



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“DIGITAL GAMIFICATION AS A STRATEGY TO  
ENHANCE SPEAKING IN EFL LEARNERS”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL  
AND FOREIGN LANGUAGES**

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In my role as Advisor of the research paper under the title “**DIGITAL GAMIFICATION AS A STRATEGY TO ENHANCE SPEAKING IN EFL LEARNERS**” prepared by **QUIMI VILLON JORGE MIGUEL** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

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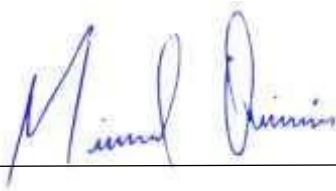


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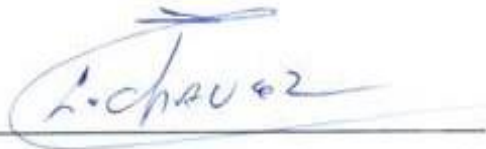
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I want to start by thanking God for giving me the strength and patience I needed throughout this entire process; without Him, I wouldn't have made it. I would also like to thank my parents, Jorge Luis Quimi Ramos and Juana Alexandra Villon Barzola, who always supported me in every possible way, drawing strength and resources from where there were none, and who were always there for me. My gratitude also goes to the teachers, especially my thesis advisor, Leonardo Chávez, MSc. I will never forget when he used to say, "Guys, why?" Thank you very much. Finally, I would like to thank my entire family and my great friends, Samuel and Jennifer.

With love.

- Quimi Villon Jorge Miguel

## **Dedication**

I dedicate this research work, first and foremost, to my Heavenly Father, for his blessings and for granting me a new opportunity of life each day. Secondly, to my parents, Juana Alexandra Villon Barzola and Jorge Luis Quimi Ramos, who have always given me their unconditional support and wise advice whenever I felt like giving up. To my siblings Josias, Sofía, Luigi, Aquiles, Oliver, and Olivia thanks a lot for accompanying me through sleepless nights and encouraging me to keep moving forward.

Lastly, but no less important, I dedicate this achievement to all my family and friends, to whom I am deeply grateful for their words of encouragement and the time they have shared with me throughout this process.

- Quimi Villon Jorge Miguel

## **Abstract**

Learning a foreign language is still a challenge today when the use of traditional methods and demotivation in classes predominate. The objective of this project was to analyze the help of digital gamification as strategies to enhance speech skills in learners of English as a foreign language. A qualitative approach was applied with the scope of human descriptions based on experiences and phenomenological, having as participants in the surveys the students of the Universidad Estatal Peninsula de Santa Elena, who shared their perception and experiences on the use of gamified digital tools in English classes in the use of speaking, The findings revealed that gamification is a great help for students so they overcome fear and shyness to make mistakes, boosting confidence, fluency and motivational participation, in addition, it was analyzed that interactive games increase engagement, likewise students practice conversations in a dynamic and pleasant environment, this study concludes that digital gamification, Research shows that the use of digital gamification can really boost how well people speak and communicate, as long as students and teachers know how to implement it in their active classes.

**KEYWORDS:** Digital gamification, Oral expression, Motivation, EFL, Language learning.

## **Resumen**

Aprender una lengua extranjera sigue siendo un desafío hoy en día, cuando predominan los métodos tradicionales y la desmotivación en las clases. El objetivo de este proyecto fue analizar la utilidad de la gamificación digital como estrategia para mejorar las habilidades del habla en estudiantes de inglés como lengua extranjera. Se aplicó un enfoque cualitativo basado en descripciones humanas basadas en experiencias y fenomenológico. Participaron en las encuestas estudiantes de la Universidad Estatal Península de Santa Elena UPSE, quienes compartieron sus percepciones y experiencias sobre el uso de herramientas digitales gamificadas en las clases de inglés para la expresión oral. Los hallazgos revelaron que la gamificación es una gran ayuda para que los estudiantes superen el miedo y la timidez a cometer errores, aumentando la confianza, la fluidez y la motivación para participar. Además, se analizó que los juegos interactivos aumentan la participación, al igual que los estudiantes practican conversaciones en un entorno dinámico y agradable. Este estudio concluye que la gamificación digital. Las investigaciones demuestran que su uso puede mejorar la fluidez del habla y la comunicación, siempre que estudiantes y docentes sepan cómo implementarla en sus clases activas.

**PALABRAS CLAVES:** Gamificación digital, expresión oral, motivación, EFL, aprendizaje de idiomas.

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## **Introduction**

In today's educational world, learning a foreign language has become critical, and English stands out as a key tool for communication and professional development. Among the four skills that must be mastered when learning a language, speaking is undoubtedly one of the most challenging for English as a Foreign Language (EFL) learners. This is because it requires confidence, fluency, and consistent practice. However, traditional teaching methods often limit students' motivation and opportunities to express themselves orally, hindering their progress in this area in interactive and meaningful ways.

