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Gamification Strategies as a Tool to Enhance Speaking Skills in EFL Students

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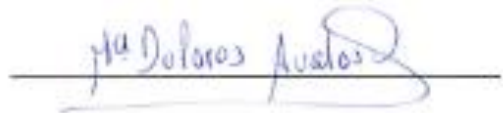
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TUTOR

DEDICATORY

With great joy and gratitude, I dedicate this work to God, who has guided and supported me throughout every step of this long journey.

To my grandfather, Calixto, who has become like a father to me and has always been by my side through thick and thin, offering me his wise advice and supporting me every step of this way.

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RESUMEN

El presente trabajo de investigación permitió conocer la influencia que presentaba el uso de la gamificación como instrumento para la potenciación de la habilidad oral en los estudiantes de 10mo grado de educación básica en la Unidad Educativa “Fe y Alegría”, en el periodo lectivo 2025-2026. Este estudio se realizó con un enfoque cuantitativo, diseño cuasi experimental y contrastación de hipótesis. En este estudio participaron veintidós estudiantes, divididos en dos grupos, uno de control y otro experimental. Para la obtención de datos, ambos grupos fueron sometidos a un pretest y a un post- test, con la prueba oral A2 key for school descargada desde la página de Cambridge Assessment. Los resultados del pretest revelaron baja habilidad para hablar en ambos grupos. Luego, los estudiantes del grupo experimental recibieron clases del idioma inglés mediante el uso de apps digitales tales como Falou y Lola Speak con actividades gamificadas las cuales les facilitaron a los estudiantes usar la pronunciación, vocabulario, gramática y realizar interacciones orales. Al finalizar esta intervención se les aplicó el post-test y los resultados mostraron una mejora significativa para el grupo experimental. Por consiguiente, se concluye que la implementación de estrategias de gamificación facilitadas por medios digitales contribuyó a mejorar el speaking de los participantes. Por este motivo, se recomienda a los profesores que usen estas apps con distintos niveles para que ayuden a mejorar la enseñanza-aprendizaje de la lengua inglesa.

Palabras claves: gamificación, speaking, Lola Speak, Falou, lenguaje, motivación.

ABSTRACT

This research project aimed to determine the influence of gamification as a tool for enhancing oral skills in 10th-grade students at the "Fe y Alegría" Educational Unit during the 2025-2026 academic year. The study employed a quantitative approach, a quasi-experimental design, and hypothesis testing. Twenty-two students participated, divided into two groups: a control group and an experimental group. Data was collected from both groups using a pre-test and a post-test of the A2 Key for Schools oral test, downloaded from the Cambridge Assessment website. The pre-test results revealed low speaking skills in both groups. Subsequently, the students in the experimental group received English language instruction using digital apps such as Falou and Lola Speak, incorporating gamified activities designed to help them practice pronunciation, vocabulary, grammar, and engage in oral interactions. At the end of this intervention, the post-test was administered, and the results showed a significant improvement for the experimental group. Therefore, it is concluded that the implementation of gamification strategies facilitated by digital media contributed to improving the participants' speaking skills. For this reason, it is recommended that teachers use these apps at different levels to help improve the teaching and learning of English.

Keywords: gamification, speaking skill, Lola Speak, Falou, language, motivation.

CHAPTER I

INTRODUCTION.

Nowadays, learning a foreign language has become necessary due to the growing demand for communication in a globalized world. English proficiency not only opens doors to better academic and professional opportunities but also allows students to interact with people from different cultural backgrounds. Among language skills, speaking is one of the greatest challenges for students of English as a foreign language (EFL), as many learners struggle to express themselves fluently, confidently, and accurately.

For this reason, it is essential to make teaching and learning flexible, authentic, independent, and student-centered in order to motivate students and encourage the practice of oral communication in real-life situations. As a response, gamification stands out as an effective pedagogical strategy due to its significant characteristics that allow innovation within the classroom. It integrates game dynamics into the classroom to foster motivation, commitment, and students' active participation, transforming learning activities into interactive and enjoyable experiences (Siregar et al., 2022).

Numerous international and national studies have revealed that engaging activities based on games which include points, levels, and rewards, as well as digital applications, have a positive impact on students' language development (Christopoulos & Mystakidis, 2023). As noted by Marin & Argudo (2022) these strategies contribute to enhancing fluency, pronunciation, vocabulary acquisition, and learner's confidence when speaking. In addition, gamification helps reduce learners' anxiety and promotes a dynamic atmosphere in which students feel more confident and comfortable practicing the target language.

Although English is of global relevance, Ecuador has been struggling to raise students' proficiency levels. Ecuador's position at 83 out of 100 on the Education First English Proficiency Index shows a weak oral proficiency, as well as the urgency to improve teaching strategies and learning opportunities that develop students' competence to communicate in a changing environment (Education First, 2025). Hence, the introduction of new methodologies to better promote speaking skills in EFL students is a must.

The purpose is to analyze the influence of gamification strategies as a tool to enhance speaking skills in tenth-grade EFL students in General Basic Education at the "Fe y Alegría" school in the city of Riobamba during the 2025–2026 academic year. The primary goal is to examine how the implementation of gamification strategies, supported by digital applications such as Falou and Lola Speak, can contribute to creating opportunities to enhance speaking skill through their implementation in the learning process. This research is structured into five chapters: Chapter I presents the introduction, problem statement, justification, and objectives; Chapter II develops the theoretical framework; Chapter III describes the methodological framework; Chapter IV presents the results and discussion; and Chapter V includes the conclusions and recommendations.

1.1 Problem statement

Currently, English proficiency is a fundamental requirement worldwide. In education, mastering this language is crucial, as it opens up access to broader opportunities in an increasingly globalized society. Even though it is important, a lot of students have challenges to get their oral proficiency high enough because of different reasons such as lack of fluency, confidence, motivation and so on (Maji, 2023). Which means that active learning strategies that actively involve students must be adopted to counteract such problems. Studies conducted recently at the Instituto Superior Carlos Cisneros in Riobamba, demonstrates how gamification captivates and inspires language learners to actively get involved with the language itself and with their peers all while creating a conducive environment.

In response to these difficulties, particularly the low level of fluency, poor self-confidence, and lack of motivation that students face when learning English, gamification emerges as an innovative strategy. It is understood as the application of game-based activities in the educational context. Through dynamic learning, students become actively involved in the learning process. As in any game, overcoming challenges and dealing with setbacks serve as incentives to achieve certain learning objectives and strengthen speaking skills. As a result, games make learning more enjoyable and foster students' motivation, engagement, and active participation in language learning (Redjeki & Muhajir, 2021).

Despite gamification offering several benefits, many teachers continue to use traditional methods, strategies, and techniques in the classroom. Furthermore, adherence to a standardized curriculum that emphasizes memorization and repetition can limit effective learning and affect the performance of oral proficiency in English language acquisition. As a result, learners often lack sufficient opportunities and time to practice in real-life situations because the methods used focus primarily on theory and grammar, which are repetitive and fail to engage students.

