

Game-Based Strategies in Learning English on the Students' Language Learning Attitude and Proficiency

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Abstract—This study aimed to examine the relationship between game-based strategies in learning English and students' language learning attitude and language proficiency. Specifically, it determined the level of implementation of game-based strategies in learning English. It assessed the level of students' language learning attitude. It also identified the level of students' language proficiency based on their written test. Finally, it investigated whether there is a meaningful correlation between game-based techniques and students' language proficiency and language learning attitude. This study employed a descriptive-correlational research design to examine the relationship between game-based strategies in learning English and students' language learning attitude and language proficiency. The study involved 65 Grade 8 students during S.Y. 2025-2026, selected through purposive sampling. Data were collected using a researcher-made five-point Likert scale questionnaire and a researcher-made English proficiency test. For statistical treatment, mean and standard deviation were used to determine the levels of game-based strategies, language learning attitude, and language proficiency, while Pearson Product-Moment Correlation Coefficient (Pearson r) and multiple regression analysis were used to determine the significant relationships among the variables. The findings revealed that the level of implementation of game-based strategies in learning English was high. The level of students' language learning attitude was also found to be high. The level of students' language proficiency based on the written test was outstanding. Moreover, there was a significant relationship between game-based strategies in learning English and students' language learning attitude. Lastly, the overall model showed a statistically significant relationship between game-based strategies in learning English and students' language proficiency. The findings led to the rejection of the null hypotheses. The results revealed a significant relationship between game-based strategies in learning English and students' language learning attitude, and a significant relationship between game-based strategies in learning English and students' language proficiency. These findings indicate that the implementation of game-based strategies is associated with improvements in students' language learning attitude and English language proficiency. Teachers may continue integrating game-based strategies with clear objectives, collaboration, immediate feedback, safe participation, and cultural relevance. Future studies may explore these strategies across other grade levels, subjects, and learning contexts.

Keywords— Game-based strategies, English language learning, language learning attitude, language proficiency, interactive PowerPoint games.

I. INTRODUCTION

In the 21st century, being skilled in English was vital for academic success and global communication. In the Philippine

educational system, English served as both a subject and a medium of instruction. This made it essential for students to be competent in the language to do well in various subjects. However, many junior high school students in public schools still struggled with vocabulary, grammar, and reading comprehension. These challenges were worsened by low motivation, lack of confidence, and limited exposure to real language use. This kept learners from becoming fluent and proficient in English.

Traditional English teaching methods often relied on memorization, repetitive drills, and lectures, which may not fully engage today's learners. In contrast, innovative educational approaches such as gamification had emerged as effective alternatives. According to Moldez et al. (2024), gamification was a promising strategy for creating interactive and impactful online learning experiences in the Philippines and beyond. They can make learning more engaging and motivating. Gamification added elements like play, competition, challenges, and rewards to the learning experience. This created an environment where students can actively participate, collaborate, and apply their knowledge. By using game-based strategies, ESL learners can practice their language skills in meaningful ways while building motivation, confidence, and a positive attitude toward learning.

Despite the growing integration of technology in education, many public schools in the Philippines faced resource limitations, including inconsistent internet connectivity and inadequate access to advanced technological equipment. To address this disparity, accessible techniques such as interactive PowerPoint presentations may be utilized to enable gamified motivational activities without requiring expensive or sophisticated technological resources. This approach allowed instructors to incorporate quizzes, interactive games, and point-based challenges, making English language acquisition both practical and engaging, even in resource-limited settings.

Ultimately, this study sought to provide valuable insights into how game-based strategies can reshape the attitude and language proficiency of Grade 8 students in Santa Cruz Integrated National High School. By utilizing an accessible tool such as interactive PowerPoint, it intended to prove that English language learning can be both engaging and effective even in resource-limited environments. The findings of this

research were expected to contribute to the growing body of knowledge on innovative language teaching approaches and to serve as a practical basis for teachers seeking to enhance learners' learning attitude and English proficiency.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to examine the relationship of game-based strategies in learning English on students' language learning attitude and language proficiency.