The main reason for this research is to analyze how digital gamification is usually a main and innovative tool to enhance the oral skills of English as a Foreign Language (EFL) students when learning a new language. This analysis explores how gamified tools help students overcome their fear of speaking, shyness and inactivity lack of participation, it also has positive effects such as a classroom with greater attraction in classes, stimulation of learning and at the same time creating a dynamic environment, this study focuses on the perceptions lived and the experiences of students to encompass how interactive activities contribute to their disposition for communicative advances in English and above all for greater influence on their confidence.

In addition, this study underscores the importance of integrating technology into English classes, especially in contexts where traditional methods predominate and digital resources are scarce. By encouraging motivation and participation through games and challenges, digital gamification can turn the learning process into an enriching experience that promotes continuous practice and collaboration. Therefore, this project aims to offer valuable information to teachers and educational institutions that seek to implement new strategies to enhance oral performance and develop communicative competence in English as a foreign language context.

Let's talk about how introducing digital game elements into the English classroom can really shake things up and breathe new life into traditional teaching methods. Thanks to various platforms, apps, and online games, students are immersed in real-life situations that require them to use English in a practical way. These interactive resources not only capture their attention, they also encourage them to participate and interact with their peers. This way, learners become more engaged and eager to enhance their pronunciation, expand their vocabulary, or gain fluency all while enjoying the process.

In addition, gamification makes students feel ownership and responsibility for their learning. When they earn points, badges, or prizes, it encourages them to take on new activities and achieve their learning goals. This sense of achievement boosts their self-esteem and builds confidence, as shyness can often become a barrier to communication. In this sense, digital gamification is an ideal complement to current teaching practices, which focus on student-centered learning and active participation.

Ultimately, the most relevant aspect of this project is its contribution to improving the teaching of spoken English in Ecuadorian classrooms. Based on the analysis of students' experiences and opinions, this research aims to demonstrate that digital gamification can be a very effective educational ally for increasing motivation, participation, and fluency in oral expression. It is hoped that the findings will help teachers build more inclusive and effective learning environments.

## **Chapter I**

### **The Problem**

#### **1.1 Research Topic**

Digital Gamification and Speaking Skills in EFL

#### **1.2 Title of Project**

Digital Gamification as a Strategy to Enhance Speaking in EFL Learners

#### **1.3 Problem Statement**

Globally, the teaching of oral skills in English as a Foreign Language (EFL) students presents significant challenges due to traditional methodologies that limit opportunities for authentic interaction, affecting confidence and eloquence in spoken expression. According to Robles y Cango (2025) In this context, digital gamification has emerged as an innovative strategy to create motivating and interactive learning environments that foster active participation and reduce anxiety when speaking a foreign language. Argues Ponce y Chancay (2024) However, in Latin America, the integration of these strategies faces barriers related to limited technological infrastructure and insufficient specialized teacher training, which hinders their widespread implementation and the rigorous study of their effects on oral skills. In Ecuador, although the use of digital gamification to enhance speaking in EFL students is an emerging field with growing interest, limitations persist due to the lack of technological resources, specific training, and studies that accurately assess its effect on aspects such as fluency, accent, and confidence when speaking English. These gaps highlight the need to design and implement contextualized and sustainable gamified programs in the Ecuadorian context (Tomalá, 2025).

The main reasons that restrict the effective development of oral skills in EFL learners include the constant application of traditional techniques that do not promote genuine interaction, poor technological infrastructure, and the lack of specialized teacher training for the correct use of digital tools, especially in Latin America and Ecuador.

These limitations cause many students to display low belief, limited facility, and few opportunities to practice speaking in motivating environments, which reduces the potential of digital gamification to transform English learning. Such practices affect their motivation, proficiency, and reliance in speaking, in addition to revealing contextual factors that hinder its effective use, thereby providing a deeper and more contextualized understanding.

Therefore, this research aims to fill this knowledge gap through the implementation of detailed interviews with English as a Foreign Language students. By analyzing their personal experiences in depth, this study will provide useful data to enhance their speaking abilities.

## **1.4 Questions**

### **1.4.1 Problem question**

- How does the use of digital gamification affect the development of speaking skills in EFL students?

### **1.4.2 Specific questions**

- How do English as a Foreign Language learners feel about incorporating digital gamification into speaking practice?
- How does using digital gamification consequence their desire to actively engage in speaking exercises?
- What obstacles and advantages do these students encounter while utilizing digital gamification as a means of enhancing their spoken English proficiency?

## **1.5 Objectives**

### **1.5.1 General Objective**

To explore the importance of digital gamification as a strategy to enhance oral expression skills in English as a Foreign Language (EFL) at UPSE's PINE students

### **1.5.2 Specific objectives**

- To examine students perceptions of the use of digital gamification tools in their English oral skills.
- To identify the motivational activities of digital gamification that students consider most effective to enhance their pronunciation and efficiency in oral classes.
- To analyze how digital gamification influences the speech development of English learners based on perceptions and experiences.

