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A Proposal for Applying Game-Based Learning with EFL Mandarin Speaking Students of a
Costa Rican Primary School

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Abstract

In Costa Rica, we are experiencing a growing population of non-Spanish speakers who come to study from primary school on. Consequently, we are in need of an effective approach to teach students whose native language (L1) is not Spanish, and for whom English is the target language. This paper carries out a literature review to find teaching strategies that help Chinese English learners in English as a Foreign Language (EFL) classes. By examining Chinese teaching methods throughout history, this paper aims to propose Game-Based strategies that can help primary school students successfully learn the target language. Additionally, this paper explores the potential of English Language Teaching (ELT) innovation, specifically focusing on how Game-Based Learning (GBL) can enhance this educational process. In conclusion, GBL and other innovative teaching strategies are focused on helping students in a more effective way than traditional methods. Research done through the years has concentrated on the teacher rather than the students' needs. Nevertheless, recently, Student-Centered Education has encouraged dynamic and fun learning, which ultimately is more meaningful for students' development.

Keywords: Chinese-English learners, English as a Foreign Language, English Language Teaching innovation, Game-Based Learning, teaching strategies

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Resumen

Costa Rica está experimentando un aumento en la población extranjera que viene a estudiar desde el nivel escolar. Esta situación requiere un enfoque efectivo para enseñar a estudiantes cuya lengua materna no es español y están aprendiendo inglés. El presente artículo lleva a cabo una revisión de la literatura para ayudar a los estudiantes chinos durante las lecciones de inglés como lengua extranjera. Al examinar los métodos de enseñanza en China a través de los años, se logra establecer como objetivo identificar estrategias que puedan ayudar a los estudiantes a aprender exitosamente el idioma Inglés. Asimismo, el manuscrito analiza la innovación de la enseñanza del idioma Inglés, al centrarse específicamente en cómo el aprendizaje basado en juegos (ABJ) puede mejorar este proceso educativo. En conclusión, el ABJ y otras estrategias educativas innovadoras están enfocadas en ayudar a los estudiantes de una manera más efectiva que los métodos tradicionales. A lo largo de los años, los estudios se han concentrado en las necesidades del profesor más que en las de los estudiantes. Sin embargo, en los últimos años se ha promovido la educación centrada en el estudiante, al fomentar un aprendizaje dinámico y divertido que es más relevante para el desarrollo estudiantil.

Palabras clave: Aprendizaje basado en juegos, estrategias educativas, estudiantes chinos de inglés, inglés como lengua extranjera, innovación de la enseñanza del idioma inglés, estrategias educativas.

Introduction

English teachers in Costa Rica are trained to teach English as a Foreign Language. However, with the increasing foreign population, we now face a new situation. Students from countries such as China, Russia, Brazil, and others coming to Costa Rica to study pose a

challenge for us teachers due to the language barrier that exists. This issue affects several institutions, but there is one educational center in Costa Rica that only a few know. This paper focuses on a predominantly Chinese institution where most students' first language (L1) is Cantonese or another Chinese dialect. At this school, students learn Mandarin, Spanish, and English. Communication with native Chinese students is complicated, to say the least, and it is necessary to emphasize Spanish first to facilitate easier communication for everyone. Therefore, English is taught as a third (L3) or even fourth language (L4), which results in a lower importance level and higher difficulty for the students.

Teaching this population raises significant questions about the best teaching methodologies to use. Can Game-Based Learning help students, whose native language (L1) is not Spanish, to learn English in an easier and faster manner? Teaching English as an L3 is challenging as students struggle with grammar, spelling, and pronunciation caused by the huge difference it exists between their language and English. In Costa Rica, we are not exempt from facing this reality with L1 Mandarin-speaking students. Our country has a large and growing Chinese population being educated within the Costa Rican education system. In spite of this, parents still seek a more Chinese-inclusive institution, aiming for educational standards closer to those from China. However, in terms of English teaching, they expect a traditional approach based on listening and repeating exercises, grammar, and book-exercise completion. To effectively teach this population, especially students aged 7 to 12, a different strategy is needed. Adopting an approach such as Game-Based Learning (GBL) can significantly impact English language learning for this demographic.

