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**Methodological strategies: online games for the development of writing skills in basic school students.**

**Methodological strategies: online games for the development of writing skills**

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**RESUMEN**

Las Tecnologías de la Información y la Comunicación (TIC) y los juegos educativos en línea se han consolidado como enfoques prometedores para mejorar el proceso de aprendizaje. El presente estudio tiene como objetivo mejorar las habilidades de escritura de los estudiantes de bachillerato mediante la combinación de gamificación y herramientas tecnológicas. La información para este estudio se obtuvo de una muestra total de 20 estudiantes de 10<sup>o</sup> grado y 3 profesores de inglés de un centro educativo privado del cantón de Pedernales. Se llevó a cabo una investigación cualitativa

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participativa. Se aplicaron instrumentos como entrevistas, pretest y postest a los estudiantes, como parte del diagnóstico. Posteriormente, se realizó un examen gamificado como evaluación final. Esto demuestra una mejora significativa en las habilidades de escritura de los participantes de 10<sup>o</sup> grado. Por otro lado, se concluye que los estudiantes de esta investigación mejoraron sus habilidades de escritura mediante la realización de prácticas que utilizan gamificación y herramientas tecnológicas.

**PALABRAS CLAVES:** Tecnologías de la información y la comunicación, juegos en línea, participación, habilidades de escritura.

## **ABSTRACT**

Information and Communication Technologies (ICT) and online educational games in education have emerged as promising approaches to improve the learning process. The present study aims to improve students' writing skills using a combination of gamification and technological tools in a group of Upper Basic students. The information for this study was obtained from a total sample of 20 tenth-grade students and 3 English teachers from a private Educational Unit in the canton of Pedernales. A qualitative participatory research was carried out. Instruments such as interviews, pre-test and post-test were applied to the students, as part of the diagnosis and after that, at the end a gamified exam was carried out as the final part. This shows a relevant improvement in the writing skills of tenth grade participants. On the other hand, it is concluded that the students of this research improved their writing skills by executing practices using gamification and technical tools.

**KEYWORDS:** Information communication technology, online games, participation, writing skills.

## **INTRODUCCIÓN:**

In an increasingly digitized world of information, information and communication technologies (ICTs) have gained a prominent place in the field of education. These technologies offer a variety of tools and resources that can transform, innovate, and motivate teaching and learning. However, its impact on the development of writing skills in higher education students, particularly in rural educational contexts, is an area of interest and concern that is planned to be studied.

This research is qualitative and participatory, since teachers and students select together the pertinent and pleasant activities and the way in which the writing skill is developed through technological activities. This work will be conducted through an organized case study process that will bring to light the level of development of writing skills in these students after using ICTs through online games, on the other hand, it is important because research such as the one proposed has not been carried out in this institution.

This study is important because the use of ICTs through online games is an instrument that if it is used appropriately in the educational environment it has countless benefits for the development of the writing skill of the English language; with a broad vision strengthening the students' skills in the foreign language, instilling in them motivation for the language, developing skills for the use of technologies and achieving a discipline to create a cooperative work environment where interactive learning of teachers and students can enhance relationships between the teachers and students.

The article is organized in the following order: Introduction where the variables are described, the relationship between them is established, research or work related to the topic is described, the problem, the objective and a summary of the methodology are stated; in the Materials and Methods section, the information and the treatment given to the data are detailed; in the Results section, the data obtained are analyzed to finally establish the discussion and conclusions of what was proposed.

Online games offer a playful and engaging environment that can stimulate writing in a natural and fun way, it is seen from different points of view by different authors; one of the main ones is McGonigal, Jane. (2011), who in his book "Reality is Broken: Why Games Make Us Better and How They Can Change the World," McGonigal explores how online games can be powerful tools for motivating people, fostering collaboration, and solving complex problems.

## **Online Games**

According to Chaves (2019), online games are defined as a playful activity that arouses curiosity and improves concentration, which reinforces

memory and facilitates the processing of vocabulary and grammatical structures. In short, games in the classroom increase fun and improve attention, which benefits cognitive development.