## 1.6 Justification

This investigation on digital gamification stems from its potential to tackle ongoing challenges in language education, especially where traditional methods prevail. Worldwide, research shows that gamified digital tools are effective in creating engaging learning settings that boost oral skills and lower speaking anxiety. (Chan, 2024) In Latin America, barriers like poor infrastructure and insufficient teacher preparation have hindered the adoption of these innovations, leaving valuable opportunities for authentic practice untapped. Through a qualitative exploration of these local obstacles, this study aims to showcase gamification's power to enhance loquacity, tone, and courage. It also seeks to advance the conversation on fair access to educational technology, guiding policy changes for more inclusive EFL teaching.

Moreover, its important is reinforce by the urgent need for local insights to guide the long-term adoption of digital gamification in environments where evidence is thin. The study will capture the subtle experiences of students through detailed interviews and focus groups, uncovering how gamification addresses low motivation and enhance engagement in areas with limited resources. The resulting qualitative data will enhance current literature by offering concrete recommendations for educators, effectively closing the gap between theory and practice. Ultimately, this work emphasizes the necessity of adapting new methods to specific realities, aiming to build sustainable speaking skills and empower the next generation of learners in Ecuador.

## Chapter II

### Theoretical Framework

#### 2.1 Background

In this study, the theoretical framework is constructed from the analysis of relevant articles on the effect of digital gamification on the development of oral skills in the learning of English as a foreign language. This framework seeks to clarify key concepts and theoretical perspectives related to students' motivation, active participation, and communicative practice by synthesizing the existing literature on digital tools and the strengthening of oral competence.

##### 2.1.1 International Background

Digital gamification has achieved great relevance as a strategy to enhance English learning as a foreign language, particularly in the development of language skills. Several studies have shown that the motivational involvement of digital games, communication practices, and interaction dynamics is preferred in formal and informal educational settings. This growing interest reflects the way innovation can be integrated into the educational process to have a positive effect on language skills acquisition.

According to Cheng, gamification leads to significant enhancements in vocabulary, grammar, pronunciation, and fluidity, all crucial aspects of oral communication. The Game-Based Assessment Framework (GBAF) is a methodology that combines pedagogical motivation with objective evaluation, optimizing teacher feedback in digital settings.

Based on Marin y Argudo (2022) Gamification is not only based on technological games; traditional games and sports are other important sources. EFL school students do not have the required language level due to the reasons explained before, and one of the abilities that are

difficult to teach is "Speaking." When speaking, students get demotivated since they cannot produce fluent English, and strategies used by teachers are still repetition and memorization.

However, gamification is being relevant in the learning of a new language, increasing the motivation to learn in a different way. A study conducted by (Jordán, 2021) Gamification in education is considered a new and novel experience to be applied in the teaching-learning process; however, many studies have been published on this subject of gamification. These studies show a big picture of this interesting strategy. They focus on the importance of applying gamification in order to motivate and make students feel comfortable learning vocabulary in the English Language.

Gamification also offers online resources providing an enhance in skills in learning a new language, according to (Soria et al., 2024) The use of online resources can support the learners by providing access to interactive language courses, virtual language exchange platforms, and speech recognition tools. These resources offer practice opportunities, real-time feedback, and exposure to diverse accents and contexts, promoting fluency and pronunciation improvement

These studies show that digital gamification is an effective and versatile tool for improving speaking skills in English. Their contribution is to create motivating environments such as evaluation, communication practice, and interaction, promoting dynamic and contextualized learning to meet the demands of the digital era.

### **2.1.2 Regional Background**

Some analyses in Latin America have started looking into the connection between the development of oral English skills and digital gamification. These studies focus on populations of university students, and they show that gamified strategies are effective tools for encouraging motivation and active participation in language learning.

They examined the impact of gamification strategies based on constructivist theories on basic education students' oral fluency in Ecuador. (Salazar, 2024) On the other hand, even though the setting was different, there were reports of benefits to using gamified dynamics with secondary school students, including increased confidence, enhanced pronunciation, and enhanced fluidity. (Ibrahim, 2020) Despite the geographical learning, the two studies show that gamification may be applied in developing contexts where digital resources are constantly expanding.

According to (Caiza, 2022) It can be said that gamification is a new method in education, is used with purposes not playful but educational, that is gaining popularity today, is not well known by teachers and is little applied, but it is a technological tool that applied correctly can be very useful, which will allow to develop the oral expression of the foreign language in a better way and with better results than traditional education and at the same time dynamize and motivate the learning in students.

Nowadays, technology in the classroom is used in a good way as digital gamification is a playful use in the classrooms with a more effective and motivational way in learning, Based on (Riera et al., 2021) It is interesting how prior to the COVID 19 pandemic, teachers and schools prohibited mobile devices, the internet, as well as applications or video games, however, the current situation challenges the teaching staff to learn from what was once prohibited with the intention of attracting the attention of students who are at home and who must learn through a screen; which produces confusion between distance education and virtual education.