Based on the challenges identified in the introduction, this paper will propose GBL as a strategy to teach Mandarin-speaking students learning English as a Foreign Language (EFL) in a Costa Rican primary school. As noted before, traditional methodologies for teaching English may not be the most effective one for this population, given their unique linguistic background and educational needs. The first section will explore how English has been taught in China, English Language Teaching (ELT) innovation in China, teaching methods in primary schools, and Game-Based Learning. The second section will address the proposal for Mandarin-speaking students learning English and my own perspective as their English teacher. Ultimately, this paper will propose an integration of Game-Based Learning into the EFL curriculum to create a more inclusive and effective learning experience for Mandarin-speaking students, fostering better language skills and deeper engagement with the English language.

English Language Teaching in China

“Countries such as China have recognized the importance of English for dialogizing in the global context and have reformed their English language education programs to reflect these needs” (Molina, 2016, p. 2). In some countries, including China, this has been a complicated and inconsistent process, influenced by political factors, and ELT was affected. Molina (2016) summarizes all the changes that happened during the past 70 years (See Table 1).

Table 1

Historical Highlights of the English Language Movement in China

Timeline	Highlights
1957	The English curriculum became a requirement for junior secondary education.
1960s	The English curriculum became a requirement for tertiary education. The majority of the students still pursued Russian through college.
1962-1964	English became a subject to be tested in The National Higher Education Entrance Exam. The seven-year program for Foreign Language Teaching was launched.
1966-1976	Foreign language teaching was banned nationwide.
1980	Economic reform and development led to increased motivation for learning English.
1983	The English exam became a formal requirement for entering a university.
1986	The New English Syllabus focused on English not for instrumental, but for communication and educational purposes.
1988	CLT approaches began to emerge within the curriculum.
1993	1993 Syllabus focused on the value of English for modernization and communication.
2001	The English curriculum became a requirement for primary schools from Grade 3.
2001 to present	The New National Curriculum for the 21st century focuses on the whole person through language teaching where language includes not only the four skills, but language use, affect, learning strategies, and cultural awareness.

Note: Adapted from Molina (2016).

During 70 years, China had many issues with the English language and debated whether or not it was important to teach this language at schools. Nowadays, we can see the drawbacks it has for young Chinese learners. Most parents still think English is unimportant because that was what they were taught and that its only purpose was to be utilized to propagate political ideology (Yang, 2004). In the following sections, there will be a brief explanation on the methodologies and perspective the Chinese government had through the years.

1950s-1966

According to information gathered by Yang (2004) and Molina (2016), the most significant historical developments in English Language Teaching (ELT) in China occurred after

the 1950s, when English became a mandatory subject for junior secondary education. However, Russian was also prominent due to political and geographical interests, where teaching was teacher dominated and textbook centered focusing on grammar and vocabulary (Molina, 2016). During this time, the Chinese government also tried to implement the Direct Method, which avoided the L1 and focused on the target language (Molina, 2016). In the 1960s, English also became mandatory for tertiary education. At this point, English was viewed as the key to accessing scientific and technological knowledge, which was essential for supporting Chinese modernization efforts.

The Cultural Revolution (1966 to 1976)

From 1966 to 1976, Mao Ze-dong launched the Cultural Revolution. “In the late sixties, English was not taught in schools for several years. “English teachers were vilified as ‘spies’ and ‘worshippers of everything foreign’” (Yang, 2004 p. 76). “The Cultural Revolution that lasted from 1966 to 1976 banned all foreign materials and replaced them with politically charged textbooks often based on ideologies they wished to perpetuate” (Molina, 2016, p. 6). English was banned in China, erasing all the progress the language had made within the country.