### **Some of the ways this happens are:**

**Creativity and expression:** Many online video games allow players to invent stories, characters, or virtual worlds, which stimulates creativity and the original use of language.

**Intrinsic motivation:** The competitiveness and satisfaction offered by games can encourage players to hone their writing skills to achieve goals and overcome challenges.

**Consistent practice:** Online games provide opportunities to practice writing on a regular basis, which contributes to improved fluency and accuracy.

**Immediate feedback:** Many games offer instant feedback on player performance, helping to identify areas that need improvement and adjust writing style.

**Collaboration and communication:** Multiplayer games promote collaboration and written communication, which favors the development of social and language skills.

### **Games that promote writing:**

**Role-playing games (RPGs):** Players create characters and tell stories in a virtual environment. **Building games:** Allow players to build structures and write descriptions of their creations. **Collaborative Writing Games:** Players collaborate to create stories or novels.

**Blogging and forum platforms:** These provide spaces to write and share ideas with other players.

### **Benefits of writing development through online games:**

**Improved language skills:** Expands vocabulary, refines grammar and spelling, and stimulates creativity in the use of language.

**Critical thinking development:** Games that require problem-solving or decision-making encourage critical thinking and problem-solving skills.

Juan Carlos & Ochoa Egoavil (2019). They used the mobile application "Kahoot" and in turn contemplated that it benefits the improvement of the writing range of the English language. According to which he was endorsed by the results of the written test at the end of the course.

In her research, Edith Milena Díaz Vesga (2023) focused on examining how digital platforms such as Genially and Google Drive can improve both writing and oral expression in English. The results indicated remarkable progress in both skills when using these digital resources. Students demonstrated a gradual improvement in their ability to respond more elaborately and in detail to in-class activities, suggesting a positive impact of digital tools on the development of these language skills.

In addition, Castillo-Cuesta, L. (2022) in his study set out to evaluate the impact of the use of Genially games to improve reading and writing skills in EFL. A mixed-method approach was used to collect and analyse the data, with pre- and post-tests administered to all participants and a perception survey given to the experimental group. The study included online lessons that incorporated Genially games to practice reading comprehension and essay organization. The results indicated that Genially games effectively improved EFL students' reading and writing skills, especially in grammar, vocabulary, and essay structure.

Alexander Carrillo (2022) states that the specific objective was "to develop a gamified pedagogical strategy channeled by ICT to strengthen the level of English of tenth grade students", the research was fulfilled, since the pedagogical proposal was designed taking into account the results of the instruments used in the pretest.

Jong, B., & Tan, K. H. (2021), this research aims to detail the application of a web-based learning platform to measure students' writing skills. In this study, Padlet is used as a digital educational tool. The main results of this research reveal that participants show positive reactions towards Padlet. The significance of this research is important for the contemporary instructional tool in assessing writing for the current cohort of students.

According to Narváez et al. (2023). The research has presented some promising results on the effectiveness of gamification/online games as a methodology for learning English in the early levels of higher education. There is talk of an essential improvement in all L2 language skills. The results also show that gamification not only stimulates learning, but also contributes to increasing grammar skills, oral and written expression, as well as listening comprehension.

Vesga Aldana et al. (2021) developed an educational strategy called Gamenglish, based on gamification, to improve students' English grammar proficiency. This strategy uses playful activities to motivate students and reinforce their language skills, covering areas such as listening, writing, reading and speaking.

In their research, Albuja-Obregón et al. (2022) highlight the importance of integrating gamification into the educational environment using available technology and multimedia resources. They argue that this practice can transform information into collaborative knowledge among students. In addition, they emphasize that teachers must promote the development of competencies through playful activities in the classroom, which can increase students' motivation towards the acquisition of dynamic and meaningful learning.

In their study, Pelagallo et al. (2023) set out to examine how gamification was applied in the teaching of the English subject for students at the upper basic sublevel. They found that the use of gamification was very well received by both teachers and students, indicating a high acceptance of this strategy in the educational context.