Historical records in Latin America show that digital gamification significantly enhances oral fluency and confidence in communication among English language learners.

These discoveries are especially important given the situation in Ecuador, where pedagogical innovation is desperately needed to meet international standards for language instruction.

### **2.1.3 National Background**

Within our region, studies focused on the use of digital tools have shown how gamification helps learners learn English and, specifically, develop their speaking ability. Although these studies are limited to a particular setting, they are useful for understanding how platforms and applications can adapt to many educational environments with positive outcomes. One of the biggest problems is the shortage of certified English teachers. The foundations of communicative education are further undermined by a 2022 policy change that allows tutors and teachers to teach English without specific language training (MINEDUC, 2022) claim that these structural flaws seriously impede the growth of communication abilities.

They emphasize that for many students, learning English is more of a required subject than a lifelong skill. It is this lack of internal motivation that leads to low participation and missed opportunities for meaningful oral practice. (Perez Sigcha, 2021) discovered that students in Guayaquil, Ecuador, had trouble performing basic language tasks including starting a conversation and answering questions and highlights the need for targeted actions to enhance oral English instruction in a complex environment with limited resources.

Nowadays, gamification is a term that is increasingly used in various fields, although it was not originally in the educational field. "The term gamification comes from the Germanic

peoples introduced in our environment in 2008, it has been used in marketing as a tool to attract customers through games" (Liberio, 2019)

## **2.2 Pedagogical Basis**

### **Constructivism**

A pedagogy introduced in foreign language teaching has a relevant consequence on student learning. Young human beings naturally develop independent learning; therefore, when they interact with others, they strive to shape and adapt their personality to the environment they find themselves in (Erbil, 2020). In education, this is known as academic integration, in which students directly interpret school learning and oral skills.

Additionally, a process of deduction and understanding that is, the accumulation of potential responses to the structure to generate behavioral inclinations is provided by the effect of school education. Thus, the educational implication is to support group learning, language acquisition, and the chance to learn new things while offering the required support and direction. The teachers' approach to the active process of constructive knowledge in the challenging needs of the younger students is similar.

Students learning English benefit from the theory's development of speaking skills from every angle, which piques their interest in learning a foreign language and supports community practice in real-life contexts. Teachers use this information to interpret pertinent information about how to express confidence in information in a second language, creating a more cohesive learning environment in the classroom.

## **2.3 Theoretical basis**

### **Digital gamification theory**

According to (Segovia, 2023), he states the following:

Gamification uses games or game mechanics to benefit students, allowing them to develop knowledge through the activities required by the game. Furthermore, the teacher imparts knowledge in a playful way, motivating students to discover new things. (p. 2)

As stated by (Zambrano Álava et al., 2020), Gamification, as a novel tool, facilitates autonomous learning and seeks to assess students' teaching and learning progress in a personalized and real-time manner. It is also argued that the concept of gamification, also known as playful strategies, has its origin in the English word "game." This implies the use of game mechanics to encourage motivation. Autonomous learning is a process in which students take control, cultivating autonomy, initiative, and responsibility, so that they become the protagonists of their educational process. According to (Stewart, 2025) Gamification is the practice of applying game elements, such as points, badges, and leaderboards, to non-game contexts. While coined as a neologism in the early 21st century, scholars of gamification point out that this cultural practice has a long history prior to this time. Familiar examples of analog gamification include the awarding of house points in education, the presenting of medals for valor in military engagements, and the drawing up of league tables, like the one first deployed by English football in the late 19th century.

This activity encompasses the interaction between motivational and metacognitive processes, which transforms the skills necessary for meaningful learning. The objective is to suggest gamification applications that promote autonomous learning, based on exploratory and descriptive research, employing inductive, deductive, and correlational methods, and adopting both quantitative and qualitative approaches. For them, face-to-face surveys were developed to the students considering their answers as evidence to the research proposed, this facilitated the examination of the implementation of digital gamification tools in their educational practices

such as Edmodo and Quizizz, this tool are assistantships in autonomous learning in the classroom in a more active environment promoting the significant use of the knowledge acquired in each English class.

Gamification has developed elements such as games that provide an educational experience that is more attractive and participatory, having a better environment in the classroom. Its goal is for students to take an active role in their learning, helping them enhance their ability to organize and learn independently.

### **Strategy to enhance speaking theory**

According to (Saltos y Mendoza, 2022), oral expression is a capacity that every human being possesses and uses to express their thoughts, feelings, and desires. Once developed, it can always be understood; that is, it allows for efficient and effective communication. Within the teaching-learning process, especially in the early years, deficits and disorders are observed regarding the limited oral expression that infants present in their language development. This becomes even more evident when they have completed two consecutive years of virtual education and depend on their parents for help with their homework. Furthermore, the difficulties this entails undoubtedly constitute a problem of adaptation to the technological environment that teachers, parents, infants, and competent authorities must face.