To deal with this problem, the present research aims to analyze the influence of gamification strategies as a tool to enhance speaking skill in EFL students in the tenth year of Basic General Education at the "Fe y Alegría" school in the city of Riobamba during the academic period 2025-2026. To this end, the project adopts a quantitative methodology with a quasi-experimental design and inferential statistics analysis, for which instruments as a pre-test and post-test and the integration of applications as Falou and Lola Speak will be used.

1.2 Problem Formulation

How do gamification strategies implemented through the Falou and Lola Speak applications influence the enhancement of speaking skill among EFL students at the tenth year of Basic General Education at the Fe y Alegría school in Riobamba during the 2025-2026 academic term?

1.3 Justification

Given the growing importance of English as a global language and the need to develop communicative competence among EFL students, gamification has emerged as a pedagogical strategy for improving speaking skills. It focuses on require students to actively learn, be motivated, engage in meaningful interaction and constructive use of knowledge through fun activities where students are the centre of the learning process (Christopoulos & Mystakidis, 2023).

Within this framework, the gamification effectiveness is further enhanced by featuring digital applications like Falou and Lola Speak. These instruments give instant feedback, encourage autonomous learning, and mimic communication in real life (Lainatusshifa et al., 2024). In this vein, the “Fe y Alegría” school was selected for this study due to the accessibility of the participants, some students’ availability of technological resources such as cellphones, and Internet connection. The direct beneficiaries of this study were the 10-^o grade students, as they improved their speaking skills.

From an educational perspective, this study is significant because it provides empirical evidence of the effective influence of gamification strategies on improving EFL students’ speaking skills. It also offers practical insights for teachers by presenting gamification as a powerful tool that enhances student performance and motivation in the learning environment.

From a research perspective, this study offers an opportunity to enhance the scientific understanding of how gamification influences oral expression skills. This study supports and refines existing teaching methods and lays the groundwork for future researchers to explore these useful applications as educational tools, with the aim of understanding their effects on the learning environment.

Finally, despite the available accessibility, some limitations were identified, including the short time allocated for the intervention, the limited access to technological resources for some students with low English proficiency, and the small sample size, which may have influenced the results.

OBJECTIVES

GENERAL OBJECTIVE

To analyze the influence of gamification strategies as a tool to enhance speaking skill in EFL students in the tenth year of Basic General Education at the "Fe y Alegría" school, in the city of Riobamba during the academic term 2025-2026.

SPECIFIC OBJECTIVES

- To identify the initial level of speaking skills in EFL students before the implementation of gamification strategies.
- To apply gamified speaking activities using Falou and Lola Speak applications to enhance EFL students’ speaking skills.

- To evaluate the influence of gamification strategies by comparing students' oral performance after the intervention.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

Gamification emerges as a strategy that allows the technology, games and activities ludic to be united to attract students to learn through dynamic activities. The implementation of gamification strategies in the educational field, especially to teach English, promotes student engagement, motivation, and language development. Particularly in the area of speaking skills in EFL contexts, it helps to keep learning because acquiring a second language is difficult. Several studies demonstrated that gamification is a good tool to enhance speaking skills in EFL students.

Learning a second language and mastering the speaking skill is a persistent challenge for many students. As a result, Gamification has revealed a positive influence in diverse linguistic and cultural contexts. As evidenced by Aal-Asheakh & Saud (2024) in their experimental study carried out in Saudi Arabia with fifth-grade elementary school students, they incorporated game design elements such as points, levels, rewards, challenges, and interactive tasks. As a result, this gamified teaching has shown significant improvement in pronunciation, intonation, fluency, accuracy, and vocabulary. These findings support the idea that the use of interactive activities not only improves linguistic performance but also increases student motivation. Similarly, in Rwanda, Ndayishimiye et al. (2024) found that the use of various digital Platforms and apps like Kahoot, Moodle, and Duolingo helps students overcome speech-related anxiety and increases their enjoyment of English classes, which is reflected in greater classroom participation and engagement. Consequently, institutional support and training for teachers are necessary to implement gamified methods.

A research conducted by Siregar et al. (2022) in Indonesia showed that teaching oral skills with the integration of gamification able to enhance the students' motivation, participation, and oral competence. This was a one class meeting observation. In Nigeria, while, Maqfirotika (2024) whom with digital tools like Word wall, found that students' oral fluency, vocabulary and pronunciation, as well as listening comprehension favorably were enhanced. These provide support to the beneficial effects of gamification on various platforms and at different educational levels. (Safitr et al., 2025) analyzed the gamification efficacy in the learning of English through the Speaking application among class x students at SMA Negeri, a state senior high school. Using a quantitative approach, data were collected from 66 students through a pre-test and post-test design. The results revealed that gamification had a significant positive effect on the students'

communicative competence. In addition to improving students' confidence in speaking English, gamified learning also facilitated a deeper understanding of the subject matter. In turn, in Latin America, Cardona (2022), conducted a study in Colombia that revealed that gamification encouraged student participation and the use of the target language in oral tasks, demonstrating that gamified learning positively influences oral communication in English as a foreign language settings.

Ahmed (2021) conducted research to evaluate the effect of the use of gamification on speaking ability. His research adopted a quasi-experimental design, and the participants were divided into two groups: an experimental group and a control group that maintained the traditional study methodology. Pre - Post EFL speaking tests and a scale of motivation towards learning speaking skill were used. It was concluded that by applying gamification, it is possible to improve speaking skill and their motivation towards learning this skill. In line with this, Desouky (2022) examined the effects of using the Duolingo app on the speaking skills of second-year secondary school students learning English as a foreign language (EFL). She employed a mixed-methods approach; specifically, a quantitative approach, as the researcher conducted the study with two groups: a control group of 30 students and an experimental group of 30 students. To do so, she administered a pre-test and a post-test to both groups. Additionally, this study utilized qualitative research because the researcher's objective was also to understand the students' opinions. The results of the post-test were favorable to the experimental group, which achieved higher scores. Therefore, it was concluded that gamification positively influences the improvement of speaking skills, promotes students' enjoyment, and reduces anxiety. Furthermore, the students' opinions supported the use of the app to improve oral skills.

On the other hand, some studies were carried out in Ecuador. (Juárez & Patiño, 2025), through an action research project with nine A1-level students aged eight to nine years. They used a mixed approach; quantitative data from pre-and post-tests were combined with qualitative surveys. They found significant improvements in fluency, grammar, vocabulary, and pronunciation through gamified activities based on PPP (Presentation, Practice, Production). Their results corroborate the assertion that gamification fosters participatory contexts that challenge the inflexibility of the traditional education model. In addition, Marin & Argudo (2022) found that students from a public elementary increased in confidence and willingness to participate after receiving instruction with playful and interactive oral expression activities.