Following the line of Medina (2018), they base their approach on the principles of game design within educational environments, which creates an attractive, satisfying and motivating experience. He suggests that by introducing the structure and dynamics of the game, the direct participation of the student is achieved, which makes gamification an effective tool to improve the development of skills and encourage competition and cooperation between participants.

In his study, Rodríguez Camilo et al, (2018), investigated how gamification can be an effective tool to promote student participation and learning in the classroom. He found that gamification can be especially helpful in motivating students to participate and changing negative behaviors by incentivizing competition for prizes. As a result, it concluded that the use of technological tools in the implementation of gamification strategies facilitates

and improves educational management by allowing more effective interaction, accurate measurements, and better monitoring of student progress.

Authors Tigua Anzules et al. (2022) argue that teachers consider that a significant advantage of online or gamified games is their ability to capture students' attention through playful experiences in the classroom. This strategy is valued for its ability to motivate students and stimulate their interest in learning through an emotional connection.

Continuing with the academic contributions on the dynamics of the game, Medina-Chicaiza & Sánchez Quishpe (2018) consider it as an innovative educational methodology, since it combines various strategies that arouse the curiosity and interest of students, thus generating motivation in the learning process. They highlight that gamification is a pedagogical tool of great relevance in the educational field, especially in working with adolescents, this being the main focus of the research.

Domínguez Martínez, C. C. (2022), another positive contribution is the use of digital tools for learning, which facilitates a participatory and cooperative process, in which the available resources are abundant. The teacher can gain insights while exploring various apps and devices, allowing them to optimize the time spent preparing lessons or managing their own content repository. This is especially beneficial when imparting knowledge to a wide range of students with different profiles in the classroom.

In their work, Pinto et al. (2020) set out to examine the influence of gamification through the Kahoot, Quizizz, and Duolingo platforms on the academic performance of fifth-year high school students at the Institución Educativa Independencia Americana. The results showed a positive and significant relationship between the use of gamification through these platforms and academic performance in English. In conclusion, it was evident that gamification contributes to improving English learning, with Kahoot being the most effective platform, followed by Duolingo and then Quizizz.

Ochoa's (2019) research focused on analyzing how the use of the Kahoot application contributes to improving the English writing ability of students in the first cycle of a private university in Lima. The results revealed a high level of enthusiasm among students when using this technology in their English

language learning. It was found that the use of Kahoot during the English course stimulated students and helped them improve their writing skills.

Villafuerte (2019) focused on investigating how video games and online applications can influence the attention and concentration of students with and without ADHD. It was concluded that the regulation of video games is essential to provide adequate stimulation to children with ADHD, promoting collaboration between students and educational agents without generating dependency. These actions contribute to the self-control, motivation and self-concept of the students. The results demonstrated improvements in the attention span of all participants, especially in the ADHD group, with a marked increase in concentration time. All participants showed interest in playing and participating in the activities.

According to the research carried out by López and Quispe (2020) at the national level, a quantitative and quasi-experimental approach was carried out that examined the use of gamification technologies and applications in the educational process. Among the tools used are Duolingo, Edmodo, Kahoot, ClassDojo, and Socrative. The results obtained indicate that the incorporation of these gamification technologies meant a valuable improvement in English learning. For example, the average score went from 8.79 in the pre-test to 14.67 in the post-test, on a scale of zero to one, which implies an increase of 5.88 points in learning. In addition, it was revealed that 70.17% of students were satisfied with this gamified learning approach.

A study conducted by Yunus and colleagues (2021) in Malaysia examined how the use of Quizizz influences the learning of irregular verbs in English. This study adopted a quantitative and quasi-experimental approach. The results revealed that the use of Quizizz generated a marked improvement in the learning performance of irregular verbs, with an average increase of 24.67 points between the pre- and post-intervention assessments. In addition, significant differences were identified according to the sex of the participants ( $U=57.5$ ,  $p=.032$ ). In conclusion, it was demonstrated that the implementation of interactive online games such as Quizizz is an effective resource to optimize the teaching and learning of English.

