

Capítulo IV

Gamification elements in developing English-speaking skills

Elementos de gamificación en el desarrollo de los dominios orales del inglés

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1. Introduction

It is remarkable that many Ecuadorian students want to be fluent in English for a variety of reasons. Among these, this language has the power to close gaps to connect with people from different cultures, build working relationships, improve people's understanding of personal interests, and support learning for educational purposes. Certainly, this objective of English mastery in education is proposed by the Ministry of Education, whose final proficiency goal is for students to reach the B1 level, but the achievement of that goal may be hindered in certain skills of English.

Speaking English allows people to express their ideas and communicate with the world (Recino, 2019). However, native Spanish speakers may confuse their mother tongue with English; therefore, they may not be able to learn and develop this new language properly (Gooding, 2021). On the other hand, although the institutions are the primary sources in charge of teaching English and supporting the students' progress in speaking skills (Ministerio de Educación, 2016), this does not guarantee that all learners will achieve the highest level in vocabulary, grammar, pronunciation, and fluency. In fact, teachers mostly focus on receptive skills, such as listening and reading because they are easier to assess and do not require a lot of time.

The researcher identified that the best method to improve speaking is the incorporation of an innovative strategy through technology (Shaharane et al., 2016). For this, Deterding et al. (2011) found that games have indescribably transformed the educational landscape, with a greater emphasis on learner-centered pedagogy. Moreover, Figueroa (2015) revealed that gamification strategies can help to progress the learning of writing, reading, and speaking skills while motivating collaboration and interaction. For instance, many studies have found that gamification improves speaking skills since it encourages students' participation, and they are more motivated to practice using games (Asih and Halisiana, 2022; Putra, 2020; Marin-Pacurucu and Argudo-Garzón, 2022). As a result, this research aimed to identify the effectiveness of gamification through technology in the development of English-speaking skills.

Regarding the procedure of this research, the quantitative research design was adopted through the implementation of the pre-test and post-test. Additionally, this study followed an action research design. Finally, the data suggested that speaking skills can be achieved through gamification elements, which are presented in the following data.

These findings will be of interest to other educational researchers and teachers who want to further explore a natural progression in analyzing the effectiveness of gamification through technology in the development of listening, writing, reading, and speaking skills.

This chapter begins with the abstract. It will then go on to the introduction, literature review, methodology, results, discussion, conclusions, recommendations, and bibliography sections.

2. Literature Review

Technology advances over the years. As Franssen and Koller (2016) state, technology is defined as a technique or a procedure that looks for the progress of society within any context. Due to the improvements that arise on a daily basis, technology is capable of presenting resources that cover and improve any area of study.

By means of certain technological resources, learners can improve their ability to master a foreign language, thanks to the positive impact of technology in today's environment within education. According to a study published by Shaharane et al. (2016) comments that it is vital to identify the most commonly used learner-learning tools as it enhances the ability to acquire and achieve English language proficiency.

In fact, digital tools have transformed the landscape of English as a Foreign Language (EFL) acquisition, making it more accessible and convenient for learners (Le & Hung, 2021). Therefore, if digital resource support is introduced in the classroom for English as a foreign language acquisition, students' outcomes will be more

successful around good proficiency in practicing speaking skills. For that reason, the following variable under study emerged.

Gamification

There are many ideas about the term gamification, and it is used in different contexts because it can capture people's attention to complete something through the experience of the game. Besides, Kim et al. (2018) affirm that there are possible variations on the starting point of gamification, so it is difficult to determine the precise origin of its concept. Similarly, the employment of narratives to change the setting around a routine task, the establishment of social rivalry, and the motivating of behavior through badge and reward systems are all instances of gamification (Hanus & Fox, 2015).

Gamification for English as a Foreign Language Acquisition

When students feel comfortable with a new technique implemented through gamification, they have the opportunity to acquire a foreign language skill efficiently. This statement was demonstrated by Roig's study (2022) where gamification elements provided a positive effect on learners' motivation and engagement in learning a foreign language. Similarly, it has been verified that the implementation of digital games in classes increases the interest in learning new languages at any level; it also creates responsibility for the student's own learning. A simple study by Hitchens and Tulloch (2018) affirms that pupils' expectations for future English language learning changed as a result of digital gamification.