Anchundia & Cedeño (2024) in a review of the literature with a sample of 50 articles, stated that gamification has a significant positive impact on the level of completion of oral tasks, as it helps to alleviate anxiety and increase motivation. They also identified the use of digital tools as key facilitators in speech development. In higher Education, Erazo (2023) documented measurable improvements in the oral performance of first semester university students, supporting that gamified learning can also be effective beyond primary and secondary levels. Furthermore, Bonilla (2022) in her study revealed that the integration of online platforms into gamified teaching positively influenced the fluency and overall speaking skills of sixth-grade students, particularly in

a digital learning environment. Another contribution comes from Carchipulla Matías & Rodas Zurita (2025), who examined gamification from a cognitive perspective with first-grade students. Their results indicate that game-based learning not only improves oral skills but also strengthens cognitive processes such as memory and problem-solving, suggesting a broader educational benefit of gamified strategies.

In conclusion, it is clear from the above that this evidence supports the influence of gamification strategies not only in enhancing oral skills, but also in students' motivation and engagement. All of the literatures reviewed provide strong empirical support for gamification as a useful tool for teaching English and promoting motivation, collaborative work, and commitment to improving students' oral skills. Through playful and participatory activities, students practice speaking in real contexts, rather than just repeating or translating.

2.2 THEORETICAL FOUNDATION

Each student processes information differently; therefore, it is essential to address the educational needs of all students by appropriately using teaching methods that are adapted to each student's learning style.

2.2.1 Humanistic Approach

According to Rogers, the humanistic approach focuses on emphasizing personal growth, motivation, and self-confidence in the individual's ability to learn according to the needs and interests of students (Chauhan, 2016). In the context of teaching English as a foreign language, gamification creates a conducive and engaging learning environment that promotes positive reinforcement. These types of activities give students a sense of autonomy and achievement.

2.2.2 Constructivist Approach

The constructivist approach is presented by Jean Piaget as an active learning theory where the students build new knowledge upon their previous experiences through real situations. This approach supports the idea that learning is most effective when students are engaged in attractive and meaningful tasks (Aljohani, 2017). Interactive games encourage learners to use language in real contexts, enhancing their speaking skills through collaboration and contextual use. In this way, constructivism involves cooperative activities, where the students work in group sharing and creating new understanding.

2.2.3 Behaviorism theory

Behaviorism, a theory presented by Ivan Pavlov and Skinner, views learning as the development of conditioned stimulus-response and reinforcement, where external factors condition and modify behavior (Burhannudin et al., 2021). Gamified learning

activities motivate students through rewards and immediate corrections. It also creates structured opportunities for practice and reward, gamified strategies support habit formation and fluency development.

Dependent Variable

2.3 English Speaking skills

Speaking skills are the ability to effectively communicate, express, and share ideas through spoken language without hesitation. It encompasses various aspects, such as clarity, fluency, and the ability to structure thoughts and engage with the audience (Mishra, 2017). Developing English language skills is a multidimensional process that encompasses various dimensions such as cognitive, linguistic, and social.

2.3.1 Speaking Skill Components

Their results corroborate the assertion that gamification fosters participatory contexts that challenge the inflexibility of the traditional education model. In addition, Marin & Argudo (2022) found that students from a public elementary increased in confidence and willingness to participate after receiving instruction with playful and interactive oral expression activities.

Anchundia & Cedeño (2024) in a review of the literature with a sample of 50 articles, stated that gamification has a significant positive impact on the level of completion of oral tasks, as it helps to alleviate anxiety and increase motivation. Effective speech is a multifaceted process. They are:

Pronunciation: it concerns the ability to associated particular speech sound stimuli to the analogous speech sound responses in a stable manner. This is known as the right way to pronounce sounds, stresses, intonation and rhythm in words and sentences. When you pronounce correctly, you understand better, and you understand better, you don't get confused. In this sense, pronunciation is an essential element of the speech, since the latter is utilized to transmit ideas, feelings and thoughts in an intelligible and efficient way (Alcon Soler, 2015).

Fluency: the capacity to talk with ease, in a smooth and logical way and without general pauses, hesitations or interruptions. Fluent speakers are those who not only speak the language without difficulty in finding words, but who also maintain a constant pace while speaking. This justifies why it can be considered key factor in speech since it represents the real-time capability of a speaker to generate language and that is crucial for successful communication (Mishkashan (2023).

Grammar: It is the system of rules, principles and processes that dictate the structure of sentences in any given language – including word order. Hence, Good grammar is the use of words in a way that they are well arranged and make intended meaning. Good grammar makes speech coherent and clear. To sum up, grammar is the system and form of a language which sets it apart from the rest.

Vocabulary: It is the set of words that people know or use when talking about a specific topic, and it is an active vocabulary, as they use the words when speaking. A

diverse and extensive vocabulary enables the speaker to select the most appropriate words to express their thoughts and ideas precisely. It also improves the depth and accuracy of communication.

Comprehension: It is an ability to perceive and process stretches of discourse to formulate a representation of the meaning of sentences. It refers to the fact that participants fully understand the nature of the dialogue.

Independent Variable

2.4 GAMIFICATION

It is a popular method for improving motivation and involves the strategic application of the principles, mechanics, and elements of game design in a non-gaming context. It is often facilitated through digital platforms, with the aim of solving problems, increasing engagement, and motivating students to achieve their goals. This technique fosters a playful and interactive experience, improving students' perceptions of autonomy, competence, and relatedness (Christopoulos & Mystakidis, 2023).

2.4.1 Gamification strategy

Gamification is a strategy that promotes the inclusion of games in educational activities, facilitating the creation of educational environments conducive to motivating students and actively involving them in the teaching and learning process. Through gamification, teachers have the opportunity to use technological resources to carry out activities that optimize educational practice in complicated processes, such as strengthening students' skills (Redjeki & Muhajir, 2021).

2.4.2 Types of Gamifications

Online Games: Online games are designed as conceptual models that can be applied in both formal and informal learning contexts. These games create a playful environment that increases the interest of students and even teachers in the different teaching and learning processes. However, it is essential that games are linked to children's recreational activities, as play is a key part of their free time. In addition, games with a higher level of interactivity offer opportunities to develop communication skills while participating in them. Online games such as Kahoot, Wordwall, Alphabear, etc., increase student participation and vocabulary to facilitate effective communication.

Traditional Games: The implementation of traditional games in school subjects can motivate students to participate in learning activities, which improves academic results through play, physical movement, and real social interaction in learning. Games such as Englek, board games, cards, etc., help students acquire vocabulary and actively interact in class (Hikmawan et al., 2023).

2.4.3 Games in gamification

Games are considered the basis of gamification, as they involve different elements that make learning more enjoyable. Game mechanics are constructions of rules

or methods designed to interact with the state of the game, thus providing gameplay. According to (Rodríguez Vásquez & Sánchez Moncada, 2020), the principles of gaming for classroom application are:

Rules: These are essential in games. The administration of some rules depends on the game, on what parts are checked, and the goal of this. With the rules the teacher can keep the control of the game and the students remain interested and motivated and this leads to a better fun and learning experience.