The analysis carried out by Cadena Villegas et al. (2023). In his research, he reveals that the application of a pedagogical strategy based on the Educaplay tool generated highly positive results in the learning of English in third-year high school students at the Batalla de Pichincha School, located in the city of Quinindé. After the implementation of this strategy, there was a marked increase in the success rates in the four desired language skills. Satisfactory performance levels reached values between 71% and 87%, which represents a substantial improvement compared to the initial evaluations.

## **Writing skills.**

Writing is a multifaceted skill that involves everything from language proficiency to the ability to organize ideas coherently and persuasively. It is a creative process that allows us to communicate our experiences and thoughts effectively.

Pokhrel, V. (2023). Creative writing is a crucial skill for student development, and this study seeks to implement action plans in EFL classes to improve students' creative writing skills through various planned activities.

### **Key elements of writing skills:**

**Language mastery:** A good writer masters words, using them as precise tools to convey their ideas.

**Coherence and cohesion:** The ability to build a solid text, where each idea connects to the next in a natural way.

**Clarity:** Clarity is essential so that the reader can easily understand the message. **Originality:** Originality brings a text to life, making it stand out from others. **Structure:** Structure is the skeleton that supports a text, giving shape to ideas.

**Style:** Personal style is the hallmark of a writer, making their text unique.

Pokhrel, V. (2023). Students participated in writing exercises and data were collected from observations. The behavior of the students while participating in creative writing tasks was analyzed. The results illustrate the effectiveness of incorporating creative writing skills into EFL teaching.

In a study by Almelhi, A. M. (2021), he aimed to examine the impact of online reflection journals on the creative writing skills of Birzeit University students. Sixty first-year university students participated in the research. Data were analysed using appropriate quantitative methods. The results indicated that the proposed didactic strategy effectively improved students' creative

writing skills. The results showed that the use of online reflection journals positively influenced several aspects of creative writing, such as originality, flexibility, fluency, and elaboration.

Fitri, K. (2022). This study was an experimental approach. Data were collected from SMAN 1 Tambang. The aim of the research was to examine the influence of Padlet on students' writing skills in an experimental setting. The participants were 30 students from class X IPA 1. A writing test, administered before and after the intervention, was used as an instrument for this study. The data were analyzed with the SPSS 24.00 program. The results indicated that the use of Padlet as a teaching tool produced significant improvements in several components of writing, such as vocabulary, grammar, content, mechanics and organization.

Aguilera Dimas, J. S. (2021). This document outlines a proposal for pedagogical and didactic innovation that involves the creation of a diary based on multimodal texts based on current events, with the aim of enhancing writing skills as a situated practice. Ninth-graders, mostly teenagers, were found to show only slight improvement after intervention in these writing activities.

Guo, Kai, et al. (2024). The aim of this research was to collect empirical evidence on the use of game-related strategies, including game-based learning and gamification, to teach writing. Several studies were reviewed and the following conclusions were reached: (1) a variety of games were used for teaching writing, including digital and non-digital educational games, (2) digital educational games were the most cited type of game in the literature, and these games were employed to create realistic and engaging learning environments, provide opportunities for writing practice and assess students' writing skills. Overall, the results demonstrate how games and their elements are applied in the teaching and learning of writing.

Mpiti, T., & Makena, B. (2020). This research explores the variables that affect English writing proficiency among second language learners whose primary language is isiXhosa. The study found a critical limitation in English Additional First Language (EFAL) writing skills, resulting in challenges for learners in writing English as a second language. As a result, instructors began to use their native language instead of English as the language of instruction. This decision was made because some students feel more comfortable expressing their opinions in their native language.

YU, Shulin, et al, (2021). This study aimed to expose the negative facets of feedback by exploring its harmful impacts on L2 student writers and how they respond to these impacts. The results highlighted seven feedback traits

that could trigger negative effects on writers: lack of detail, inferior quality, superficial feedback, vague feedback norms, inconsistent feedback, one-way communication, and incomplete feedback loops.