1980s

During this period, English was not viewed as a tool for individual intellectual or academic development, nor as a means for engaging with other nations. Instead, it was utilized to propagate political ideology (Yang, 2004). The primary methods of English instruction included intensive reading and the Grammar-Translation Method (Yang, 2004). English taught during this period lacked authenticity. It heavily focused on political terminology and displayed a significant lack of understanding of the cultures of English-speaking countries (Yang, 2004). Additionally, the quality of teaching was low (Yang, 2004).

"The Open Door Policy in 1979 and the economic reforms in the early 1980s brought with it an influx of international companies and exchange of commercial and cultural ideas, which led to the growing interest in English" (Molina, 2016, p. 6). During this period, the traditional Grammar-Translation Method still dominated, but the Audiolingual Method gained popularity, and elements of Communicative Language Teaching (CLT) began to emerge in the late 1980s and early 1990s.

1990s

Yang (2004) noted that "with the open door policy, English was not only a tool for China's modernization, but a ticket for individual social mobility and academic advancement" (p. 77). This broadened the scope of English education beyond mere political propaganda, making it a valuable asset for personal and professional growth. The emphasis on overall proficiency in listening, speaking, reading, and writing underscored this new approach.

This era also saw the diversification of English textbooks, which began to incorporate various language teaching theories. As Yang (2004) pointed out, "[d]iversified English textbooks appeared, embodying various language teaching theories, and in many cases accompanied by colourful pictures and audio and/or video tapes" (p. 77). This diversification aimed to make learning more engaging and effective.

2000s

Molina (2016) explained that the current curriculum in China reflects these historical shifts and attempts to balance the overemphasis on vocabulary and grammar by fostering comprehensive language competence. To achieve this, Task-Based Language Teaching (TBLT) methods were promoted, embedded in cooperative and experiential learning processes, which also aim to increase student motivation, develop positive attitudes and thinking skills, and raise

cultural awareness of English-speaking countries.

Despite English being the dominant foreign language in China, it is not the only one taught; "English is clearly the actual and even quasi-official number one foreign language," Yang (2004, p. 77) stated, but he also noted that other languages such as Japanese and Russian are treated equally in primary and secondary schools. This inclusive approach ensures a well-rounded linguistic education for Chinese students, acknowledging the global importance of multiple languages. Overall, these developments highlight the dynamic nature of English education in China, shaped by internal reforms and global influences preparing students for a globalized world.

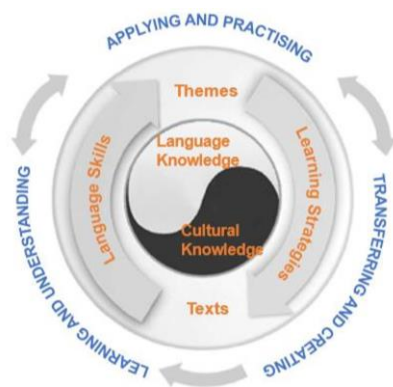
Present

Young Chinese learners have limited knowledge of English grammar since Mandarin and English differ so much in terms of Grammar and expression. Zhai et al. (2023) and the Ministry of Education of the People's Republic of China (2022) noticed the importance of learning English and having a good understanding of grammar. The Chinese Ministry of Education also stated that learning English enables students to explore different cultures, compare them, and appreciate the best of each. Consequently, the English curriculum now includes a three-level system for the nine-year compulsory education period, specifying content and requirements.

The Ministry of Education of the People's Republic of China (2022) included the following components that constitute the curriculum: thematic contexts, text types, language knowledge, cultural knowledge, language skills, and learning strategies: "Built around these elements, the curriculum aims to advance the development of students' core competencies throughout compulsory education through activities such as learning and understanding, applying and practi[c]ing, and transferring and creating" (p. 26) as shown in Figure 1.

Figure 1

Compulsory Education's English Curriculum Structure



Note: this is how the components of the curriculum are interrelated to one another. Source: Ministry of Education of the People's Republic of China (2022, p. 26).

ELT Innovation in China

History and tradition hold significant value in Chinese culture. However, the Ministry of Education of the People's Republic of China (2022) encouraged teachers to use digital technology and online platforms for blended learning. Yi (2021) noted that Chinese students typically focus on reading, writing, grammar, translation, and vocabulary memorization in their English learning strategies. This highlighted the continued importance of grammar translation in Asian ELT contexts.