In definitive, nowadays oral expression is a vital ability now that lets people successfully and precisely communicate their ideas and feelings. Says (Nanda, 2025) Teaching speaking skills involves three areas of knowledge, namely mechanics, functions and social or cultural factors of communication. Mechanics of speaking involve correct pronunciation, grammar and vocabulary. Functions involve interactions, context, background of communication. Here, clarity and precision are improved.

Challenges in the early years of education Often come up during its growth, a circumstance highlighted by virtual learning where children depend on parental support and have less social contact. This situation presents a technical adaptation problem that calls for teachers, families, and government agencies to execute approaches intended to enhance oral language.

Taking into account (Tuárez, 2022) Verbal communication is an interactive endeavor that involves connections among individuals, facilitated by knowledge and cognitive processes It is always linked to the purpose of communicating, this happens in real time. The way of communicating includes gestures, expressiveness, sound and above all the modulation of the voice. Context plays a transcendental role in expression. It does not always stay that way but also changes, influenced by customs and history. Ideas are transmitted more naturally and impulsively. It is significant to teach listening skills to improve authentic verbal communication, paying attention to the following points: avoiding interruptions, allowing you to complete your ideas before arguing, focusing on the speaker.

As students work on the development of their oral skills, the teacher understands that they will learn both to listen and to articulate their knowledge and understanding, which will allow them to share their feelings and thoughts in them, relate experiences and transmit different memories in an emotional way. By performing this technique, they develop the practice of expressing themselves with their own voice, choosing the appropriate way to express their ideas and emotions such as: ¿Who is my audience? What do I want to convey? How should I present my message?

In short, verbal communication develops through evolution and interaction. It depends on both the skills of the speaker and the listener, as well as the means used to express themselves. For it to be effective and clear, it needs not only the ability to transmit ideas, but also to pay

attention to the one who transmits it, showing respect and coexistence for the interlocutor and understanding what he is making known through his message. Fostering these skills in students helps them express their thoughts, emotions, and experiences clearly and meaningfully, adapting their message according to the purpose, audience, and context. In this way, authentic and effective communication is achieved.

## **2.4 Legal basis**

### **Constitución de la República del Ecuador**

According to the Constitution of the Republic of Ecuador (2008) they reveal the following in section 5 of Education:

“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional” (Article 27)

Article 27 of the Ecuadorian Constitution presents a broad and humanistic perspective on education, underscoring its fundamental role in the integral development of individuals and society. It emphasizes that education is not limited to the transmission of knowledge, but also seeks to develop responsible and critical citizens, committed to values such as equity, justice, solidarity, and peace.

Furthermore, it emphasizes essential aspects such as inclusion, interculturality, democratic participation, and environmental sustainability, reflecting a contemporary and ethical approach that transcends the merely academic. It also recognizes education as a fundamental right and a key driver of national development, highlighting its relevance in building a sovereign country and in developing skills that enable people to create, innovate, and work responsibly.

### **Ley Orgánica de Educación Intercultural**

An institutional article by Ley Orgánica de Educación Intercultural (2021) establish that

“Garantiza que la educación superior promueva la formación integral, la innovación, la creatividad y el desarrollo de competencias en los estudiantes. Apoya el uso de tecnologías digitales y estrategias pedagógicas modernas para optimizar los resultados de aprendizaje.”

(Article 4)

“La educación debe garantizar la calidad, la pertinencia y la excelencia en sus programas y currículos. Esto incluye la integración de herramientas tecnológicas, plataformas virtuales y métodos interactivos para preparar a los estudiantes con las habilidades necesarias para la vida profesional y social” (Article 5)

These articles reinforce the idea that higher education in Ecuador has a modern legal framework that supports the integration of technology and innovative pedagogical approaches. This justifies, from a legal perspective, the use of digital gamification, interactive platforms, and contemporary teaching methods, especially in the development of skills such as speaking.

## Chapter III

### Methodological Framework

#### 3.1 Method

##### 3.1.1 Qualitative Methodology

The study relies on the collection of qualitative experiences as evidence for data analysis. This perspective examines individual experiences in relation to digital gamification and oral skills among participants, taking into account how the phenomenon occurs and presenting cases or circumstances that can be contrasted to draw relevant conclusions about the investigated matter.

Non-numerical data is a relevant quality, according to Kuehn & Rohlfing (2024), the semantic process interprets data relations in a variety of instances. Exploring phenomenal is also related to data organization, whereby interviewers analysis of the data should be used to draw certain conclusions about the cultural setting in order to enhance theories or gain a detailed understanding of a case study.

Therefore, the integration of qualitative methodology in this research aims to capture authentic observations and experiences within natural educational settings. This approach will facilitate the comprehensive collection of data on how digital gamification strategies are implemented, perceived, and experienced by students in English as a Foreign Language (EFL) contexts.