Senel, M., & Bağçeci, B. (2019). This study was conducted at the fourth-grade level of a private elementary school to foster creative thinking skills among students through a two-month intervention. Participants engaged in 23 journaling topics aimed at nurturing their ability to think creatively. The results underscore the positive impact of creative thinking and writing activities on the development of students' creative thinking skills. Most of the students perceived the program as pleasant, with a notable preference among female students compared to their male peers.

In their study Tütüniş, B., and Küçükali, S. (2014), he demonstrated that EFL classes focused on creative writing at the university level could effectively improve students' writing proficiency. Dividing the students into two groups, the results revealed a remarkable contrast between the groups in relation to writing skills and language growth, which received affirmative responses.

## **MATERIALS AND METHODS**

The design of this study is based on research with a qualitative approach with a type of participatory research, through a case study with the participation of 20 students and 3 professors from a private institution in a rural area of the Pedernales canton. The search for the necessary, pertinent and adequate information for the development of the same was carried out with the established tools and materials.

In this research, theoretical methods such as inductive deductive methods were used, depending on how it moves from particularizing the shortcomings to generalizing the facts, phenomena and processes associated with the development of the writing ability of the English language by the students. One of the empirical methods was the permanent and concise observation of this process within the classroom where the shortcomings are evidenced.

The variables to be considered were online games and writing ability, and to test them, a sample of a group of 23 participants was taken into account. 20 students and 3 teachers who attend a private educational institution located in the canton of Pedernales, Ecuador. The age of the students is 12-13 years old. The age of the teachers is between 28-40 years old. The group is made up of 9 women and 14 men.

**Table 1. The sample.**

<i>Participants</i>	<i>FEMALE</i>	<i>MALE</i>	<i>TOTAL</i>
<i>Students</i>	7	13	20
<i>Teachers</i>	2	1	3
<i>TOTAL</i>	9	14	23

A pre-test and a post-test were applied, with the aim of assessing the process of development of writing skills in high school students. A test was applied where the level of development of writing ability was diagnosed, the researcher asks the participants to write essays on a specific topic provided by the instructor. For the analysis of the trials, the researcher used a rubric document following the Cambridge Press Preliminary English Test. The instrument provides objective evidence of the evolution of participants' writing skills before and after the ICT educational intervention. Essay quality is a reliable technique for assessing the evolution of participants' writing skills (Krippendorff, 2018).

After the pre-test has been applied, the educational intervention is developed for the practice of writing skills using ICT plus online games. The researcher used gamification as a strategy to engage with adolescent participants.

The intervention consisted of 10 sessions in which ICT and games were used. Participants were exposed to technology, color, audio, video, and animation to practice their writing skills. This allows participants to experience a more meaningful and enriching educational motivation for learning. Elevating the participants' encounter with letters, their sounds, as well as motor development through conditioned behavioral learning, using playful elements can be very relevant (Moreno, 2006).

Surveys and interviews to obtain information on the current state of the problem, for the elaboration, improvement and characterization of the diagnosis about the development of the students' writing skills.

Semi-structured survey to determine the most common strategies used for the practice of writing in the English language in Pedernales, Ecuador. It consists of 3 categories (1) Most Common Writing Practices Executed, (2) Most Effective Writing Practices Performed with 10th Graders, and (3) EFL Teacher Recommendations for Motivating Students to Write. The instrument was designed by the researcher and examined by the panel of experts attached to the Eloy Alfaro Lay University of Manabí in Ecuador. The expert panel advised training the observer to make objective observations and reducing the items from 15 in the original version to 10 in the final version. The research team made a total of 15 observations.

Record of observations, to collect observations on the use that students make of technological tools for the practice of the English language. The first part of the instrument includes questions on sociodemographic data to know the socioeconomic characteristics of the group of students. In addition, the items observed refer to the participants' preferences regarding learning style, complexity, motivation and commitment with respect to the use of ICT tools. The instrument was designed by the observer and examined by the panel of experts attached to the Eloy Alfaro Lay University of Manabí in Ecuador. The panel of experts advised reducing the original 20 items to 10. The instrument was executed using a google form. The observer was trained by the research team to execute the observations.