Objective: The objectives, or goals, are the results that will be accomplished by the end of the process. That means raising students' performance by combining motivation, commitment and fun. These keys are not only the objectives of the game but also the keys to playing the game better.

Level: A level is considered a mission because the level that follows the current level will challenge at a level higher difficulty. Completing a level is an accomplishment for the students and thus they will be rewarded for that.

Feedback system: Students should receive the information required to allow them to make corrections to their errors and to exercise skills, to consolidate knowledge, to clarify doubts, and, in general, to inform themselves about their performance.

2.4.4 Stages of the gamification strategy

Gamification, to be effective in the educational environment, must be carefully planned and structured. Its application should not be reduced to the incorporation of playful elements, but rather requires a systematic process that takes into account the characteristics of the student, the learning objectives, the content, and the dynamics of the game. According to Kiryakova et al. (2014), cited in (Loza, 2023), the process of educational gamification unfolds through four fundamental stages:

1. Identification of student characteristics:

The first step is to analyze the particularities of the students, as not all of them learn in the same way. Knowing their learning styles, motivations, and interests allows for the selection of appropriate tools and game dynamics. It is also essential to define the skills to be developed. The predisposition, active participation, and interaction of the students are key factors for gamification to have a positive impact.

2. Defining learning objectives:

The objectives guide the design of the content, activities, and mechanics of the game. They must be specific, clear, and achievable, as they form the basis of the training process. The absence of defined objectives can cause recreational activities to lose their educational purpose, deviating from meaningful learning.

3. Design of content and pedagogical activities:

The resources used must be varied, interactive, and consistent with the objectives set. Activities must also:

- Allow multiple attempts, promoting learning through repetition and continuous improvement.
- Be adjusted to the skill level of the students, ensuring that they are achievable.

- Progressively increasing in difficulty, requiring the application of prior knowledge and a higher level of cognitive effort.

4. Integration of game elements and dynamics:

Game mechanisms, such as the accumulation of points, levels, or rewards, are essential to motivate students and strengthen their commitment to tasks. These elements should be directly related to the learning objectives. In addition, the incorporation of collaborative activities promotes the social dimension of learning, allowing students to be part of a community in which they interact, support each other, and build knowledge together.

These stages allow gamification to not only motivate but also contribute effectively to the development of key competencies in students, especially in communication skills such as oral expression in learning English as a foreign language.

2.4.5 Advantages of gamification

Furdu et al. (2017) argue that the implementation of gamification in English language teaching offers numerous benefits. Among its main advantages are:

Student participation: The most frequent problems in education are the lack of motivation and commitment on the part of students. The introduction of playful elements in educational contexts helps to increase students' interest and active involvement in learning activities.

Improvement of the educational experience: Learning combined with a playful component creates an attractive environment that encourages greater participation and commitment, while also promoting feedback and knowledge retention.

Immediate feedback: Gamification provides tools for teachers to monitor student performance and provide accurate guidance. Similarly, students can identify their mistakes and recognize areas for improvement.

Learning environment: Gamified learning allows students to progress at their own pace within an informal but effective context, in which they can face challenges and situations similar to those in real life.

2.4.6 Disadvantages of gamification

As every method or strategy has its pros and cons, these are the disadvantages of implementing gamification in the classroom:

Technological requirements: Implementing gamification in the classroom requires access to adequate technological resources. However, many educational institutions still lack the necessary infrastructure to support this type of digital activity (Coutinho, 2019).

Class size: Classes with a large number of students can negatively affect the effectiveness of gamified activities. With too many students per group, it is difficult to ensure active participation and reach group decisions, especially when some students remain passive (Espinosa & Gregorio, 2018).

Insufficient teacher preparation: A major barrier to effective gamification is the limited training teachers receive in using this approach. Without adequate guidance,

educators may struggle to apply gamified strategies effectively (Espinosa & Gregorio, 2018).

2.5 Falou App to enhance Speaking skills

The Falou app is a dynamic language learning platform designed with interesting features to facilitate communication and language practice in an engaging and effective way. It uses the phone's microphone to record daily conversations. The app analyzes the recording to assess whether the user's pronunciation is correct (Muhammad & Damanik, 2024). Its pedagogical structure is based on the use of short lessons that allow users to practice speaking using appropriate vocabulary and grammar through a real situation-based dialogue, which promotes the development of pronunciation and oral fluency (Lainatusshifa et al., 2024). With over ten million installations and its latest version (0.069) updated on October 22, 2023, this app has established itself as a valuable resource for those who want to strengthen their English-speaking skills.

2.5.1 Advantages

Falou offers access to 25 different languages and is available for free on the Play Store. One of its main features is that it allows immediate access: just by downloading it, users can start learning without any initial payments. Although there are additional features available through subscription, students can complete the main course at no cost. Among its notable features is the instant feedback it provides based on the user's voice recordings, analyzing pronunciation to help improve it progressively. This system not only optimizes phonetic accuracy but also encourages autonomous learning by allowing students to identify their own difficulties and progress at their own pace (Lainatusshifa et al., 2024).

The app's content has been designed by more than 200 native speakers, ensuring an authentic and up-to-date communicative approach. In addition, the lessons are organized according to real-life conversation situations, contributing to more contextualized and meaningful learning. It also adapts the materials to the user's level of proficiency, offering a personalized and flexible learning experience. (Muhammad & Damanik, 2024).

In this way, Falou is an effective complementary resource for developing oral expression in students of English as a foreign language (EFL). Thanks to its practical approach, it can be incorporated into gamified classes or as a self-directed learning strategy. This app not only improves their oral skills but also increases their motivation, confidence, and autonomy in the learning process.

2.5.2 Disadvantages

Like any other app, it also has its disadvantages, one of which is the Internet connection to use this app. It also contains several advertisements that must be skipped while using it. Another is that after several lessons, users must pay to continue with other topics. In addition, the app allows users to practice only two lessons per day and after that, it locks.

2.6 Lola Speak

Lola Speak is an Interactive mobile app that facilitates the practice of spoken English through simulations of real conversations. It seeks to enhance users' English proficiency in a practical, interactive, and safe environment, emphasizing their fluency and pronunciation (Hamdany & Rahman, 2025). Lola Speak incorporates voice recognition technology to assess users' pronunciation accuracy, focusing on stress and intonation. In this regard, the app also uses the International Phonetic Alphabet (IPA), allowing users to practice reading phrases with phonetic transcription. Besides, the app enhances the learning experience through interactive videos that simulate real-time conversations, such as role-playing activities. In this way, it allows users to develop communication skills independently and progressively.