## **3.2 Type of Research**

### **3.2.1 Phenomenological Studies**

This research analyzes the experiences of those who have already had that feeling or are going through an event; phenomenology is a research design aimed at understanding and characterizing its essence in the educational field.

The analyzing point is a reflection that offers to use this approach, promoting creativity as a broad comprehension of elements that demand critical analysis. The implementation of this approach, wherein the evidence must be clarified and utilized in interviews as a component of the comprehensive data collection, is then clearly intended under the discipline, theory, and goal.

## **3.3 Data Collection Techniques**

### **3.3.1 One-on-one-interview**

One aspect of an interviewing approach that examines the interviewees' opinions in a range of areas where the interaction should be present is asking questions and getting answers Wahyuni (2024). The emphasis is on one-on-one interviews, where the data gathered demonstrates the information supplied by the interviewee in several formats, based on written notes and audio and video recordings, while the practical contact is conducted.

In order to create flexibility and a comfortable environment with the students, the research takes into account the participation at UPSE's PINE students in order to understand and explore the personal experiences related to the research in a semi structured interview. It assumes the honesty of the responses in order to make a relevant judgment of the related events.

### **3.4 Instrument**

#### **3.4.1 Questionnaire**

Analysis conducted by Zavala (2025), A questionnaire is a kind of research instrument that contains a set of questions designed to elicit relevant data from respondents, these instruments may contain written or spoken questions and are formatted in an interview-style manner. Questionnaires offer a variety of benefits and drawbacks as a vehicle for eliciting information and opinion, in summarizing the major benefits and disadvantages of questionnaires, these questionnaires can be delivered online, over the phone, on paper, or in person. It must concentrate on particular forms in the scale question language, item sequence, response options, and other factors that have an impact on survey questionnaire replies. When designing surveys and analyzing survey findings, researchers should keep such impacts in mind.

The questionnaire for this project should consist of 8 open questions, which are of importance for explorative research, including a formal language, this method allows a better understanding of the topic, the participants and the answers, thus satisfying the doubts of those who have an interest in the focus and development of the study.

### **3.5 Type of Question**

#### **3.5.1 Open-ended questions**

The greatest benefit of open-ended questions is that they allow you to find more than you anticipate. You don't know what you don't know. People may share motivations you didn't expect and mention behaviors and concerns you knew nothing about. When you ask people to explain things, they often reveal surprising mental models, problem-solving strategies, hopes, and fears. (Rosala, 2014).

Before the above, the answers of the interviewees help to understand how students use digital gamification as a strategy to enhance oral skills in English as a foreign language. Priority is given to the interviewees being able to express themselves freely, contributing what they consider relevant about the questions asked, this allows the obtaining of answers that provide clarity and usefulness for a general analysis that tries to understand a common challenge and know the difficulties in speech in the learning of a second language.

### 3.6 Data Collection Processing and Resources

**Table 1**

*Data Collection Processing and Resources*

<b>Question</b>	<b>Explanation</b>
<b>What?</b>	To get information from students.
<b>Where?</b>	Universidad Estatal Península de Santa Elena
<b>When?</b>	2025
<b>How?</b>	By one-on-one-interview
<b>What for?</b>	Exploring experiences when students using digital gamification as a strategy to enhance oral speaking skills in English Foreign Language.

*Note:* Elements identified for inclusion in the data collection.

In this study, data will be obtained through pre-interview questions, to collect information important to the topic. The table shows in detail the procedure that will be followed with each participant, looking for answers guided by questions related to the research. In the same way, the

training and experience of English learners provide an enriching vision, underlining the need to consider the problems of speech in the learning of the English language to a second language versus the mother tongue, addressed in this study through dialogue.

### **3.7 Population and Sample**

The people selected for the research are UPSE's PINE students, having a sample of five participants for the research, the cooperation of these students is based on the experience how digital gamification enhance speech in the English language which shares significant information for this research, through interviews, they will share their points of view on the subject, facilitating the discovery of additional aspects for the process of this strategy in the language spoken in foreign language.

## Chapter IV

### Analysis of Finding

#### 4.1 Brief explanation of the finding

This chapter describes the collection and analysis of data regarding the interviews conducted with Pine students. The experiences and practices are related to the participants' responses; in their daily learning routine, it investigates how digital gamification can be used as a strategy to enhance oral skills in students' participation in the educational environment and how they deal with the mental obstacles that arise during participation, which affects their English language development.

The interview took place in the university setting where the participants were located. The typical noise of universities may have made it difficult to conduct these interviews during free time or after class, but this did not prevent students from feeling safe and sharing their experiences, since that was the environment in which my variables were presented. So, based on that, they answered all the questions honestly and without judgment, because each person has different experiences and viewpoints depending on their preferred learning style.