### **Procedure:**

**Phase 1.** At this stage, the observer carried out the selection of the participants.

**Phase 2.** The researcher designed the instruments for collecting information.

**Phase 3.** Carrying out the preliminary test and observations.

**Phase 4.** Implementation of the educational intervention plan and interview with teachers

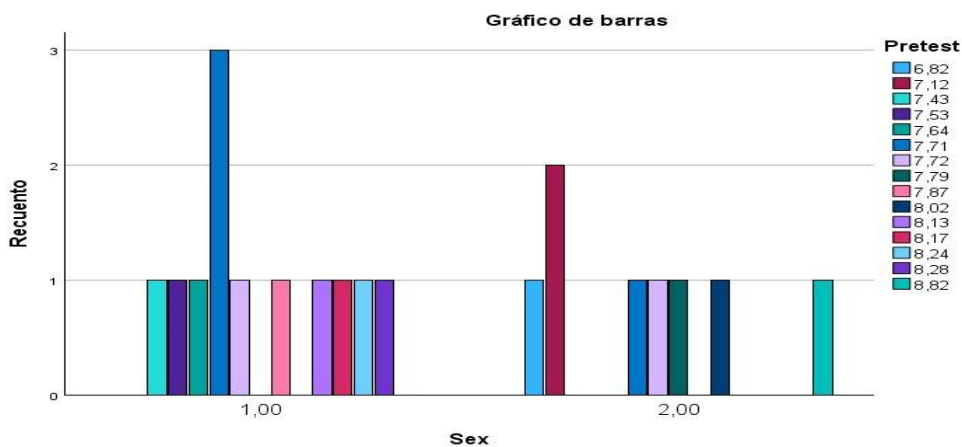
**Stage 5.** Running the post-test.

**Phase 6.** The researcher performed the analysis of the data.

## Results

According to the data obtained with the application of the survey and after having tabulated the information collected, the following results were obtained.

### GRAPH 1. *Pre-test writing skills*

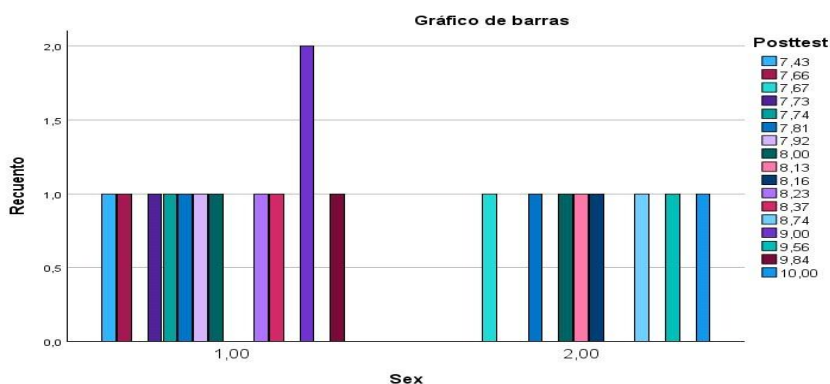


For the pre-test, the measures of central tendency are mean 7.76; median 7.72 and mode 7.71. While the standard deviation is 0.45. The variance is 0.20. The range 2.00 with a minimum value of 6.82 and a maximum of 8.82.

In this educational scenario, students can improve their English writing skills through online games. They begin by exploring challenges that stimulate their "creativity", inviting them to experiment with the language and develop their voice as writers.

The authors Narváez et al. (2023) presented promising results in their research on the effectiveness of gamification as an English teaching strategy in the first levels of higher education. Through the evaluation of basic and advanced level tests, they have obtained significant data that support the usefulness of this methodology.

