Learning in Motion: Implicit, Narrative-Driven, Game-Based Learning Hypothesis

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01 NOTICE

Start with the learner.

COLLEGE

Make difficult material easier to approach.

ESSENTIAL DYNAMICS

Explain products with graphics and animation.

TEACHING IN CHINA

Observe K-8 English and university IELTS learners.



02 OFFER

Star Bridge supports

Picture

Connect bridge to its object.

Bilingual

Use familiar-language directions.

Paper

Mark nouns in a printed scene.

SHARED GOAL

Identify story-scene nouns.

03 CHECK What can learners do?

The Word Bridge

Record what learners identify and how much prompting they need.

Spellbound Relics

Observe learners ordering runes to build sentences and open portals.

Proposed delayed task

Describe movement in a new scene without rune cues.



STAR BRIDGE

Multiple supports.
One noun-identification goal.



SPELLBOUND RELICS

Patterns through story-based play.

PROPOSED RESEARCH / IMPLICIT NARRATIVE-DRIVEN GAME-BASED LEARNING (IND-GBL)

Story-goal-only gameplay will support better sentence-pattern use in a new communication task after a delay than explicit grammar with guided practice or the same game introduced with its grammar objective.

Alongside explicit instruction. Observe game-lesson connections in either lesson order.

Watch the interview