2.6.1 Advantages

Lola Speak focuses on the use of English with appropriate fluency, clarity, and intonation through practicing real life conversations. IPA transcriptions are included for most phrases to ensure the correct pronunciation. The app also incorporates instructional videos into the lessons, making users feel as if they are in a real conversation. Furthermore, the new key phrases are explained through other videos that provide more examples and allow users to practice. In addition, it has a feature where users can practice speaking to the AI about their daily routine, answering some question that the AI ask them, just as if they were chatting online.

2.6.2 Disadvantages

An internet connection is required to use the app. Lola speak allows users to complete several lessons a day, but after a certain number of lessons, it limits users to one lesson per day; however, unlike Falou, users can practice grammar and vocabulary, as well as chat online with the AI integration.

2.7 Didactic Implementation of Falou and Lola Speak Applications for Developing Speaking Skills

The implementation process of these applications involves the use of mobile devices and internet access, allowing students to participate in both guided and self-directed learning sessions. Through structured exercises, students interact with the applications by progressively completing speaking tasks. This facilitates continuous practice both inside and outside the classroom.

Moreover, the Falou and Lola Speak apps come with a lot of useful features for you such as daily learning paths, a dedicated speaking section, separate vocabulary and grammar sections, as well as instructional videos. From a teaching perspective, these apps offer various forms of activities to practice speaking. They include: pronunciation tasks, in which learners develop correct pronunciation with the help of phonetic transcription and audio; repetition drills, where students listen and repeat phrases to fill

in the blanks of conversations; guided conversations, assisted by videos with real-world situations; and interactive dialogues, in which learners use artificial intelligence technology to practice speaking on different topics, receiving on-the-spot advice and feedback.

Evaluations in these apps take into account factors such as pronunciation, intonation, fluency and grammatical accuracy. The apps also offer performance indicators like speaking accuracy percentages, and inform about words that still need more practice. In this respect, the teacher becomes a guide, who directs and supervises the learning process, whereas the students learn autonomously and work on the task they have received.

CHAPTER III.

3 METHODOLOGICAL FRAMEWORK

3.1 Research Approach

To analyze the influence of gamification strategies to enhance speaking skill in students this study was developed under a quantitative approach. As stated by (Alhajri, 2020), quantitative research makes possible to measure and analyze data numerically, which facilitates hypothesis testing and validation. This method ensures objectivity and provides reliable standards when working with a specific population, making it particularly useful for evaluating English language proficiency.

3.2 Type of research

This was quasi-experimental design because it was established through verification of hypotheses. According to, (Uygun & Cesur, 2025) explain that quasi-experimental studies in educational contexts are valuable for examining real-life situations. These designs contribute to understanding how the effects of interventions, such as gamification influence on student outcomes. Likewise, according to (Sreekumar, 2024)) quasi-experimental designs are used when participants are assigned to intervention groups through nonrandom processes.

3.3 Research Analysis

Inferential analysis was used to test the hypotheses established in order to determine whether or not there was an improvement when applying gamification through the two apps to improve speaking skills. In addition, inferential analysis is used to compare results between two or more study groups and statistically determine whether or not there is significance (Flores Ruíz et al., 2017).

3.4 Study population

As Arias Jesus mentions, the population is a defined, limited, and accessible set of cases. Given that in research the population is crucial for the researcher, as it constitutes a fundamental pillar for the validity and generalization of the results obtained, it is essential to specify the study population. For this reason, this study was conducted at Fe y Alegría school in Riobamba, where 22 students participated in this research. They were students of A2 level. They were divided into two groups; one was assigned as the experimental group, receiving the intervention, while the other was the control group, which did not use gamification apps. This population was chosen considering the necessity to implement gamification strategies to enhance their speaking skills.

Table 1

Population

Group	Male	Female	Total
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Control group	8	3	11
Experimental group	8	3	11
Total	16	6	22

3.5 Ethical Consideration

According to Cacciattolo (2015), ethics is an essential part of a study. The researcher must ensure the safety of participants involved at all times. In this vein, the informed consent for the research “Gamification strategies as a tool to enhance speaking skills in EFL students” was signed by participants. Likewise, detailed information about the study, such as the title, the procedure, and the confidentiality of data, was provided in the informed consent.

Students were assigned to each group based on their availability. Those who had cell phones and at least half of the students with the lowest level of English were assigned to the experimental group. To conduct the study, the 40-minute classes were divided: the first 20 minutes were spent working with the experimental group, while the school teacher worked on his lesson with the control group. The same pattern was followed for the remaining 20 minutes, during which the researcher worked with the control group, while the school teacher worked on his lesson with the experimental group. It is important to note that students only had three academic hours of English per week.

3.6 Data collection Techniques and instruments

The data were collected with a pre-test and post-test from Cambridge Assessment English A2 – KET (Key English test) speaking section. The pre-test was taken before the implementation of Falou and Lola Speak apps, after their application the post-test was taken in order to identify students’ speaking proficiency and establish a relationship between the variables. The pre-test established a baseline, while the post-test measured progress and the effectiveness of the gamified instruction.

In this regard, the Cambridge A2 speaking rubric was used to evaluate vocabulary and grammar, pronunciation, and interaction. As a result, it helped to analyze students’ strengths and weaknesses during speaking responses.

Furthermore, to validate the normality of the data of 22 participants the researcher used the Shapiro Wilk normality test which verify a normal distribution. To validate if the alternative hypothesis is acceptable, the T-test independent was used. It is important to remark that the data obtained from the pre-test and post-test were analyzed as continuous variables, since the scores represent numerical values that can cover a wide range of values, all of this, was developed on RStudio software.

Research Hypothesis

The following hypothesis (Ha) will be addressed, as the objective is to evaluate the influence of using the Falou and Lola Speak applications on enhancing speaking

ability. This hypothesis is set with the aim of verifying, through educational intervention and quantitative data analysis, whether these strategies have a positive influence on the development of speaking skills in students. To this end, a pre-test and post-test will be administered, allowing for a comparison of the results before and after the implementation of these gamification strategies.

Alternative Hypothesis (Ha):

The implementation of gamification strategies through the Falou and Lola Speak applications significantly influences the enhancement of speaking skills among EFL students in the tenth year of Basic General Education at the Fe y Alegría school. $H_1: \mu_1 \neq \mu_2$

Null Hypothesis (Ho):

The implementation of gamification strategies through the Falou and Lola Speak applications does not significantly influence the enhancement of speaking skills among EFL students in the tenth year of Basic General Education at the Fe y Alegría school. $H_0: \mu_1 = \mu_2$

CHAPTER IV

4 RESULTS AND DISCUSSION

4.1 Pre-test

As scheduled, the students from the control and experimental group took the pre-test. It was the speaking section of the A2 Key for school from Cambridge Assessment. Students completed the test in pairs and had 8 minutes to finish. The test included two parts, each with two phases, involving questions for Student A and Student B.

