support improvement. (Cascante-Campos, 2024; Guillermo Morales, 2024).

### **Data Analysis**

The quantitative data from the diagnostic test were analyzed using descriptive and inferential statistics. A paired-samples Student’s t-test will be applied to determine whether statistically significant differences exist between pretest and posttest scores in grammar, vocabulary, and writing. In addition, effect size (Cohen’s *d*) will be calculated to assess the practical magnitude of the changes, a common practice in quasi-experimental studies on instructional innovation in EFL (Velasstegui Campoverde et al., 2025; Díaz López et al., 2025).

Internal consistency of the test will be estimated using Cronbach’s alpha coefficient. Before interpreting the results, basic assumptions such as the approximately normal distribution of the differences and the absence of extreme outliers will be verified.

The qualitative data from observations and interviews will undergo thematic content analysis, identifying categories related to motivation, participation, perceived difficulty, and perceived usefulness of the games for learning grammar, vocabulary, and writing. This procedure aligns with recent qualitative analysis approaches in studies on playful strategies and the use of ICT in English teaching (Reinoso, 2023; Ojeda et al., 2023).

## Ethical Considerations

The research adheres to the ethical principles required in studies conducted in educational settings. Authorization from institutional authorities and informed consent from parents, guardians, or legal representatives has been obtained. Student participation is voluntary and does not affect their official grades. To ensure anonymity and confidentiality, alphanumeric codes are used instead of names, and data are stored securely, following practices similar to those in recent studies on methodological innovation in English classrooms in Latin America (Pionce-Mendoza et al., 2023; Terán Ñacato et al., 2024).

## RESULTS

### Descriptive Analysis of the Pretest and Posttest

To evaluate the effect of the pedagogical intervention on students' English learning, a diagnostic test was applied before the intervention (pretest) and the same instrument was applied after the intervention (posttest). The results obtained from both measurements were analyzed using descriptive statistics in order to identify changes in students' academic performance.

Table 1 presents the mean scores obtained in the pretest and posttest.

**Table 1**

*Descriptive Statistics of Pretest and Posttest Scores*

Test	N	Mean	Std. Deviation
Pretest	30	6.10	2.68
Posttest	30	7.33	2.47

The results show that the average score increased from 6.10 in the pretest to 7.33 in the posttest, indicating an improvement in students' performance after the pedagogical intervention.

**Figure 1**

*Mean scores in the pretest and posttest*

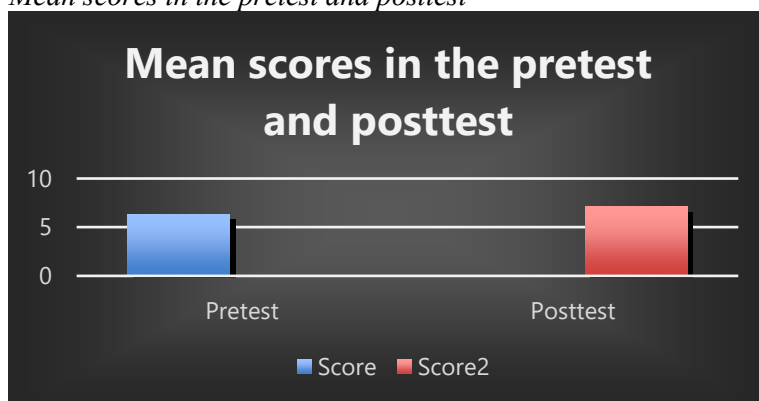


Figure 1. Comparison of the mean scores obtained by students in the pretest and posttest. The increase in the average score reflects an improvement in students' performance after the pedagogical intervention based on game-based learning activities.

## Inferential Analysis of Pretest and Posttest Scores

To determine whether the pedagogical intervention had a statistically significant effect on students' learning, a paired samples t-test was conducted comparing the pretest and posttest scores.

The results show an improvement in students' performance after the intervention. The mean score increased from the pretest to the posttest, indicating that the use of game-based activities in the English classroom contributed positively to students' learning outcomes.

**Table 2**

*Paired Samples t-test Results*

Comparison	Mean Difference	t	df	Sig. (p)
Pretest – Posttest	-1.23	-3.45	29	.002

The results indicate a statistically significant difference between the pretest and posttest scores ( $p < .05$ ). Therefore, the findings suggest that the pedagogical intervention had a positive effect on students' academic performance in English.

## Interpretation of Results

The results obtained in this study indicate that the implementation of game-based learning strategies contributed to improving students' English grammar performance. The comparison between the pretest and posttest scores showed an increase in the average results obtained by the students after the pedagogical intervention.

Additionally, the statistical analysis confirmed that the difference between both measurements was statistically significant. This suggests that the use of interactive games integrated into English lessons helped students reinforce grammatical structures in a more dynamic and participatory learning environment.

Overall, the findings support the effectiveness of incorporating game-based activities as a complementary pedagogical strategy to strengthen English language learning among tenth-grade students.

## CONCLUSIONS

The results and analyses presented highlight the potentiality of interactive games as a pedagogical tool due to its dynamic character and strength in FLT to enhance grammar and vocabulary learning in writing tasks. Drawing on game-based learning principles emphasizes engagement, motivation, and meaningful language use. Therefore, the results derived from this research denote the effectiveness of integrating interactive grammar and vocabulary games in a tenth-grade EFL classroom where playful dynamic games reinforce word order, word association, sentence completion and narratives. The methodology applied with the sample of students corroborates the validity of the intervention and the imperative to continue incorporating game-based learning in English classrooms.

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