Despite the recognized importance of local culture in language teaching, its integration into curricula remains under-researched. The effectiveness of the Ministry's 2022 curriculum will vary based on location and resources. Urban schools often benefit from connections with prestigious universities and access to overseas teachers, while schools in rural areas may face

challenges due to less qualified staff (Murray et al., 2023). Moreover, The 2022 curriculum connects course content to real life, emphasizing modern traits and technological advancements. It focuses on themes such as "man and self," "man and society," and "man and nature," encouraging students to apply their knowledge to real-world issues and engage actively in their learning. Teachers are encouraged to guide students in becoming active participants in assessment activities to enhance their learning outcomes.

ELT Strategies for Primary School

A teaching strategy can be defined as a plan, method, or series of activities that help achieve a particular educational goal (Hayati et al., 2021). According to Hayati et al. (2021), these learning activities are efforts used by teachers to help students achieve their goals and fulfill the learning process. Wulandari et al. (2020) said that instruction at elementary school level is expected to contribute to the advancement of student's language competence. In primary school, the teacher needs to create an interesting, fun, and enjoyable lesson (Wulandari et al., 2020) because it can interest students to learn English (Li, 2023).

Lakhmotova (2017) mentioned that many years ago, the methods used to teach were the Direct Method, the Situational Method, the Silent Method, the Grammar-Translation Method, the Audio-lingual Method, and the CLT method. However nowadays, there are other methodologies we use to teach English in primary school which have been studied enough to know those are the ones that better fit today's expectations. The following is a list of different methods and strategies that according to different authors can be used to teach English as a foreign language in primary school.

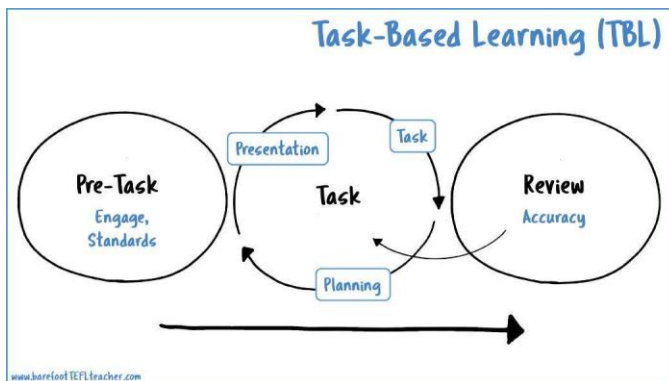
1. ***Communicative Language Teaching.*** Lakhmotova (2017) explained that this is an innovative method used in China to teach English. Additionally, he said that English

language learning should be focused on real communication. English lessons should use different types of support, such as visuals, diagrams, plans, tips, phrases, and dialogues.

2. **Task Based Learning.** Lakhmotova (2017) described that in TBL, the goal is for students to reach the target on their own. The aim is to teach students to speak English by 1) learning a new phrase, 2) trying to say it, 3) attempting to pronounce new words and phrases, 4) pronouncing them, and 5) using the new words in their daily life. Narváez (2023) added that TBLT is a learner-centered approach based on the use of tasks. This approach is the one used by the Ministry of Education in Costa Rica (MEP). A 'task' involves activities that require learners' knowledge and skills, promoting collaboration and engagement with authentic experiences (Narváez, 2023). Look at figure 2 for further exemplification on the TBL.

Figure 2

The process of a task-based learning lesson



Note: Interrelation of each part of a TBL activity. Source: <https://www.barefootteflteacher.com/p/what-is-task-based-learning>

3. **Game Learning.** Lakhmotova (2017) mentioned that games ought to be at the heart of teaching foreign languages since they create a bridge between learning and doing. “The main function of this teaching method is the combination of development, teaching and education of the student” (Lakhmotova, 2017, p. 34). The author also affirmed that games

have the power to engage, challenge, and delight students.