Specifically, it sought to answer the following questions:

1. What is the level of Implementation of Game-Based Strategies in Learning English in terms of:
 - 1.1. Integrating Learning Objectives;
 - 1.2. Encouraging Collaboration;
 - 1.3. Providing Immediate Feedback;
 - 1.4. Fostering a Safe Environment; and
 - 1.5. Incorporating Cultural Elements?
2. What is the level of Students' Language Learning Attitude in terms of:
 - 2.1. Cognitive;
 - 2.2. Affective; and
 - 2.3. Psychomotor?
3. What is the level of Students' Language Proficiency based on their written test?
4. Is there a significant relationship between Game-based Strategies and the Students' Language Learning Attitude?
5. Is there a significant relationship between Game-based Strategies and the Students' Language Proficiency?

II. METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationship between game-based strategies in learning English and students' language learning attitude and language proficiency. The study involved 65 Grade 8 students during S.Y. 2025-2026, selected through purposive sampling. Data were collected using a researcher-made five-point Likert scale questionnaire and a researcher-made English proficiency test. For statistical treatment, mean and standard deviation were used to determine the levels of game-based strategies, language learning attitude, and language proficiency, while Pearson Product-Moment Correlation Coefficient (Pearson r) and multiple regression analysis were used to determine the significant relationships among the variables.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of the study. This part discusses the findings of the study based on the questions.

Level of Game-based Strategies in Learning English

In this study, the level of Game-based Strategies in Learning English and the Language Learning Attitude referred to Integrating Learning Objectives, Encouraging

Collaboration, Providing Immediate Feedback, Fostering a Safe Environment, and Incorporating Cultural Elements.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The students can easily apply their own strengths and weaknesses in English more clearly when games gave them instant feedback. The (M = 3.97) suggested a high level of Game-based Strategies in Learning English and the Language Learning Attitude in terms of Integrating Learning Objectives and supported with (SD = 0.93). This indicates that aligning game activities with clear learning objectives helped students become more aware of their learning progress and encouraged active engagement in English language tasks. Also, they can create better outputs in English (sentences, ideas, answers) when games motivated them to think creatively. While the mean was slightly lower (M = 3.70) with (SD = 0.96), it still indicated the students were able to apply what they learned in English and participate in game-based tasks or challenges.

Table 1 showed the Level of Game-based Strategies in Learning English in terms of Integrating Learning Objectives.

Table 1. Level of Game-based Strategies in Learning English in terms of Integrating Learning Objectives

Statements	Mean	SD	Remarks
I can easily recall English vocabulary and rules when I learn them through interactive gameplay.	3.71	0.97	Agree
I understand English lessons better when game activities help me connect ideas or concepts.	3.94	0.91	Agree
I am able to apply what I learned in English when I participate in game-based tasks or challenges.	3.70	0.96	Agree
I can easily apply my own strengths and weaknesses in English more clearly when games give me instant feedback.	3.97	0.93	Agree
I can create better outputs in English (sentences, ideas, answers) when games motivate me to think creatively.	3.95	1.07	Agree
Weighted Mean	3.85		
SD	0.93		
Verbal Interpretation	High		

Overall, the level of Game-based Strategies in Learning English and the Language Learning Attitude in terms of Integrating Learning Objectives attained a weighted mean score of 3.85 and a standard deviation of 0.93 and was verbally interpreted as high among the respondents.

In summary, the findings suggested that game-based learning was not just making English classes more enjoyable, it was functioning as a structured support for learning.

Table 2 presented the Level of Game-based Strategies in Learning English in terms of Encouraging Collaboration.