### GRAPH 2. *Post-test writing skills*

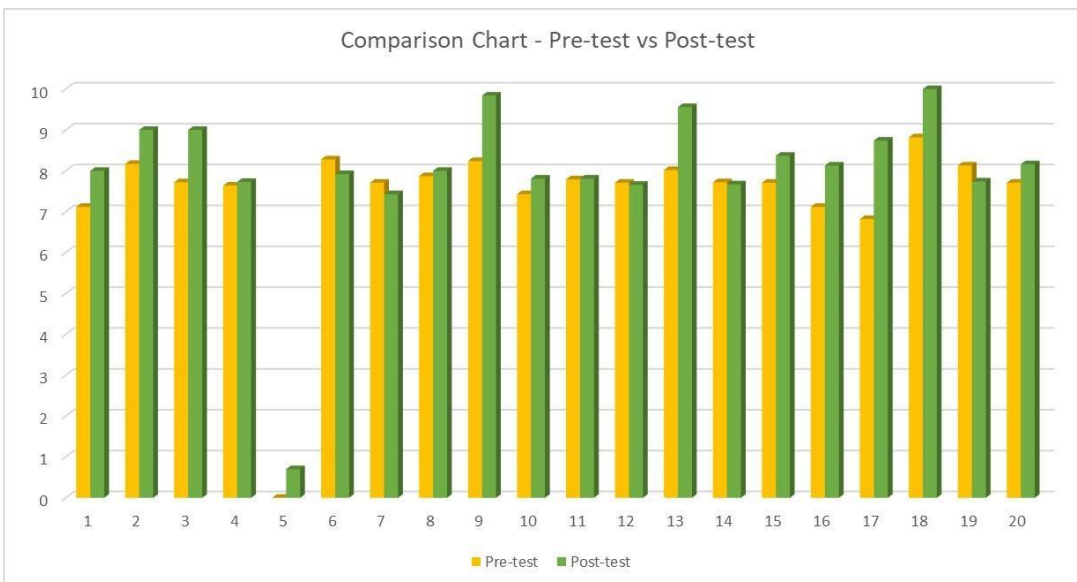


For the post-test, the measures of central tendency are: mean 8.34; median 8.07 and mode 7.81. While the standard deviation is 0.76. The variance is 0.58. The range 2.57 with a minimum value of 7.43 and a maximum of 10.00.

According to the study by Domínguez Martínez and Concepción Celedonio (2022), the use of digital tools translates into a notable improvement in English grammar.

In her research, Edith Milena Díaz Vesga (2023) focused on examining how digital platforms such as Genially and Google Drive can improve both writing and oral expression in English. The results indicated remarkable progress in both skills when using these digital resources.

**GRAPH 3. Results of the participants in the pre-test and post-test of writing skills in the English language.**



The results of the analysis of the students' progress between the pre-test and the post-test in writing practices show that those who used online games experienced significant improvements in their skills. The student who made the most progress, identified as Student 17, increased his score from 6.82 in the pre-test to 8.74 in the post-test, which represents a notable improvement of 1.92 points.

In addition, student 9 also experienced significant progress, increasing his score from 8.24 to 9.84 on the post-test, which equates to an improvement of 1.6 points. Similarly, student 13 showed a substantial increase in her performance, going from 8.02 in the pre-test to 9.56 in the post-test, with an improvement of 1.54 points. These results support the effectiveness of the use of online games as a pedagogical strategy to improve students' writing skills, highlighting their ability to stimulate active learning and student engagement in the process of acquiring language skills.

Students 6, 7, 12, 14 and 19 showed a decline in their scores on the post-test, which can be attributed to a combination of factors. A lack of study skills, along with a relatively low level of engagement and difficulties retaining information, could have contributed to this decline in writing ability when using online games.

**From the observations,** the author observes that students are immersed in the activities of written expression. A friendly competition is established between them and results of comparison between them emerge. This drives them to surpass each other and to dedicate themselves even more to the written practice of the language. This healthy competition acts as a "motivation" engine, fueling their commitment to the learning process.

## **Analysis of the interviews conducted with the teachers**

The teachers who teach English in the Educational Unit comply with the specific work plan, showing their daily planning for each class hour, the teacher explains that the activities for the students to develop are basically those indicated by the workbook.

They state that sometimes the students indicated that they would prefer to carry out other types of activities, they say outside the classroom or another place, which is why with the support of the institution they began this project with great progress in what corresponds to the development of the writing skill in the English language that they consider very important for the development of this important communication skill.