Overall, gamification can make learning English as a foreign language more fun and engaging, while also providing opportunities for students to practice and improve their language skills in a variety of contexts.

Gamification Elements

In 2019, Alomari et al. published a paper in which they described the different elements within gamification. First, the points are the numerical values used to assess the performance of individuals. Second, badges stimulate students to compete by showing their achievements in a visual way. Third, leaderboards present progress to their peers in order to encourage students to raise their grades. Fourth, rewards come in various forms, and they can be adapted to the difficulty of each task. Fifth, social factors could be incorporated within games, such as discussions, teamwork, hosting, and a variety of others. Sixth, time-limited activities motivate pupils to complete the activities within a certain amount of time and take it as a real challenge.

Effectiveness of Gamification

Motivation: The achievement of an action or objective has a reason, it has not always been easy for the learner to find a motive to achieve a goal. However, motivation has been a challenge in the educational field, but gamification has seen motivation as a primary focus. Numerous studies have revealed that the implementation of a gamified classroom engaging and motivating for learners. An investigation into the impact of gamification on students showed that most learners were entertained by gamification, and it could motivate students to learn (Zainuddin et al., 2020). Another study by Jo et al. (2018) showed that the gamified flipped classroom environment fostered higher motivation and engagement in students. These findings are in line with those of Özdener and Demirci (2018) who found that there was a higher motivation in gamified classrooms in comparison to non-gamified classes.

Feedback: As is well known, feedback allows taking the time to analyze and look for better solutions to enrich performance. Therefore, gamification allows the learner to improve and engage their focus to improve their results at any stage. By incorporating some gamification elements, students can be informed of their progress, orientation, and performance; the objective of this is to improve their learning. Research about benefits gained from gamification expressed a strong sense of accomplishment

produced by constructive feedback generated by specific gamification elements such as challenges, rewards, and leaderboards (Huang & Hew, 2018).

Improve students' performance levels: The performance level describes each student's use of a language; it increases as the student's learning progresses in any activity. At this point, it is important to mention that through an evaluation, it is possible to assess the academic performance of students. Thus, once technology and gamification are introduced in the classroom, they allow students to associate assessments with fun and no longer fear completing them (Artar & Huseynli, 2019). In addition, five research papers have been examined to identify whether gamification can improve the performance level of students (Orhan Göksün & Gürsoy, 2019; Groening & Binnewies, 2019; Hidayat, 2021; Zainuddin et al., 2020). These findings imply that gamification tools have a positive and far-reaching impact on students' performance levels.

Tools for Gamification in Classroom

There are a variety of tools or applications that can be incorporated for classroom gamification. It has been noticed that the results of one study indicate that using gamification allows teachers to employ different tools to select appropriate activities to fulfill learners' needs (Lawrance et al., 2021).

ClassDojo. It is a digital page that encourages motivation and active engagement of students in the classroom by giving them points for their participation. Likewise, its objective is to provide an easy-to-use digital classroom that can be customized according to the needs of the classes, allowing the teacher to score points, and evaluate the performance of their students. Azzouz (2021) confirms that ClassDojo has a motivational value in supporting teaching by using gamification.

Bamboozle: This website allows users to create and apply elements of gamification related to the class topic. In addition, it offers certain elements that are part of gamification, such as points and rewards. Furthermore, Bamboozle consists of

students participating in groups by choosing a box containing a question or extra points; the team that scores the most points wins, but sometimes these points can be lost by choosing and answering a wrong box.

Speaking in the EFL Classroom

In education, it is important that the learner is able to achieve the speaking skills to fulfill certain communicative functions in the foreign language, such as expressing greetings, regrets, thanks, apologies, or making requests and asking questions. Nevertheless, many teachers skip teaching speaking due to the fact that they focus on parameters that can be more easily graded. Other educational institutions focus English teaching on oral communication to ensure that traditional repetitive grammar and direct translation are not used. (Jalleh et al., 2021).