Nonetheless, some conclusions drawn from these interviews include the participants' open-ended responses, which show how similar elements are consistently present in a classroom and force each person to deal with various circumstances while in the classroom. To manage another language and try to master it, students adjust each strategy taking into account the personal challenges that academics are currently facing. Therefore, all these factors must be taken into account, and a solution should be promoted in the form of teaching that produces different positive outcomes depending on the support students receive and the classroom environment.

## **4.2 Interpretation of Data from the Interview**

### **Question 1 How would you describe your experience using digital gamification to enhance your speaking skills in English classes?**

The participants' responses indicate that digital gamification has had a positive effect on their oral skill development, mostly because this strategy has helped them gain confidence and overcome their fear of speaking English. They also mention how this methodology makes it easier to express oneself in English and to be independent.

According to (Fatah, 2025) Gamification has a positive effect on speaking ability, including interactive tasks such as role-playing games and dialogue challenges within games. These create an engaging, low-stress environment that fosters fluency, pronunciation, and the willingness to communicate, while reducing anxiety. Such an environment allows students to be bold and communicate more easily.

### **Question 2 How do you think digital gamification enhance your communication skills?**

Respondents believe that digital gamification enhances communication because it provides more opportunities to interact, express themselves, and communicate in English. It is said that these activities promote increased fluency, vocabulary, and confidence in communicating key elements for mastering the spoken language.

Gamification enhances EFL students' linguistic abilities, including oral expression, (Sumie, 2024) because it encourages students to actively engage through collaborative and competitive components, thereby fostering fluency, vocabulary acquisition, and confidence.

### **Question 3 What advantages and disadvantages do you perceive when using digital gamification in speaking activities?**

Students highlight that gamification itself benefits by fostering a collaborative and competitive environment, which encourages dialogue and mutual support while reducing anxiety or stress during practice and enabling more independent participation. However, they point out several disadvantages, such as the limited time for everyone to participate, the distractions that can arise if competitive elements are overemphasized, and technical issues due to a poor internet connection.

Gamification in EFL settings agrees that this tactic promotes oral interaction and collaboration, which contribute to improving speaking skills. However, the challenges mentioned include potential distractions caused by excessive competition and technical issues such as unreliable internet connectivity, which could hinder the learning process. (Vanessa, 2023)

**Question 4 Which digital game or class dynamic motivates you most to practice speaking?**

Participant's prefer activities that reflect real-life situations, such as role-playing games, interactive activities, and small-group dynamics, which enable authentic expression and the exchange of viewpoints. The relevance of genuine communicative learning is highlighted when activities that are participatory and contextualized are preferred.

Gamified language learning environments that include role-playing games, interactive activities, and popular digital tools are effective in fostering the development of speaking skills. (Dalvinder Kaur, 2020) Platforms such as Duolingo, Kahoot, and Educaplay combine interactive fun with meaningful language use, making them highly popular among students seeking to enhance their fluency and confidence.

**Question 5. What characteristics do you think make digital gamification activities effective to upgrade speaking skills?**

Based on the survey responses, digital gamification in speaking works best if students are encouraged through interesting topics and rewards, also with the help of clear, interactive activities that stimulate constant communication in English, such as teamwork, group engagement and meaningful for speaking.

According to (Simbaña et al., 2023) Regarding this topic, speaking skill is vital when developing daily activities. It is a productive skill that allows everyone to stay in contact, express ideas and communicate interactively with effectiveness. Additionally, communication is an important element of a rational society, which is able to solve problems because communication takes place everywhere and all the time, so this process is essential in all societies.

**Question 6. What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?**

The opinions of the participants say that the classes are usually always the same, passive, boring and slow, where they cannot do much to practice their speaking but thanks to digital gamification a more dynamic environment is promoted, more motivated to participate, thus strengthening security in the use of the language.

From the point of view of (Putri, The Effectiveness of Gamification in Enhancing English Language, 2025) Specifically in English language learning, gamification signifies a shift away from monotonous rote memorization to a more dynamic, interactive methodology that embeds linguistic tasks within game-like contexts. Many cutting-edge educational technology platforms now utilize gamification to enhance learning efficacy.

**Question 7. In your own words, how digital gamification has helped you speak English better?**

The answers show that digital gamification enhances speaking by increasing motivation, helps to overcome shyness and fear of making mistakes, fostering a welcoming environment to practice, contributes to the development of vocabulary and grammar, achieving a comprehensive process in the language.

According to (Mohammad , 2025) Research indicates the significance of goal-setting in gamified environments for sustaining long-term motivation. Gamification transforms learning into an active process by enabling students to establish personal objectives and monitor their progress using tangible game elements. This enhanced sense of engagement and autonomy is particularly advantageous in language acquisition, where sustained motivation is crucial for overcoming challenges, such as comprehending complex grammatical structures or expanding one's vocabulary.

