

Gamifying reading and writing in collaborative EFL primary education

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Introduction



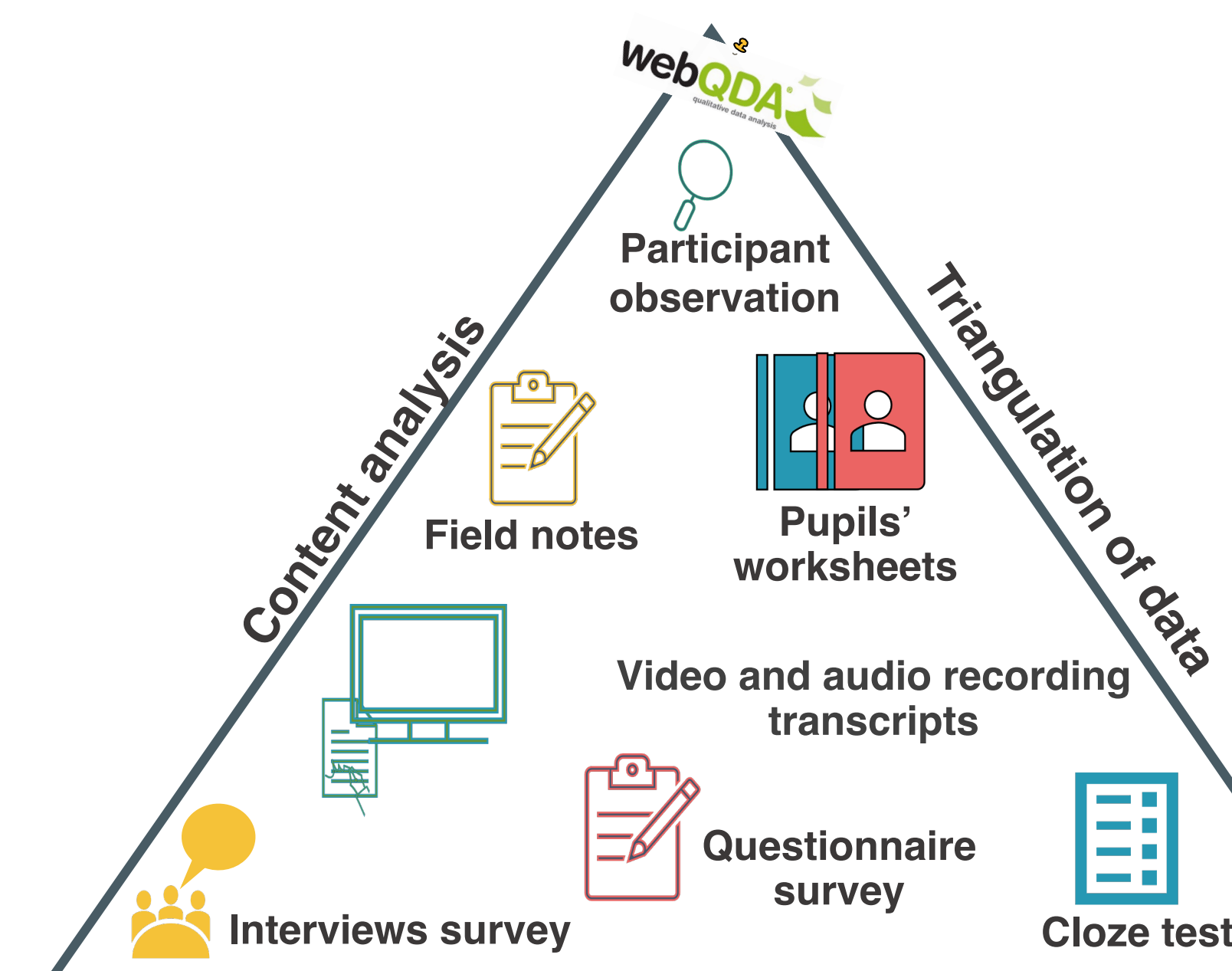
Research goals

- 1 To assess the impact of gamified activities:
 - i) on the learning of reading/writing in the teaching of English in Primary education
 - ii) on the students' involvement and engagement in solving them - cf. Leuven Involvement and Engagement Scale - Laevers 1994)
- 2 To assess the influence of gamified activities on the development of collaborative work skills in a problem-solving context, namely:
 - i) comprehension, exploration, and resolution
 - ii) group organisation and cohesion

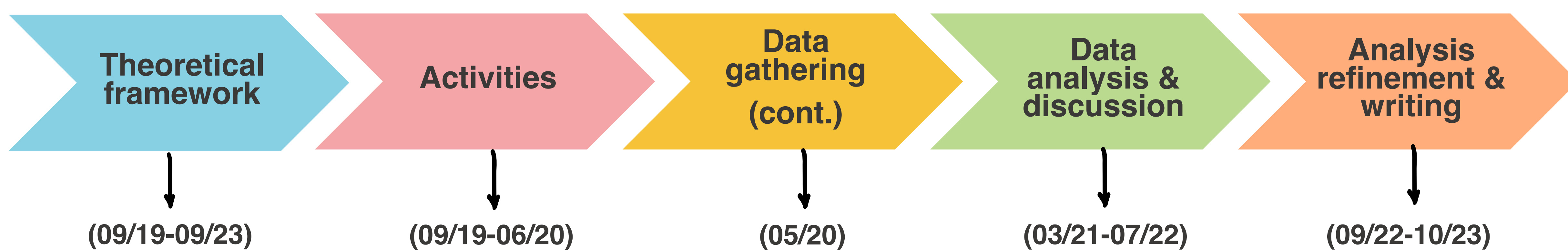
Methodology



16 third grade pupils
32 fourth grade pupils
1 Portuguese private school



Timeline



Preliminary results

Motivation & engagement increase

Better reading/writing competences

Group work strategies deployment

Soft skills development

References

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Laevers, F. (1994) "The Leuven Involvement Scale for Young Children", *Experiential Education Series*, 1. Leuven: Centre for Experiential Education, Leuven University.
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