Building on the structure of the test, in the first part, the initial phase focused on basic personal information, such as name, last name, age, and place of residence. The second phase included questions related to school, for instance, favorite subject, use of uniform, school schedule, and homework.

Following the questions about school, students also answered questions related to their homes, namely who they live with, the number of bedrooms in their house, their favorite room, and where they usually watch TV.

In the first phase of the second part, the researcher showed the students some pictures representing different hobbies. Students interacted with each other and talked about their favorite hobby for at least 30 seconds. Afterward, they answered some questions about the pictures.

In the second part of the final stage, the students were invited some questions about “how do you like to spend your leisure time” and “do you like playing sports or watching sports”.

To gather the data for the study, the researcher utilized the A2 speaking performance rubric, which consisted of three evaluation criteria: vocabulary and grammar, pronunciation, and interaction. The rubric included six grades from zero, the minimum grade, to five, the highest grade, therefore, total grade was out of 15 points.

Table 2

Pre-test scores of the control group

PRE-TEST CONTROL GROUP				
Student N.	Vocabulary and Grammar	Pronunciation	Interaction	Total
S1	2	2	2	6
S2	1	2	1	3
S3	1	1	1	3
S4	2	1	1	4
S5	1	1	1	3
S6	3	3	2	8
S7	1	1	1	3
S8	2	2	2	6
S9	3	2	2	7
S10	2	2	1	5
S11	2	3	3	8

MEAN	1.81	1.81	1.54	5.09
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As detailed in the table 2, students from the control group achieved a general average of 5.09 out of 15. Its mode is 2, which means that students barely meet the criteria for Band 2. These results illustrate the low level of oral performance, which reveals a limited ability to communicate effectively. This finding can be explained by a lack of meaningful interaction opportunities, as proposed by the constructivist approach (Aljohani, 2017), which claims that language learning occurs through active participation and real communication.

Furthermore, according to the humanistic approach, Chauhan (2016) remarks that factors such as low motivation and lack of self-confidence negatively affect language learning. This was evident during the pre-test, where students showed hesitation, fear of making mistakes, and minimal participation. These results are consistent with Maji (2023), who found that EFL learners often struggle with speaking due to limited practice and low confidence. Therefore, the low scores reflect the students' weakness in speaking.

Table 3

Pre-test scores of the experimental group

PRE-TEST EXPERIMENTAL GROUP				
Student N.	Vocabulary and Grammar	Pronunciation	Interaction	Total
S1	2	1	2	5
S2	0	0	1	1
S3	1	1	1	3
S4	2	3	2	7
S5	1	1	1	3
S6	1	2	1	4
S7	2	3	2	8
S8	2	2	2	6
S9	3	3	3	9
S10	1	1	1	3
S11	3	3	3	9
MEAN	1.63	1.81	1.72	5.27

As shown in Table 3, the experimental group scored an average of 5.27 out of 15. It is similar to those obtained by the control group. Despite students having scored two bands barely on the grading scale, in the mode was only 1. The speaking results confirm a general low speaking proficiency. Although the mean score is a little higher than that of control group, the students are still relatively limited in vocabulary, pronunciation, and interaction.

Theoretically, low performance supported the constructivist perspective (Aljohani, 2017), which argues that language learning is a process in which learners actively engage in meaningful context. This indicates that students were rarely engaged in interactive speaking tasks.

Moreover, the humanistic perspective (Chauhan, 2016) underlines the role of motivation and emotional related factors in learning. Small replies and limited participation

among the students all point to how uncourageous they are as well as how scared they are of speaking English. Following this line, Mishkashan (2023) believes that “achieving oral proficiency requires integration of many elements, including pronunciation, fluency, vocabulary, a challenge for many students” (p. 87). For this reason, the results reinforce the need for innovative strategies to improve speaking skills.

4.2 Post-test

Once the researcher had compiled and analyzed the data, she proceeded to the second phase of this quasi-experiment. In this phase, she conducted a brief intervention with the experimental group over a five-week period, focusing on the use of gamification as a strategy through the use of Falou and Lola Speak apps to improve the students’ oral skills. Thereafter, the students took a final test using the same format as the first one.

Table 4

Post-test scores of the control group

POST-TEST CONTROL GROUP					
Student N.	Vocabulary and Grammar	Pronunciation	Interaction	Total	
S1	3	3	4	10	
S2	3	3	2	8	
S3	1	1	3	5	
S4	3	3	3	9	
S5	3	2	3	8	
S6	4	4	5	13	
S7	3	2	3	8	
S8	3	3	3	9	
S9	3	3	4	13	
S10	3	3	2	8	
S11	3	4	3	10	
MEAN	2.90	2.81	3.18	9.18	

Table 4 shows that the control group got an average of 9.18 out of 15 in the post-test. This means that students achieved the third band for the criteria of the rubric. Although students demonstrated better use of vocabulary and increased interaction, their responses remained limited in length and accuracy. This improvement can be partially explained by behaviorist theory, which suggests that repetition and continuous practice contribute to learning by reinforcing particular linguistic structures (Burhannudin et al. 2021).

According to Marin & Argudo (2022), traditional teaching approaches can improve basic language skills, but they do not significantly improve fluency. Therefore, although the control group showed progress, they required prompts in little questions to get an idea of the answers. During the post-test, their pronunciation was understandable, but some of their expressions were not entirely clear. They confused “live” with “life” and did not stress words correctly. Finally, their interaction was acceptable, but they were not able to hold a conversation for more than 15 seconds.

Table 5*Post-test scores of the experimental group*

POST-TEST EXPERIMENTAL GROUP				
Student N.	Vocabulary and Grammar	Pronunciation	Interaction	Total
S1	4	4	4	12
S2	3	2	3	8
S3	3	4	3	10
S4	5	4	5	14
S5	4	3	4	11
S6	3	4	3	10
S7	4	4	4	12
S8	4	4	4	12
S9	5	4	5	14
S10	3	4	3	10
S11	4	5	5	14
MEAN	3.81	3.81	3.90	11.55

When they finished applying gamification as a means of improving their speaking skills, they took the post-test. They obtained a mean score of 11.55 over 15, indicating the progressive enhancement of their speaking performance. The students were able to give longer answers, employ suitable vocabulary, and interact without the aid of prompts. This progress is congruent with the constructivist approach (Aljohani, 2017) as students were involved in meaningful speaking activities using digital applications.

In addition, the humanistic principle (Chauhan 2016) also accounts for the rise in students' confidence and motivation. The gamified context established a warm and active environment where anxiety was lessened and participation increased. In line with the behaviorist stance (Burhannudin et al. 2021), the on-the-spot feedback from Falou and Lola Speak encouraged students to use the language correctly and to practice their pronunciation and fluency through repetition.

These findings are consistent with Desouky (2022), who found that gamification significantly improves students' oral skills, motivation, and engagement. Therefore, the results confirm that gamified digital tools have a positive impact on the development of speaking skills.