They mention that it is very interesting to work in classes with new tools supported by technology, since it is very motivating and better learning for students to carry out activities on the computer, or listen to and watch videos in English because that helps them develop skills and clear their knowledge.

In addition, they state that most students have difficulty writing a paragraph or transmitting a written message.

They affirm that there are different activities that without a doubt can help develop the writing skill of the English language through the activities carried out with ICTs, but they mention that students prefer online games because as they progress, they receive immediate feedback on their writing, which allows them to correct mistakes and improve instantly.

In addition, the adaptability of the games allows them to adjust the difficulty level based on their individual needs, ensuring a personalized and effective learning experience.

The results of the pre-test and post-test suggest that the incorporation of online games as a teaching tool can be very effective in enhancing the development of writing skills in students, taking into account the motivation of students when carrying out activities that involve the development of writing skills.

## Discussion

The results of this study allow us to ratify the results of Alexander Carrillo (2022), who states that the specific development of gamified pedagogical strategies mediated by ICT significantly improves the process of teaching and learning the English language.

In addition, this study also reflects the same position held by researchers Narváez et al. (2023). In their research, promising results were obtained and reflected, which confirm the effectiveness of gamification/online games as a methodology for learning English at higher education levels. having an essential improvement in all L2 language skills.

On the other hand, the present study also confirms the position of the researcher by Domínguez Martínez and Concepción Celedonio (2022), that the use of digital tools significantly improves English grammar. That is, significant differences were found between the participants' scores before and after the digital intervention in terms of English grammatical competence.

The use or rather the implementation of these online games that were implemented through the use of lac tic helped to achieve these results, therefore this implementation that was applied within this study shows that the students demonstrate the versatility of the game. The intuitive and eye-catching interface makes them important factors that increase and encourage the written production of the English language.

The students had a greater increase after the intervention of online games since they increased not only in their affective part but also the increase in their final grade is reflected as evidence of the improvement in writing ability. From this same group on which the study was based, it is observed that

the number two group "men" had a more notable improvement than the other group of different sexes. This table shows that there is a significant improvement from the beginning and after the intervention, improving and obtaining a point of difference at the end of the application of the online games mediated using ICT.

One of the unexpected results that could be observed after the application of the games is that, directly and indirectly at the same time, not having a computer, table or mobile device at home does not allow the student to continue practicing from their sheet to reinforce and have more significant

improvements and further enhance this practice. because the vast majority of the students who participated in this study are of low economic status.

On the other hand, this study recommends having time to create the content, being clear about the skill to develop within the content and having notions about how to create a gamified activity to improve the use of online games using technological tools.

## **CONCLUSIONS**

Based on the results obtained in the empirical part of this study, the objectives of the proposed research, to analyze the writing level of tenth grade students of a specific educational unit in their pre-test and post-test, the implementation of online games through ICT and finally the description of the resulting experiences through surveys administered to both the students involved and the students. to English teachers. The main advance was through the use and practice of technology, this means that it is possible to improve the learning of writing skills.

The weakness of this study is highlighted in the small number of students (participants), therefore, a generalized statement cannot be made but the results of this study serve to improve the teaching and learning processes, to make curricular adaptations within the classroom and to guide the use of technologies in English classes to students.

The conclusion that was reached is that online games play an important and very relevant role in today's education by improving learning experiences and academic achievements, since it makes them immerse students within the field of study and enjoy in turn this gamified, rich experience. In addition, they inspire teachers by adding fun, dynamism, and interactivity to their classes, but they also cater to the diverse student needs and preferences of students.

This same study proposes a line of research for other future researchers: "The use of technology in the concentration and motivation of students. I hope that the contributions of this work will contribute and contribute significantly to the improvement of education in Ecuador."

## **RECOMMENDATIONS**

Continue to deepen the theoretical systematization of online games in English to strengthen other aspects of the language such as oral communication and reading comprehension.

Continue to apply this proposal to other groups and educational units for the improvement of it and favor the development of the writing ability of the English language.

Design a preparation course for teachers at this level of education to generalize its application and raise their professional preparation.

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