On the other hand, speaking is a productive skill that is interrelated with listening. There are a number of similarities between speaking and listening. For example, students in classes may imitate the way their teachers pronounce words. Therefore, the activities involve both listening and speaking comprehension and expression. As Tunagür et al. (2021) mention, what children learn in listening activities can facilitate their speaking production.

Additionally, the behavior of Spanish-speaking students when trying to use a foreign language in class is negative. An earlier study shows that students feel anxiety, stress, and nerves when speaking in an English class (Shazly, 2022). However, starting a foreign language is usually not easy to acquire on the first try; in fact, students need to practice it outside the classroom as well as in the classroom.

Speaking within The CEFR common reference levels. The term refers to international proficiency standards that detail the levels of language proficiency (International Language Standards, 2023). It is important to see the level of different qualifications which can vary among basic users (A1 & A2), independent users (B1 & B2), and proficient users (C1 & C2).

In Ecuador, speaking proficiency expects students to finish with a B1. This is recognized by Ministerio de Educación (2016). Thus, B1 learners are able to deal with situations where the language is spoken without the need for preparation on everyday topics of personal interest, they should also be able to describe experiences by connecting sentences to give explanations and follow much of everyday conversation and discussion (Alrasheedi, 2020).

Speaking to Senior high school students. Speaking should provide students with opportunities to use the English language in contexts relevant to their needs. The current curriculum of Ministerio de Educación (2016) details that “adolescents may sometimes begin to feel more anxiety resulting from not being able to express themselves well, being constantly corrected and feeling inauthentic” (p. 10). Therefore, it is essential to ensure a friendly environment where speech failures are filtered without fear for the positive development of another language (Pichon & Kambel, 2022).

What are speaking skills?

Speaking skills are the ability to talk or communicate comprehensibly in the English language. It will support students throughout their daily conversations, and this skill can be developed at an early age.

There are some essential points or elements when it comes to speaking skills, which are pronunciation, fluency, grammar, and vocabulary (English BINUS University, 2018).

Vocabulary: This term refers to words used in a given language; in speaking, vocabulary facilitates effective production, understanding, and pronunciation of the words used by students to express themselves. As Cakmak et al. (2021) study reveals, there is progress among the learners that can be seen in their move from learning vocabulary towards their participation in speaking activities.

Grammar: These are the rules of a language for forming sentences in the correct order. Grammar is linked to speaking as it allows the correct use of structures in conversation, and this helps to recognize the tenses that are heard when holding a

conversation. In addition, Putra (2020) argues grammatical competence helps speakers to use and understand English language structure accurately and immediately.

Pronunciation: This is the way sounds are produced in the speech of a language. Students can develop this element by reading and listening to English content in order to identify sounds, intonation, articulation positioning, and stress to be able to use them in their speech. But Nagai et al. (2020) proposed that students make constant errors in pronunciation, but it is considered okay because native speakers could make mistakes too.

Fluency: In Krashen's view (2003), fluency can be achieved not only from speaking but also from the practice of listening and reading comprehension. This is a skill that is achieved with practice. Within speech, children listen to certain words and they have the domain to understand them and pronounce them appropriately; this is called fluency.

How to teach Speaking

Five principles for teaching speaking have been suggested by Brown and Lee (2015): a) encourage the use of authentic language b) give intrinsically motivating techniques c) take into consideration fluency and accuracy d) give students the opportunities to initiate oral communication e) focus on the natural connection between speaking and listening.

The Engage-Study-Activate (ESA) Model for Teaching: ESA is a methodology that teachers use when instructing students in a foreign language. This ESA method helps to plan classroom lessons in a more flexible, organized, and effective way (Dunsmore, 2018). The phases presented by this model are:

The engage phase: this is also called a "warm up" due to the fact that games, images, music, brainstorming, etc. are presented in order to prepare the students to engage in class (Laird, 2020).

The study phase: in this phase, the focus is on practice and production to learn another language, and the tasks should guide students to develop the activities based on their answers (Weller, 2021).