Table 6*Means and standard deviations*

Group	Mean	SD
CG	9.18	2.32
EG	11.55	1.97

Note: CG = Control Group; EG = Experimental Group; SD = Standard Deviation.

Table 6 contrasts the findings from the control and experimental groups. The control group obtained 9.18 and the experimental group 11.55, representing a difference in speaking performance after treatment clearly in favor of the students in the experimental group. By means of gamified activities, the students were able to speak in a dynamic situation, which contributed to the improvement.

Moreover, the experimental group showed a smaller standard deviation ($SD = 1.97$) than the control group ($SD = 2.32$), indicating that the performances of the students were more homogeneous. This consistency may be attributed to the structured and interactive nature of gamification, which supports continuous practice and gradual improvement.

Safitr et al. (2025) state that gamification not only improves student performance but also promotes stable and consistent learning outcomes. Therefore, the results confirm the effectiveness of gamified strategies in improving speaking skills.

Table 7

Shapiro-Wilk normality test

Shapiro-Wilk normality test		
	Data score W	p-value
Control group	0.89954	0.1824
Experimental group	0.91309	0.2652

Note: $p > 0.05$ indicates normal distribution.

Before conducting the inferential statistical analysis, the normality of the data was verified using the Shapiro-Wilk test. After applying the test to the data that came from both groups, the results showed that the control group's p-value is 0.1824. Similarly, students from the experimental group obtained a p-value of 0.2652. Since p-value are greater than 0.05, the data follow a normal distribution.

Table 8

Independent sample t-test results

Variable	Control Mean	Experimental Mean	t	p-value
Post-test total	9.18	11.55	-2.5794	0.01814

Note: $p < 0.05$ indicates significant differences between groups.

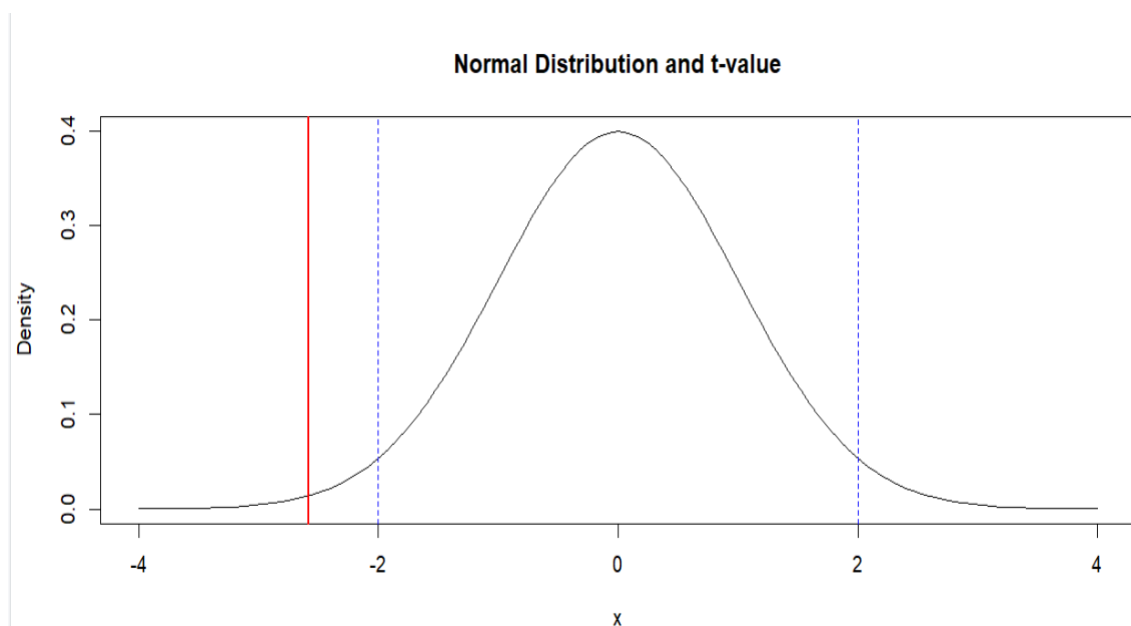
The independent t- test revealed a statistically significant difference between the control and experimental group in the post-test scores ($p\text{-value} = 0.018 < 0.05$). Because the p-value is smaller than 0.05, the null hypothesis is rejected in favor of the alternative hypothesis. The results show that the experimental group outperformed the control group in terms of speaking scores substantially ($M = 11.55$ vs. $M = 9.18$), which indicates that conducting Falou and Lola Speak had a positive impact on the students' speaking skill.

Theoretically, this result justifies the blended approach of constructivism, humanism, and behaviourism. As Aljohani (2017), Chauhan (2016), and Burhannudin et al. (2021) state that gamification promotes active participation, increase motivation and confidence, and reinforces learning through immediate feedback.

Empirical studies such as Ahmed (2021) and Desouky (2022) confirm that gamified learning environments significantly improve speaking performance and student engagement, with high scores obtained after the intervention. Consequently, the results obtained in this study are consistent with previous research and validate the effectiveness of the intervention with significant results.

Figure 1

Normal distribution and t-test t value



Note: The t-value falls within the rejection region.

Figure 1 illustrates the Gaussian curve showing a normal distribution with the critical regions for a significance level of 0.05 in two-tailed test. The central part of the curve represents the area where the null hypothesis is accepted, while the regions at the extremes are the rejections regions.

The calculated t-value (-2.579) is represented by the vertical red line. This value falls in the left rejection region, beyond the critical value (± 2) indicating that it lies outside the acceptance range. Therefore, the null hypothesis is rejected. The results confirm that there is a statistically significant difference between the control group and experimental group in post-test scores.

The graphic supports the results obtained from the independent samples t-test (p-value= 0.018), demonstrating that the implementation of Falou and Lola Speak had a positive influence on students' speaking skills.

4.3 DISCUSSION

The purpose of this study was to analyze the influence of gamification strategies on enhancing speaking skills in EFL students. As a result, the researcher collected information using a quasi-experimental approach, employing pre-test and post-test to achieve the objectives of the research. Consequently, the findings of this study demonstrate that gamification strategies significantly improve students' speaking skill, so that the alternative hypothesis was accepted. Three important objectives of the research discourse are highlighted in this analysis: 1) to determine the English proficiency of the students; 2) to teach speaking by using the Falou and Lola Speak apps-based speaking activities; and 3) to review and examine the development of speaking skills after the instruction through the apps.