Overall, the findings suggested that collaborative interaction in game-based activities supported comprehension, retention, and teamwork skills. The results showed consistently high levels of agreement among students, with a weighted mean of 4.07 (SD = 0.87), verbally interpreted as High. This indicated that collaborative elements in game-based learning significantly contributed to positive language learning attitudes. The findings suggested that collaboration in game-based learning served as both a cognitive and social

support system, as students working in groups were able to exchange ideas, clarify misunderstandings, and co-construct knowledge, leading to improved retention and application of English lessons. The interactive and cooperative nature of these activities promoted shared responsibility, strategic thinking, and increased confidence in language use.

Table 2. Level of Game-based Strategies in Learning English in terms of Encouraging Collaboration

Statements	Mean	SD	Remarks
I remember the lesson better when my group works together in English game-based activities.	4.21	0.97	Strongly Agree
I understand English lessons better when my teammates explain their ideas during game tasks.	4.27	0.87	Strongly Agree
I can apply what I learn in English by cooperating with my group in game challenges.	4.06	0.93	Agree
I can evaluate my group's teamwork and suggest ways we can perform better in English game activities.	3.89	0.91	Agree
I can create effective strategies with my group to succeed in English game-based tasks.	3.89	0.90	Agree
Weighted Mean	4.07		
SD	0.87		
Verbal Interpretation	High		

Table 3 showed Level of Game-based Strategies in Learning English in terms of Providing Immediate Feedback.

Feedback within games effectively supports students' English learning and attitudes at high level (WM = 3.94, SD = 0.88). The highest result was understanding English lessons better when playing educational games (M = 4.17), followed by creating their own strategies to enhance skills (M = 3.98), showing strong engagement and self-directed learning. This was followed by internalizing lessons through interactive gameplay (M = 3.87) and using learned English skills during game participation (M = 3.86), which reflected application and retention of knowledge. The lowest, though still agreed upon, was identifying which game strategies improve English the most (M = 3.83), indicating slightly less emphasis on reflective evaluation. These findings suggest that immediate and meaningful feedback in game-based activities supports students' comprehension, strategic thinking, and continued engagement in learning English.

Table 3. Level of Game-based Strategies in Learning English in terms of Providing Immediate Feedback

Statements	Mean	SD	Remarks
I find that I am able to internalize through interactive gameplay.	3.87	0.99	Agree
I understand English lessons better when I play educational games.	4.17	0.89	Agree
I use the English skills I learn when I participate in game-based activities.	3.86	0.93	Agree
I identify which game strategies help me improve my English the most.	3.83	0.90	Agree
I create my own strategies in English learning games to enhance my skills.	3.98	0.90	Agree
Weighted Mean	3.94		
SD	0.88		
Verbal Interpretation	High		

Overall, the findings indicated that game-based strategies that provided immediate feedback were highly effective in

supporting English learning and shaping positive language learning attitudes, as reflected by the high weighted mean of 3.94. Immediate feedback helped students better understand lessons, engage actively in creating their own learning strategies, and internalized as well as apply English skills during gameplay. These results suggested that timely responses within game-based activities not only enhanced comprehension and retention but also promoted active participation, strategic thinking, and continuous improvement in learning English.

The findings indicated that immediate feedback in game-based learning played a crucial role in enhancing understanding, promoting strategy development, and supporting the application of English skills. This suggests that timely responses during game activities enabled students to recognize errors immediately and adjust their learning approaches more effectively.

The students can create their own strategies in English learning games when they felt confident and secure in the learning environment, which obtained the highest mean (M = 4.26) indicating a strong level, supported by (SD = 0.69). This suggested that a safe environment encourages independent thinking and strategic learning. Additionally, students retain English words or instructions better (M = 4.09, SD = 0.85) and understood lessons more clearly (M = 4.03, SD = 0.84) when they felt safe and supported during game-based activities. While slightly lower, the ability to apply what they learned (M = 3.91, SD = 0.76) and evaluated their learning (M = 3.85, SD = 0.83) still indicated that students can actively engage and reflect in a supportive setting. These findings imply that creating a positive and secure learning atmosphere through game-based activities supports both students' confidence and meaningful English language development. Overall, the weighted mean (M = 4.03) with (SD = 0.77) suggested a high level of Game-based Strategies in Learning English in terms of fostering a safe and supportive learning environment.