The active phase: active phase is concerned with informing teachers about how the students' learning process is going, and this helps them to notice if there are any problems with the students solving the tasks on their own; thus, allowing the teacher to provide feedback in order to solve the problem (Fithria & Ratmanida, 2019).

Activities for Speaking skill

A variety of activities are available to develop speaking skills, which can be divided as follows:

Warm-ups give students feedback on previous topics or give them an introduction to the topic to be learned in each class. This section can include visuals, videos, songs, open questions, dynamics activities, and mind maps.

The activities for the development of classes can vary according to the content, among the most outstanding games for speaking practice could include: dictogloss, finish the sentence, bingo, and roulette questions.

Consequently, the following are dynamic, outstanding activities designed to improve students' level of speaking skills proposed by Brown and Larson-Hall (2012):

Oral presentations: Students orally present an idea, a report, or any topic. This is mostly selected when the teacher needs to evaluate because it can cover all elements of speaking skills.

Discussion: It is the conversation between students where the teacher's objective is to test the main topic of the observed discussions. Learners can practice their abilities, such as topic nomination, body language, comprehension signals, control, questioning, etc.

Games: There are different games which help in speaking skills. For example, crossword puzzles with personal information on the students are assigned, but each student has to ask questions in order to guess the correct name of the person. Guess the object is another game where students will cover their eyes and guess the name of the object (asking for its characteristics), this activity must be related to the class topic.

Role-playing: Students act out the role of another person in a creative way. This activity allows learners to lower their anxieties about speaking because they take the form of someone else. Also, teachers can control and participate in this activity.

Storytelling: Using images, students can create a story. The teacher asks learners to describe the images they see, and then they have to create a sequence to tell a story.

Students will be more engaged with activities related to their personal experiences and issues in the world around them. Additionally, the use of activities allows them to practice speaking English, feel more confident, and worry less about speaking in class. On the other hand, these activities will be a tool for the teacher to evaluate or guide students in their speaking skills.

3. Methodology

This research work was conducted in Loja, Ecuador. It was developed during the 2022-2023 school year in a public school. The researcher conducted the study with senior high school students. In addition, among the participants, seventeen were females and seven were males, whose ages ranged from 15 to 17 years old. Likewise, the students were assigned a participation code in order to respect the principles of privacy ethics in this research (*World Health Organization, 2022*).

This study used the quantitative method, which emphasizes the numerical analysis of students' scores when the data were collected (*Research Guides: Organizing Your Social Sciences Research Paper: Quantitative Methods, 2023*). Then, the researcher used the pre-test and post-test instruments because these demonstrated the before and after effects of gamification elements through technology on speaking skills.

Moreover, the research design of this paper was an action research model because the researcher was part of it.

The following are the phases of action research proposed by Susman, in which the researcher will describe in detail the implementation of the intervention:

Diagnosing: In this phase, the researcher identified the general background on the importance of speaking skills and innovative strategies to develop English skills. Likewise, the institution facilitated the research approval of the application to evaluate students' vocabulary, grammar, fluency, and pronunciation through the pre-test.

Action Planning: When the researcher found the problem of the study, the predictive solution was to implement innovative intervention plans focused on gamification using technology to improve speaking skills. Therefore, the ESA (Engage, Study and Active) teaching model was used because its method is flexible, and it engages students to develop productive skills in English (Harmer, 2007). These lesson plans contained: the learning objectives, the class topic, the materials, the phases of the model, the process, the time, and the activities to develop learners' interaction in the classroom. Additionally, the different elements of gamification were: points, leaderboards, rewards, social factors, and time-limited activities (Huiyu & Fang, 2021). Indeed, the speaking skills included vocabulary, grammar, fluency, and pronunciation.

Taking action: The intervention plan was designed in accordance with the previous findings of the theoretical framework. Thus, its design consisted of ten lessons plans based on the ESA model, in which the "Engage" phase contained the warm-ups, the explanation of the objectives and the topics, while the "Study" phase consisted of the activities, exercises and examples, and the "Active" phase was where the learner produced the English language (Laird, 2020). As a whole, two games called Bamboozle and ClassDojo were selected and implemented in class, since they provided gamification elements.