To sum up, all these teaching strategies are useful to apply while working in primary school. Some strategies are out of use or too traditional, but it is important to take them into account. Others are more modern such as TBL or GBL and are the ones being studied and used nowadays. Ultimately, choosing which one to use will depend on the teacher and the population they are working with. Moreover, there are some topics that need more attention and therefore a combination of different approaches might be a good idea.

Game-Based Learning

Applying Game-Based Learning (GBL) is an association between education and games (Li, 2023). GBL refers to the use of pre-established games to teach different lessons. Falciani (2022) defined Game-Based Learning as the resulting process of playing games to accomplish learning activities during the learning process. If teachers decide to use GBL during their lessons, they must choose well-planned games that are relevant to the topic (Lakhmotova, 2017). Li (2023) explained that in primary schools, GBL helps to effectively stimulate students' speaking abilities in the target language. The author also added that even if they do not know the language at the beginning, GBL can absorb their attention easily while they are young. Overall, GBL has an amazing power to engage, challenge, and delight students who usually find traditional material difficult (Lakhmotova, 2017).

Lakhmotova (2017) identified three types of classroom games—communicative, conditional and communicative, and silent games—each chosen based on lesson objectives to help achieve educational goals. Ningsih (2023) noted that integrating games with subject matter captures students' attention and boosts involvement, enhancing creativity and problem-solving skills. Li (2023) asserts that Game-Based Learning (GBL) significantly increases young learners'

interest in English by encouraging natural, enthusiastic oral participation, while Plass et al. (2015) highlight cognitive benefits, noting that play activates schemas and helps children transcend immediate reality. Li (2023) also emphasized that GBL enhances active and creative English use, creating a more engaging teaching atmosphere. Ningsih (2023) added that teachers must be proficient in technology and digital games, designing creative methods to foster independence and cognitive development, showing GBL's potential to transform English language teaching.

GBL Proposal for Mandarin-Speaking Students in Costa Rica

Game-Based Learning is an innovative strategy that has come to light in recent years. This strategy can be used with video games apps, such as Kahoot!, Quizziz, and other game pages. Nevertheless, it can also be applied with traditional resources, such as adapted games, new games, or even recreational games. Prieto-Andreu et al. (2021) observed that games can affect positively in the integral development of personality. The authors also pointed out that those games that entail a cognitive challenge, body movement with motor and mental energy expenditure, social relationships and cooperation, and obtaining positive reinforcements are the ones that create a Game-Based learning environment.

The use of the GBL as a practice resource may be relevant to promote new contexts of learning, from which the learning could be encouraged and motivated, intrinsically and extrinsically, commitment and academic performance of students (Prieto-Andreu et al., 2021). For example, we could create a monopoly board to explain and practice the topic of Simple Present tense, and this is a good application of GBL as it motivates students to participate. Undoubtedly, while working with kids we tend to use games and sometimes we do it

unconsciously, but what if we proposed ourselves to create a lesson in which our students would use games to complete assignments and learn. In this section, I will propose some activities using GBL for groups from first to sixth grade in the institution where I currently work.

Background of the Chinese Education Center in Costa Rica

In this section, the paper will describe the background of the Chinese educational center for which this proposal is suggested. Understanding the situation of the educational center, its students, and teachers is crucial for the proposal as it will justify the decisions in activities and strategies. The institution that inspired this paper is an all-Chinese student educational center in Hatillo, Costa Rica, serving students aged 3 to 21. It educates Chinese students relocated to Costa Rica learning Spanish and Costa Rican and Venezuelan students with Chinese parents, with varying levels of Spanish proficiency. The focus of this paper is on students from first to sixth grade, typically from ages 7 to 12, though some students are up to 16 years old. The school also provides boarding facilities for students living far from the school.

Teachers at this center face additional challenges due to the need for translations and extra materials in Mandarin for students who are still learning Spanish. Classroom technology is limited to a flat screen and a CPU with Internet access, while students are not allowed personal electronic devices. Consequently, lessons rely heavily on the whiteboard and the shared screen. English classes predominantly use teacher-centered strategies, with students focusing on completing exercises, as well as engaging in written and spoken production.

