

**COLLABORATIVE GAME-BASED APPROACH: EXPLORING
PRACTICES AND METHODOLOGIES**

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ABSTRACT

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The major purpose of this mixed method study is to explore the different collaborative game-based activities in the elementary schools in Digos City Division that focused on identifying the various forms of collaborative game-based activities used by English teachers, analyzing their implementation, gauging the effectiveness of these activities in the classroom, and identifying any notable differences in effectiveness between the various game-based approaches. The study revealed that Kahoot, Scavenger Hunt, Vocabulary Charades, Pictionary/Picture Analysis, Role Play, Gallery, Crossword Puzzle, Quizizz, Bingo and Simon Says were the collaborative game-based used by selected English teachers utilizing the different teaching approach such as online-based approach, multimedia and differentiated activities. The complete enumeration method was employed to get the number of Grade 4 to 6 teachers in the selected elementary schools. The results offer a critical view of how different game-based

approaches impact various facets of the learning experience. Notably, it indicates that while there are significant differences in effects on perceived feelings and perceived motivation, other areas such as classroom atmosphere, classroom engagement, and perceived comprehension show comparable effectiveness across different approaches.

Keywords: Elementary schools, collaborative game-based approach, technology, methodologies, perceived effectiveness

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