The speaking activities included in the intervention can be found in Table 1, where the warm-ups referred to the activities performed at the beginning of the class, followed

by the actions performed during the development of each class, and finally, the evaluations that were given throughout the study. The purpose of this classification is to maintain organization and efficiency in the delivery of classes.

Table 1

Activities to be considered within each lesson plan.

WARM-UPS	CLASS DEVELOPMENT	ASSESSMENT
Visuals	DictoGloss	Oral presentations
Videos	VideoGames	Discussions
Songs	Role-playing	Dialogues
Pre-teach vocabulary	Storytelling	Roulette questions
Open Questions	Finish the sentence	Record Video
Dynamics	Sound discrimination	

Evaluating and Reflecting: Although the researcher succeeded in implementing the innovative proposal and solving the initial aim of improving the development of students through gamification elements using technology, there was the challenge of different English levels, the participants did not demonstrate from the beginning the proficiency that they were expected to have in their grade.

Regarding techniques, the researcher gave the pre-test and post-test in order to show the quantitative data of the students' level of speaking skills. The pre-test was used to collect data before the intervention, and the post-test was designed to gather the data after the application of gamification elements (Creswell, 2012). In this sense, the questions consisted of a closed-ended question related to measuring the participants' pronunciation in their speaking, whilst two open-ended questions asked for spoken responses in order to test students' vocabulary, grammar, and fluency.

4. Results

Table 2

Pre-Test Results on the Performance of Senior High School Students' Speaking Skills.

SCORES (0.50 – 2.50)	VOCABULARY		GRAMMAR		FLUENCY		PRONUNCIATION	
	F	%	F	%	F	%	F	%
0.50	0	0	0	0	0	0	0	0
1.00	22	91.67	21	87.5	22	91.67	22	91.67
1.50	0	0	2	8.33	0	0	0	0
2.00	1	4.17	1	4.17	2	8.33	2	8.33
2.50	1	4.17	0	0	0	0	0	0
TOTAL OF STUDENTS	24	100	24	100	24	100	24	100
MEANS	1.10		1.08		1.06		1.08	
TOTAL OF MEAN	4.35/10							

Note. F = Frequency, % = Percentage

The pre-test showed the prior knowledge of senior high school students before the intervention plan, where their speaking skills were evaluated. According to Table 2, the total mean of all participants' grades was 4.35/10 in relation to the criterion-referenced scoring established by the Ministry of National Education. Likewise, this showed that all students could not communicate effectively and had not developed a language proficiency to master their speaking skills. Therefore, the researcher conducted a study that aimed to improve these skills through gamification.

In relation to vocabulary skills, the students used simple vocabulary to convey personal information, and they showed insufficient vocabulary for discussing familiar topics. In addition, they only produced isolated or memorized words.

Regarding grammar, the test showed that students need to improve the use of grammar structures, rules, and principals because they could not produce basic sentence forms. In fact, some students answered with single words and used incorrect rules when they wanted to talk about when they met their friend. Also, most of the students did not follow the principles of when to add -es/-s to verbs in the present tense.

For the fluency skill, the participants described their friend using an idea card as a guide. However, the students had lengthy pauses before most words, and they demonstrated little communication because they did not use fluent and confident speech, and they used filler words all the time. Actually, some students did not understand the question, and they read the card given at the beginning.

In the last part of pronunciation, students' speech was often unintelligible since students did not pronounce words with the correct intonation and pronunciation. For example, they read the words as they were spelled, and they did not use the different sounds that past tense verbs have.

In summary, there was a high percentage of students who needed to improve each speaking skill, which was evident in their lack of vocabulary, incorrect use of grammar, no fluent speaking, and mispronounced words.