According to the results of the pre-test, the two groups had similar low levels of performance, with the control group obtaining a mean score of 5.09 and the experimental group 5.27. The findings show weaknesses in core components of speaking, like vocabulary and grammar, pronunciation and interaction. In this connection, students lacked motivation and confidence, since they were afraid of making mistakes when speaking and were eager to keep silent. These findings are echoed by Maji (2023), who further asserts that EFL learners find their expressions strangulated as they are bridled by the dearth of practice and self-confidence. This similarity may be explained by the limited opportunities that students have to practice speaking in real contexts, which affects their linguistic development and confidence. Likewise, Mishkashan (2023) argues that speaking requires the integration of various linguistic components with which students have difficulty. From a constructivist perspective, this situation can be explained by the lack of opportunities for meaningful interaction, as learning is built through experience (Aljohani, 2017). Similarly, in the humanistic approach, Chauhan (2016) highlights that low motivation and confidence negatively influence learning, which was evident in the students' insecurity during the pre-test.

Regarding the use of Falou and Lola Speak, an increase in participation, motivation, and language practice was observed in the experimental group. The students practiced English in a dynamic way, enjoying the resources offered by the apps. The immediate feedback, new vocabulary, and activities such as matching words, ordering sentences, or reading dialogues and sentences kept them engaged. In addition to practicing, they worked hard to maintain their active streaks and unlock the next set of activities. This outcome is linked to the findings of Christopoulos & Mystakidis (2023), who claim that gamification increases student engagement and active participation through the use of game activities. In addition, Redjeki & Muhajir (2021) argue that gamification transforms the learning process into an interactive and meaningful experience, which promotes the development of communication skills. In this line, various studies prove the effectiveness of this strategy, such as Aal-Asheakh & Saud (2024), who demonstrated that the use of elements like points, levels, and rewards significantly improves pronunciation, fluency, and vocabulary. These results also align with the findings of Ndayishimiye et al. (2024) and Marin & Argudo (2022), who found that digital platforms within playful activities reduce anxiety and

increase classroom participation. On the same lines, Cardona (2022) and Juárez & Patiño (2024) pointed out that gamification encourages students' active language use in communication tasks, improving their fluency, pronunciation, and grammar. Furthermore, Maqfirotika (2024) concluded that gamified digital tools improve fluency and listening comprehension. From a behaviorist perspective, the observed improvement can be explained by the immediate reinforcement provided by the applications used, which allows for the correction of errors and the strengthening of learning (Burhannudin et al. 2021). In this regard, tools such as Falou and Lola Speak provide instant feedback, as well as promote autonomous learning outside the classroom.

Concerning the outcomes following the intervention, there was a notable enhancement in the speaking abilities of the group that participated in the experiment, recording an average score of 11.55, in contrast to 9.18 noted in the control group (see Table 6). Additionally, the independent t-test statistical evaluation ($p < .05$) reveals that this variance is significant. These findings agree with Ahmed (2021), who asserted that gamification effectively boosts students' speaking abilities and their motivation. However, the results of this study show a slightly greater improvement, which may be attributed to the combined use of Falou and Lola Speak, providing continuous practice and immediate feedback. Likewise, Desouky (2022) and Anchundia & Cedeño (2024) illustrated that employing gamified applications improves speaking performance, enhances motivation, and reduces anxiety. Furthermore, Safitr et al. (2025) verified that gamification positively impacts the communicative skills of tenth-grade learners. Similarly, Erazo (2023) and Bonilla (2022) reported marked improvements in fluency and verbal performance through the application of gamified techniques. Overall, the synergistic interaction of Falou and Lola Speak reported here provides further evidence that gamification is best delivered through interactive and personalized digital applications. These findings are based on the constructivist theory as mentioned by Aljohani (2017), which states that learning is enhanced by participation and doing.

To conclude, the varied results align with the notion that gamification, by means of digital tools such as Falou and Lola Speak, improves not only the linguistic components of speaking but also has a positive impact on affective elements, namely motivation, confidence and even on proactive teaching strategies when teaching English as a foreign language.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After completing the whole research process, which involved a quantitative, quasi-experimental, and inferential analysis, it was concluded that gamification had a positive influence on enhancing the speaking skills of 10th grade students at the Unidad Educativa “Fe y Alegría,” a secondary school, during the 2025–2026 academic year. The following conclusions were reached:

It was observed that students from both groups had low speaking proficiency in English at the beginning, since they showed some challenges in fluency, pronunciation, vocabulary, and interaction, besides that, they also had low motivation, lack of confidence and practice. These results illustrated the use of isolated words, mispronounced words and inability to communicate. These results demonstrate the rightfulness of introducing novel methods to enhance speaking ability.

The development of gamification using the applications Falou and Lola Speak contributed to stimulating active participation, motivation and the continuity of language practice of the experimental group in a classroom context, by means of which it was possible to establish a lively and significant learning environment. These instruments enabled users to work on their pronunciation, acquire new vocabulary, and have a conversation with an AI tutor.

It was revealed that gamification contributed to the enhancement of students’ speaking skills, as the experimental group performed better in the post-test than the control group. This difference was statistically tested, showing a significant positive effect of the gamified digital tools on students’ performance and autonomy in the process of learning English.

5.2 RECOMMENDATIONS

Considering the fact that the initial speaking ability was at low level, it is suggested that teachers should take measures to introduce novel teaching methods such as gamification at the early stages of English language education. In particular, gamification enables students to overcome fluency, pronunciation, vocabulary, and interaction issues step-by-step, as well as alleviating anxiety and raising students’ confidence when communicating.

Suggested is to make the use of digital applications (Falou, Lola Speak) a routine part of class planning. These applications promote active learning and motivation, and provide students with regular opportunities to practice the language, enabling them to enhance their speaking skills in fun, interactive, and meaningful ways.

It is recommended that schools facilitate the dissemination of the gamification approach by better training teachers and equipping them technologically so as to improving the acquisition of speaking skills, confidence and autonomy in the language learning process.

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ANNEXES

A2 key speaking test (the same test was used for the pre-test and post-test)

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

B, how old are you?

Where do you live?

Thank you.

Do you live in ... (name of district / town etc.)?

A, how old are you?

Where do you live?

Thank you.

Do you live in ... (name of district / town etc.)?

Phase 2

Interlocutor

Now, let's talk about **school**.

A, what subject do you like best?

What clothes do you wear to school?

B, What time do you finish school?

What do you eat after school?

Extended Response

Now **A**, please tell me something about the homework you have to do.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house?

A, where do you watch TV at home?

What's your favourite room in your house?

Extended Response

Now, **B**, please tell me what you like doing at home.

Back-up prompts

Do you like maths?

Do you wear a uniform?

Do you finish school at 4 o'clock?

Do you eat snacks after school?

Back-up questions

Do you get a lot of homework every day?

Did you do any homework yesterday?

Do you like homework? (Why?/Why not?)

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in the kitchen?

Do you like your bedroom?

Back-up questions

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions

Interlocutor /

Candidates

Use as appropriate.
Ask each candidate
at least one
question.

Do you think ...
... playing football is fun?
... playing an instrument is difficult?
... playing computer games is boring?
... reading is interesting?
... painting/drawing is easy?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these hobbies do you like best?
And you, **B**, which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.

Do you like these different hobbies?



Cambridge A2 speaking rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		