Proposed GBL Activities

In the following list, I will be describing three activities using GBL that can be used to teach different topics. All can be adapted to the topic or specific subject that we are teaching; it will all depend on the creativity of the teacher and the resources they have available. In my case I

can not use any technology, but these could also be modified to be performed online.

1. **Escape Room:** Sometime ago, I created an Escape Room to review the topic of Wh- Questions. An Escape Room is a series of puzzles, challenges, or tasks that need to be solved to continue with the activity and finish the task. This can be performed in groups or even individually. Gómez (2019) concluded that this can foster motivation, teamwork, and communicative competence all at once. Escape rooms promote problem-solving situations for students since they cannot move to the next task until they have correctly solved the previous one. In the end, after they have completed each section, a final part emerges which can be a code or several keys that the students have collected by finishing each section. Throughout this activity English language is practiced in an integrated and contextualized manner (Gómez, 2019). In the following link, you will find the already mentioned Escape Room for Wh- Questions:

https://www.canva.com/design/DAFRRZB8viM/mbeK1zcvsoQ0KNy-dvhyjA/view?utm_content=DAFRRZB8viM&utm_campaign=designshare&utm_medium=link&utm_source=editor

2. **Dictogloss:** This activity was proposed by Anand (2024) in an article about games for ELT. This activity is a variation on the usual dictation. Focusing on listening skills and challenging students (Anand, 2024). The main objective is to test students' listening and writing skills, while you are reading aloud the students take notes and try to figure out the meaning of the text. This game for teaching English also assesses the student's concentration, ability to paraphrase, writing, and grammar skills (Anand, 2024).
3. **Pictionary:** This is a well-known board game that can be adapted for reviewing vocabulary during a class. The teacher writes the vocabulary words on little pieces of

paper and then calls students to choose one of them. Afterwards, the student goes to the board and draws the word they got. Finally, their classmates will guess what they are drawing. According to Hamer and Lely (2019), pictictionary can be used as an excellent teaching tool as it develops communication and creative thinking skills. This activity can also help visual learners to learn new vocabulary words (Hamer & Lely, 2019).

4. **Flipped Spelling Bee:** This game is great to practice vocabulary seen in class. The objective of flipped spelling bee is for the student to spell a word out loud after hearing its definition (Ghazal & Singh, 2016). The teacher gives the definition of a word and the student must think about the vocabulary words seen in class and spell it out (Ghazal & Singh, 2016). With this activity, students review vocabulary and its meaning and it can be good practice for the exam. Usually, we have students explain the meaning and only learn the vocabulary words or its translations, but in this game, they will need to remember both meaning, vocabulary, and spelling.
5. **Anagrams:** Anagrams are created by rearranging the letters of other words or phrases, using all the original letters exactly once. Using anagrams inside the classroom encourages students to think creatively, build their vocabulary, and have fun (Ghazal & Singh, 2016). In this activity, the teacher writes an anagram on the board and provides a clue. The anagrams can be solved in pairs, groups, or individually. The purpose of the game is to engage students and create a supportive classroom environment where everyone feels comfortable taking risks and participating (Ghazal & Singh, 2016). It is helpful to use words related to topics the students have recently studied.

Even though I have described all these games in a general manner and not specific to my population, these are games that actually can be of much help, especially pictictionary. When

students are just arriving at school and they are starting to learn English and Spanish and we can barely communicate with them, this can be a fast strategy to communicate with them. Lately, I have used the pictorial activity with third graders to review new vocabulary and they were invested into figuring out what each drawing meant. GBL aims for this type of engaging activities which are not only games, but adaptable activities for the classroom.