Table 4 showed the Level of Game-based Strategies in Learning English in terms of Fostering a Safe Environment.

Table 4. Level of Game-based Strategies in Learning English in terms of Fostering a Safe Environment

Statements	Mean	SD	Remarks
I retain English words or instructions better when the game-based activities make me feel safe and supported.	4.09	0.85	Agree
I understand English lessons more clearly when the game activities make me feel safe to participate.	4.03	0.84	Agree
I apply what I learn in English when I feel safe enough to try different strategies during game-based tasks.	3.91	0.76	Agree
I evaluate how well I am learning English by reflecting on my performance in game activities that provide a safe and supportive environment.	3.85	0.83	Agree
I create my own strategies in English learning games when I feel confident and secure in the learning environment.	4.26	0.69	Strongly Agree
Weighted Mean	4.03		
SD	0.77		
Verbal Interpretation	High		

Overall, the results suggested that fostering a safe and supportive atmosphere through game-based strategies enhances confidence, encouraged experimentation, and strengthens language application. This environment allowed students to engage in learning activities with less fear of making mistakes and greater openness to developing their communication skills. When students felt secure, they were more willing to participate, reflect, and develop their English skills actively, leading to improved learning attitudes and performance.

The highest result indicated that students can create their own ways of incorporating cultural elements when designing or playing English learning games (M = 4.12, SD = 0.83), suggesting that learners actively and creatively engaged with cultural content. Students also demonstrated the ability to analyze how cultural elements influence language use (M = 4.06, SD = 0.93) and understand cultural meanings more clearly through game-based activities (M = 4.02, SD = 0.89), reflecting deeper comprehension and awareness of the connection between language and culture. Although slightly lower, students still agree that they can remember cultural facts (M = 3.97, SD = 0.89) and applied cultural knowledge during gameplay (M = 3.83, SD = 0.80), indicating that learning was effectively retained and utilized. The weighted mean of 4.00 (SD = 0.83) showed a high level of Game-based Strategies in terms of incorporating cultural elements, highlighting the effectiveness of games in promoting cultural understanding in English learning.

Table 5 showed the Level of Game-based Strategies in terms of Incorporating Cultural Elements.

Table 5. Level of Game-based Strategies in Learning English in terms of Incorporating Cultural Elements

Statements	Mean	SD	Remarks
I remember cultural facts or traditions better when they are included in English learning games.	3.97	0.89	Agree
I understand the meaning of cultural elements in English lessons more clearly through game-based activities.	4.02	0.89	Agree
I apply my knowledge of cultural elements when I participate in English learning games.	3.83	0.80	Agree
I analyze how cultural elements influence language use while playing English learning games.	4.06	0.93	Agree
I make my own ways to incorporate cultural elements when designing or playing English learning games.	4.12	0.83	Agree
Weighted Mean	4.00		
SD	0.83		
Verbal Interpretation			High

Overall, the results suggested that incorporating cultural elements in game-based strategies strengthens comprehension, retention, and contextual application of English. By embedding culture into interactive tasks, games helped students connect language learning to real-world contexts, making lessons more relevant, engaging, and culturally meaningful.

Level of Students' Language Learning Attitude

In this study, the level of students' language learning attitude referred to Cognitive, Affective, and Psychomotor.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 6 showed the Level of Students' Language Learning Attitude in terms of Cognitive.