Table 3*Post-test Results on the Performance of Senior High School Students' Speaking Skills.*

SCORES (0.50 – 2.50)	VOCABULARY		GRAMMAR		FLUENCY		PRONUNCIATION	
	F	%	F	%	F	%	F	%
0.50	0	0	0	0	0	0	0	0
1.00	0	0	1	4.17	5	20.83	0	0
1.50	4	16.67	7	29.17	5	20.83	7	29.17
2.00	10	41.67	8	33.33	10	41.67	9	37.5
2.50	10	41.67	8	33.33	4	16.67	8	33.33
TOTAL OF STUDENTS	24	100	24	100	24	100	24	100
MEANS	2.13		1.94		1.75		2.02	
TOTAL OF MEAN	7.77/10							

Note. F = Frequency, % = Percentage

The intervention plan was implemented over ten weeks by the researcher, where the students completed activities related to enhancing speaking skills and gamification through technology. Similarly, the results obtained from the post-test after this intervention are presented in Table 3, which indicates that the average score of the participants rose to 7.77/10. Therefore, it is demonstrated that the students' speaking skills level increased.

Senior high school students were able to use vocabulary resources flexibly to discuss a variety of familiar topics; they incorporated more words when talking about personal information. According to the data, students showed a higher level of improvement in the use of simple vocabulary. This result evidenced that the students increased their knowledge in regard to their vocabulary skills. Despite the growth in this aspect,

students continued making mistakes using the correct incorporation of words taking into consideration the spoken context.

Students could use a range of complex structures with some flexibility and often produced error-free sentences, although some grammatical mistakes persisted. Based on the data, their grammatical skills increased because learners incorporated the structures, usage rules, and some principles such as connectors. Thus, this result showed students learned the components of grammar. Although this skill has increased, learners can make frequent errors with complex structures because they do not fully differentiate the multiple tenses when speaking.

The data showed that fluency was one of the least improved speaking skills. Students were unable to respond without noticeable pauses and still spoke slowly with frequent filler words and self-corrections. They linked basic sentences but with repetitive use of simple connectives and some lack of coherence. Therefore, the results indicated that the students developed less fluency skill practice. Despite the fact that the students had fewer fluency errors, the message they wanted to show was understandable.

In relation to pronunciation skills, this was an improvement because learners used a range of pronunciation features with mixed control of intonation and only occasional lapses. Consequently, the data demonstrated positive growth in the range of spoken utterances. In fact, learners pronounced some words better but with minimal mixed intonation errors.

Figure 1

Pre-test and Post-test Summary on the Performance of Senior High School Students' Speaking Skills

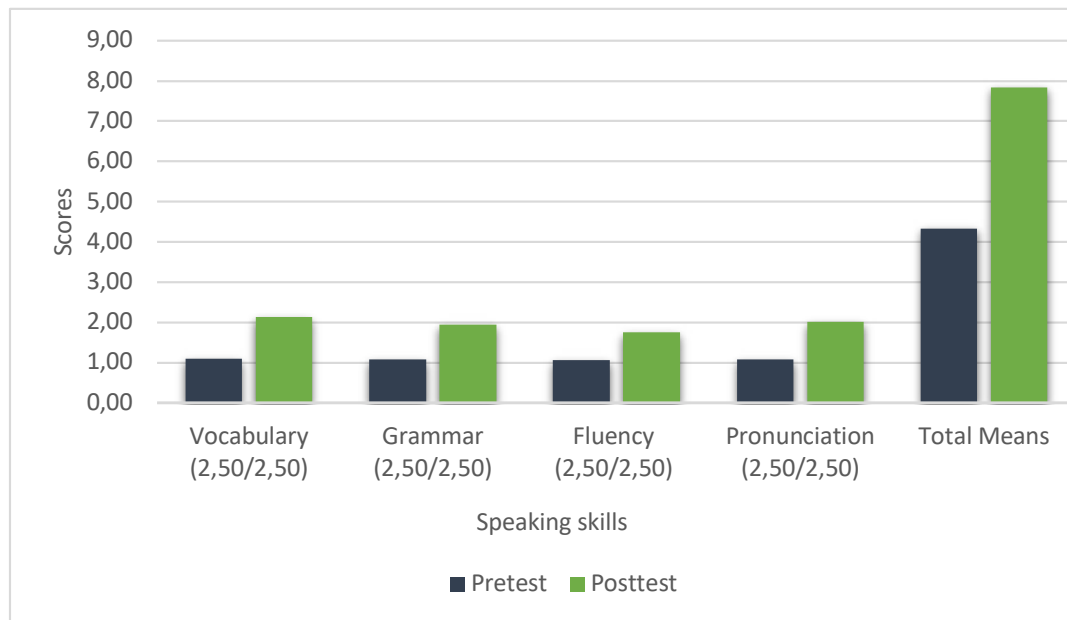


Figure 1 outlines the degree of improvement that occurred as a consequence of the intervention plan using gamified activities to improve the students' speaking skills through technology.