“It is true to say that games are very important in teaching learning activities” (Hamer & Lely, 2019, p, 48). Games have an important role during childhood as it has the power to make children behave like children (Lu-Lu, 2016). Games are tools to discover and “get in touch with others and the world” (Lu-Lu, 2016, p. 705). For Chinese students, it is difficult to comprehend that there can be games inside the classroom and that at the same time, they are going to learn. “Although games can provide an effective learning environment, not all games are effective, nor are all games educational” (Lu-Lu, 2016, p. 705). This is important to take into account because there are games that cannot be adapted and that are never going to work as learning games, but the ones proposed and many others have the potential to meet parents and students’ expectations regarding learning.

Additionally, Game-based learning, which includes various games, is more effective for enhancing speaking and listening skills than for improving writing and reading skills (Lu-Lu, 2016). GBL helps to maintain students’ interest and attract their attention (Lu-Lu, 2016) as well as giving them a sense of satisfaction, excitement, and happiness (Hamer & Lely, 2019). Therefore, a well-chosen game is invaluable for learners because it will help them practice skills that otherwise they are not interested in practicing. Hamer and Lely (2019) described a list of functions for GBL activities which are applicable to almost every English learner: 1) Deliver knowledge to learners through play-based learning, 2) Promote thinking, creativity, and language

skills, fostering positive attitudes and manners, 3) Create a safe and enjoyable play environment, and 4) Enhance learning quality; games aid in developing cognitive, emotional, physical, language, and social skills.

Conclusion

In conclusion, GBL and other innovative teaching strategies are focused on helping students in a more effective way than old methodologies. This paper aimed to propose GBL activities for Mandarin speakers studying English in Costa Rica. In addition, GBL can help this population as it is a strategy that takes into account achieving the learning objectives in a fun and engaging manner. Historically, research has focused on the teacher rather than the students' needs as seen in the historical highlights of the English Language Movement in China. Therefore, parents' perspective on what language teaching should be is somehow affected by their own experiences. However, in recent years, there has been a shift towards the student-centered education that has encouraged dynamic and enjoyable learning experiences which are more meaningful for students' development. Although Chinese students and parents are accustomed to traditional teaching methods, evidence suggests that young learners benefit a great deal while using GBL in the classroom, as it enables them to use the target language unconsciously while playing.

In the case of the application of Game-Based Learning activities in the classroom, we can observe a significant shift in students' interest. When games are incorporated into lessons, students become more engaged and responsive compared to the traditional teaching format. However, it is crucial to mention that GBL cannot replace other teaching strategies or be used to teach an entire lesson. Instead, GBL serves as an aid to capture students' attention during practice or production activities. Teachers must always provide clear explanations and establish

classroom rules before integrating GBL, ensuring that students understand the importance of maintaining order and following the class structure.

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DECLARACIÓN JURADA

Yo, Arianna Porras Umaña, cédula de identidad 118330946, estudiante de la Universidad Nacional, declaro bajo fe de juramento y consciente de la responsabilidades penales de este acto, que soy autor intelectual del Trabajo Final de Graduación Titulado "A Proposal for Applying Game-Based Learning with EFL Mandarin Speaking Students of a Costa Rican Primary School", para optar por el grado de Maestría en Educación con énfasis en Aprendizaje del Inglés.

Heredia, a los 26 días del mes de Agosto del año 2024.



Refrendo

Los abajo firmantes avalamos el Trabajo de Graduación de la estudiante Arianna Porras Umaña, cédula 118330946, que lleva como título **A Proposal for Applying Game-Based Learning with EFL Mandarin Speaking Students of a Costa Rican Primary School**, dado que cumple con las disposiciones vigentes y la calidad académica requerida por el posgrado.

JUAN PABLO ZÚÑIGA VARGAS (FIRMA)
PERSONA FÍSICA, CPF-04-0182-0565
Fecha declarada: 01/10/2024 07:19:59 p. m.
Esta es una representación gráfica únicamente,
verifique la validez de la firma.

Juan Pablo Zúñiga Vargas
Profesor Tutor
Maestría en Educación

Firmado por RITA MARIA ARGUEDAS VÍQUEZ (FIRMA)
PERSONA FÍSICA, CPF-01-0734-0085
Fecha declarada: 05/10/2024 05:09 PM
Razón: Ref Arianna Porras
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