Table 6. Level of Students' Language Learning Attitude in terms of Cognitive Statements

Statements	Mean	SD	Remarks
I remember English words or rules better when I learn through game-based activities.	3.91	0.92	Agree
I understand English lessons more clearly when they are presented in learning games.	3.94	0.94	Agree
I apply the English skills I learn while participating in game-based activities.	3.83	0.87	Agree
I evaluate my own performance in English games to see how much I have learned.	3.94	0.82	Agree
I analyze my strategies in game-based activities to identify which ones help me learn English more effectively.	4.03	0.80	Agree
Weighted Mean	3.93		
SD	0.84		
Verbal Interpretation			High

Overall, Table 6 showed that the weighted mean of 3.93 (SD = 0.84) indicates a high level of cognitive engagement, showing that game-based learning effectively supports students' thinking, understanding, and application of English concepts. The findings suggested that game-based strategies positively influence students' cognitive attitudes by enhancing memory retention, understanding, application, self-evaluation, and strategic thinking in English learning.

The level of Students' Language Learning Attitude in terms of the Cognitive Domain demonstrated strong cognitive engagement when learning English through game-based activities. The highest mean was recorded for analyzing their strategies to determine which helped them learn more effectively (M = 4.03, SD = 0.80), suggesting that students actively reflected and use higher-order thinking skills. Students also agreed that they understand lessons more clearly (M = 3.94, SD = 0.94) and evaluated their own performance (M = 3.94, SD = 0.82), showing awareness of their learning progress. Additionally, they remember English words or rules better (M = 3.91, SD = 0.92) and applied their English skills during gameplay (M = 3.83, SD = 0.87), reflecting knowledge retention and application.

Table 7 presented the Level of Students' Language Learning Attitude in terms of Affective.

Overall, Table 7 presented the level of Students' Language Learning Attitude in terms of the Affective Domain. The weighted mean of 3.95 with a standard deviation of 0.85, verbally interpreted as High, indicated that students display strong positive emotions and motivation toward learning English through game-based activities.

The highest mean was recorded for students feeling motivated to participate in English learning games because they enjoyed remembering new words and rules (M = 4.06, SD = 0.96), suggesting that enjoyment played a key role in increasing motivation. Students also paid attention to their

emotions and reactions during games (M = 4.00, SD = 0.89) and felt more confident in their understanding of English lessons when engaged in game-based activities (M = 3.98, SD = 0.85), reflecting emotional awareness and growing confidence. Additionally, they felt satisfied when reflecting on their performance (M = 3.86, SD = 0.84) and were encouraged to use their English skills during gameplay (M = 3.85, SD = 0.88), indicating positive reinforcement and engagement.

Table 7. Level of Students' Language Learning Attitude in terms of Affective Statements

Statements	Mean	SD	Remarks
I feel motivated to participate in English learning games because they make me enjoy remembering new words and rules.	4.06	0.96	Agree
I feel more confident in my understanding of English lessons when I engage in game-based activities.	3.98	0.85	Agree
I feel encouraged to use the English skills I learn while playing educational games.	3.85	0.88	Agree
I feel satisfied when I reflect on my performance and progress in English games.	3.86	0.84	Agree
I pay attention to my emotions and reactions during English games to understand how they affect my learning.	4.00	0.89	Agree
Weighted Mean	3.95		
SD	0.85		
Verbal Interpretation			High

The highest mean was recorded for performing English game tasks using coordinated verbal and non-verbal skills (M = 3.98, SD = 0.95), suggesting that students can integrate different forms of expression effectively. Students also agreed that they can mimic English words, sentences, and gestures accurately (M = 3.91, SD = 0.89) and adjust their verbal and non-verbal actions to express themselves clearly (M = 3.85, SD = 0.90), reflecting developing communication skills. While slightly lower, students still agreed that they can use appropriate verbal and non-verbal expressions (M = 3.68, SD = 0.86) and combine speaking with gestures during gameplay (M = 3.62, SD = 0.86), indicating that these skills were present but may need further enhancement. The overall weighted mean of 3.81 with a standard deviation of 0.87, verbally interpreted as High, indicated that students demonstrated strong psychomotor engagement when participating in game-based English learning activities.

Table 8 presented the Level of Students' Language Learning Attitude in terms of Psychomotor.