The lowest score from the pre-test (1,10/2,50) corresponded to the skill of "vocabulary" in word form, but after the intervention, the score was higher (2,13/2,50). In the beginning, the lowest score in "grammar skills" was structure usage (1,08/2,50), which contrasts with the result obtained after the treatment (1,94/2,50). The "fluency" skill had a low score at the beginning (1,06/2,50), while this score later rose slightly (1,75/2,50). The skill "pronunciation" showed the largest improvement within intonation (1,08/2,50), which then increased to (2,02/2,50).

Nonetheless, it is noticeable that the post-test overall percentage (7.84) was sufficient to reach the expected scale score (7), as established by the national grading scale.

The biggest barrier to not achieving the desired grade was the lack of time and understanding. The researcher was not able to address all the issues related to mastering the English language because they were able to provide personalized feedback on the skills of each student. Students' misunderstanding was due to their lack of listening comprehension skills since they did not understand the questions and activities; however, when asked in Spanish, they responded and completed them without any problem.

To conclude, the pre-test provided an initial overview of the students' knowledge of their speaking skills. Afterward, the effect of incorporating gamification elements with technology for speaking skills was measured by means of the post-test.

5. Discussion

The question of this research sought to determine the effectiveness of gamification elements through technology in the development of English-speaking skills. The pre-test results showed a low score in the students' speaking skills, but in the post-test, the score increased by 3.52 points due to the incorporation of gamification elements through technology. These findings are corroborated by Marin-Pacurucu and Argudo-Garzón (2022) who found gamification not just motivates students, but it allows them to considerably improve their speaking level. In line with the previous study, Cruz (2019) affirmed that this strategy helped learners to enhance their speaking skills. These findings were also reported by Huang and Hew (2018) who concluded that gamification built strong feedback into classes. By comparing these results, it is demonstrated that gamification through using technology could improve vocabulary, grammar, fluency, and pronunciation since it provides motivation, feedback, and increment in the learning outcomes.

6. Conclusions

Although the Ecuadorian students' native language is Spanish, they were able to remediate their language confusion to develop their English-speaking skills. Based

on the integration of new technologies in the classroom, this study has found that the incorporation of gamification elements improved knowledge retention and practice through motivation. In fact, at the beginning, the students showed a lack of knowledge in the area of English speaking. However, the researcher applied gamification through technology in the lesson plans, which through its combination of game elements achieved effectiveness and improvement in vocabulary, grammar, pronunciation and fluency skills while speaking.

Furthermore, the results showed that the students' knowledge at the beginning was low in comparison to the level that the Ministry of Education of Ecuador required. However, by implementing gamification elements points, leaderboards, rewards, social factors, and time-limited activities, students were able to improve their grades and speaking skills. That is, students were able to expand their vocabulary, order the sentences according to the tense, intonate some words well, and express smoothness with few errors. Therefore, gamification elements are established as quality tools in the development of speaking skills in English language teaching.

In addition, technology can give learners immediate feedback on their English-speaking skills, allowing them to identify areas for improvement, and track their development over time. This can be useful for learners who might not have regular access to native English speakers for feedback and practice.

Considering all the information gathered, this study states the following three recommendations for future investigations: first, the effectiveness of gamification through technology on different English skills such as listening, reading, and writing should be tested. Second, a greater focus on gamification could produce interesting findings that include several more applications that contain elements of points, leaderboards, rewards, and time-limited activities. Finally, researchers could analyze the effects of gamification in different levels of education and over a longer period of time.

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