Table 8. Level of Students' Language Learning Attitude in terms of Psychomotor

Statements	Mean	SD	Remarks
I can easily and accurately mimic English words, sentences, and gestures learned during language games.	3.91	0.89	Agree
I can easily use appropriate verbal and non-verbal expressions in English during game-based activities.	3.68	0.86	Agree
I can easily use both speaking (verbal) and gestures or actions (non-verbal) when participating in English learning games.	3.62	0.86	Agree
I can easily adjust my verbal and non-verbal actions during games to express myself clearly in English.	3.85	0.90	Agree
I can easily perform English game tasks using coordinated verbal and non-verbal skills.	3.98	0.95	Agree

Weighted Mean	3.81
SD	0.87
Verbal Interpretation	High

Level of Students' Language Proficiency in terms of Written Test

In this study, the level of students' language proficiency based on their performance in a written test.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 9 presented the Level of Students' Language Proficiency in terms of Written Test.

Table 9. Level of Students' Language Proficiency in terms of Written Test

Grade	Written Test		Descriptive Equivalent
	f	%	
90 - 100	30	45.45	Outstanding
85 - 89	25	37.88	Very Satisfactory
80 - 84	7	10.61	Satisfactory
75 - 79	4	6.06	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectation
Total	66	100	
Weighted Mean	89.51		
SD	4.27		
Verbal Interpretation	Outstanding		

Most students fall under the Outstanding category (45.45%), followed by those in the Very Satisfactory level (37.88%), demonstrating that most students performed well above average. A smaller portion achieved Satisfactory (10.61%) and Fairly Satisfactory (6.06%) levels, while no student fell below the passing mark, indicating that all learners met the expected standards. The overall weighted mean of 89.51 (SD = 4.27), interpreted as Outstanding, further confirmed that students possess a strong level of English language proficiency.

Overall, Table 9 showed the Level of Students' Language Proficiency in terms of Written test. With a total population of sixty-six respondents, the results indicated that students demonstrated an outstanding level of English language proficiency, with most achieving high performance in the written test and none falling below the expected standard, reflecting strong learning outcomes. This result suggests that the students were able to effectively apply their knowledge and skills in English through written language tasks.

Test of Association between the Game-based Strategies and the Language Learning Attitude

To test the significant relationship between the Game-based Strategies in Learning English and the Language Learning Attitude in terms of Cognitive, Affective and Psychomotor they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

Table 10 presented the Significant Relationship between the Game-based Strategies in Learning English and the Language Learning Attitude.

Table 10. Significant Relationship between the Game-based and the Language Learning Attitude

Game-based Strategies in Learning English		Cognitive	Affective	Psychomotor
Integrating Learning Objectives	Pearson Correlation	.738*	.652**	.660
	Sig. (2-tailed)	.049	.027	.206
	N	65	65	65
Encouraging Collaborations	Pearson Correlation	.607**	.527**	.486**
	Sig. (2-tailed)	.022	.010	.000
	N	65	65	65
Providing Immediate Feedback	Pearson Correlation	.730	.782	.658**
	Sig. (2-tailed)	.365	.379	.025
	N	65	65	65
Fostering a Safe Environment	Pearson Correlation	.675**	.729**	.692**
	Sig. (2-tailed)	.005	.036	.000
	N	65	65	65
Incorporating Cultural Elements	Pearson Correlation	.736*	.794	.647**
	Sig. (2-tailed)	.041	.118	.003
	N	65	65	65

A significant positive correlation was observed between Integrating Learning Objectives, Encouraging Collaborations, Fostering a Safe Environment, Incorporating Cultural Elements, and language learning attitude, indicating that students who collaborated more tended to achieve higher scores ($r(65) p < .05$). This suggests that increased collaborations is associated with better language learning attitude.

No statistically significant correlation was found between the Providing Immediate Feedback and language learning attitude ($r(65) p > .05$). This indicates that, within this group, Providing Immediate Feedback did not significantly predict cognitive, affective and psychomotor, contrary to some anecdotal expectations.

Test of Relationship between the Game-based Strategies and the Language Proficiency

To test if there's any significant relationship between the Game-based Strategies in Learning English and the Language Proficiency in terms of Written Test they were treated statistically using Real Statistics Data Analysis Tools using the Regression Analysis.

Table 11 showed the Regression Analysis between the Game-based Strategies in Learning English and the Language Proficiency.

A multiple linear regression was conducted to predict Language Proficiency from Integrating Learning Objectives, Encouraging Collaboration, Providing Immediate Feedback, Fostering a Safe Environment, Incorporating Cultural Elements. The overall model was statistically significant, $F(5, 60) = 3.1164, p < .05, R^2 = .04$.

In summary, the results indicated that Game-based Strategies collectively contributed to improvements in Students' Language Proficiency. However, their impact

appears to be more powerful when implemented together rather than individually, highlighting the importance of an integrated approach in Game-based English instruction.

Table 11. Significant Relationship between the Game-based Strategies and the Language Proficiency

a. Dependent Variable: WRITTEN TEST_OVERALL

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	245.01	5	58.002	3.1164	0.0351
Residual	4847.85	60	47.797		
Total	4192.86	65			

a. Dependent Variable: WRITTEN TEST_OVERALL
 b. Predictors: (Constant), ILO_OVERALL, EC_OVERALL, PIF_OVERALL, FSE_OVERALL, ICE_OVERALL

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.375	7.1011	62.5795	6.8124	0.0000
ILO_OVERALL	-3.2974	1.9169	0.5370	-1.7202	0.0906
EC_OVERALL	-3.3725	2.1112	0.8505	-1.5975	0.1154
PIF_OVERALL	4.9481	2.7007	10.3503	1.8322	0.0719
FSE_OVERALL	2.9174	2.6562	8.2307	1.0983	0.2765
ICE_OVERALL	-1.8207	2.2525	2.6850	-0.8083	0.4221

IV. CONCLUSION AND RECOMMENDATIONS

The null hypothesis stating that there is no significant relationship between Game-based Strategies in Learning English and Students' Language Learning Attitude is rejected. The results revealed a significant relationship between the variables, as most components of game-based strategies were significantly correlated with students' cognitive, affective, and psychomotor attitudes. Although a few specific pairings were not found to be significant, the majority of the results indicated that increased implementation of game-based strategies was associated with stronger language learning attitudes among Grade 8 students.

Moreover, the null hypothesis stating that there is no significant relationship between Game-based Strategies and Students' Language Proficiency is also rejected. Regression analysis showed that the overall model was statistically significant, indicating that game-based strategies collectively predict students' performance in the written test. Overall, the study concluded that well-structured and integrated game-based strategies play a significant role in enhancing both students' language learning attitude and language proficiency.

Recommendations

Based on the overall results of the study, the following key recommendations were proposed to strengthen the use of game-based strategies in English instruction:

Students may be encouraged to actively engage in game-based learning activities to further enhance their motivation, participation, and English skills. Continued involvement in such activities may strengthen their vocabulary, grammar, and

reading comprehension while maintaining positive learning attitudes.

Teachers may integrate well-structured game-based strategies into their lessons. Emphasis may be placed on collaboration, clear learning objectives, and cultural relevance, using accessible tools such as interactive PowerPoint to sustain effective and engaging instruction. Parents may support their children's English learning at home by promoting educational games and providing a supportive environment that encourages practice, confidence, and positive learning attitudes.

School administrators may support the implementation of game-based

learning approaches by providing training, resources, and encouragement for teachers to adopt innovative yet cost-effective instructional strategies.

Future researchers may explore game-based strategies across different

subjects, grade levels, and contexts. They may also examine individual strategies in greater depth to better understand their specific and combined effects on students' learning attitudes and language proficiency.

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