**Question 8. How do you think digital gamification has helped your confidence in English speaking?**

Interviewees say that digital gamification really helps students with interactive dynamics, allowing them to let go of fear and encouraging them to express themselves more freely. Rewards and gradual practice are motivating, help overcome shyness and strengthen self-confidence, creating a safe and stimulating environment that encourages students to be confident in their communication skills.

From the point of view of (Autumn , 2025) By incorporating game-based elements into learning environments, educators seek to create interactive and dynamic spaces that captivate students' interests. Recent research has examined the extent to which gamification influences both intrinsic and extrinsic motivation. This chapter reviews existing literature on gamification's

impact in educational settings, focusing on the balance between intrinsic engagement and the risks of over-reliance on extrinsic rewards.

### 4.3 Table 2

*Student's perception about digital gamification enhancing speaking skills*

<b>Questions</b>	<b>Answer</b>	<b>Authors</b>
<b>1. How would you describe your experience using digital gamification to enhance your speaking skills in English classes?</b>	The student's experience shows that digital gamification has enhanced her English-speaking skills, giving her confidence, motivation, and starting with simple sentences to achieve more fluent production.	As stated by (Erazo, 2023) gamification is an excellent strategy to implement in any class and helps the students to increase motivation and confidence at the moment to speak in any context.
<b>2. How do you think digital gamification enhance your communication skills?</b>	Digital gamification enhances their communication skills by providing more opportunities for interaction and practice, strengthening their fluency, vocabulary, and confidence in speaking English.	According (Putri , 2025) gamification holds great potential to revitalize English language learning by creating motivating, interactive, and learner-centered experiences.
<b>3. What advantages and disadvantages do you perceive when using digital gamification in speaking activities?</b>	Digital gamification encourages collaboration and reduces speaking anxiety, although it has drawbacks such as lack of time,	A study (Budour y Aleidan, 2025) Students reported that using gamification in their education would increase their motivation and enthusiasm.

Questions	Answer	Authors
<p><b>4. Which digital game or class dynamic motivates you most to practice speaking?</b></p>	<p>distractions from competition, and technical issues.</p> <p>Students prefer role-playing games, interactive activities, and group dynamics, as they facilitate authentic expression and make speaking practice more motivating.</p>	<p>According to (Ndayishimiye et al., 2024) game design into non-gaming environments in order to encourage and engage students.</p>
<p><b>5. What characteristics do you think make digital gamification activities effective to upgrade speaking skills?</b></p>	<p>Digital gamification helps enhance speaking skills by including clear instructions, immediate feedback, immersion, rewards, competition, and engagement. This fosters progress in English communication.</p>	<p>A study by (Soria et al.)With all these benefits, students are interested, and it creates an environment of engagement in the classroom, thus improving each topic covered.</p>
<p><b>6. What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?</b></p>	<p>Digital gamification makes classes more dynamic and motivating, strengthening participation and confidence in speaking English.</p>	<p>According ( Vathanalaoha, 2022) gamification has come to play a vital role in making ends meet for the future of e-learning education, where learning could be more engaging and individualized.</p>
<p><b>7. In your own words, how digital gamification has</b></p>	<p>Different students report that digital gamification enhances their speaking by motivating</p>	<p>At stated by ( Robles y Cango Patiño, 2024) Gamification, or the application of playful</p>

<b>Questions</b>	<b>Answer</b>	<b>Authors</b>
<b>helped you speak English better?</b>	them, reducing their fear of making mistakes, and strengthening their vocabulary and grammar.	elements to learning, has been widely studied and recognized as a motivational strategy in education.
<b>8. How do you think digital gamification has helped your confidence in English speaking?</b>	Digital gamification enhances their confidence in speaking English. Interactive games motivate them to practice and express themselves confidently.	According to (Simbaña et al., 2023) the use of gamification in students of EFL has gained thrust to transform the learning environment.

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*Note:* Brief analysis of the students interviewed.

## Chapter V

### Conclusion and Recommendations

This chapter involved analyzing research on the oral skills that students develop while learning a second language, with a focus on gamification. PINE students provide personal experiences that demonstrate how common it is to encounter these kinds of mental barriers when speaking in English. Then, the objective was to understand how students deal with the influence of this aspect and how important it is in the current class. The following section provides conclusions and recommendations that were obtained by exploring the project.

#### 5.1 Conclusions

In conclusion, Digital gamification enhances communication skills by making learning fun, safe, and engaging. This offers students the opportunity to enhance their speaking skills with fluency and confidence, while teachers gain a useful teaching method with increased motivational strategies in a practical and engaging way.

It is important to use digital gamification tools in a classroom, considering that this mechanic enhances non-playful elements that help students to be motivated, a more dynamic learning when learning another language, in this study it was announced that students by involving digital gamification in their speaking had an enhancement when having oral communication, promoting in their practices the gamification, resulting in greater fluency and vocabulary learning.

Gamification also enhances vocabulary, promotes greater fluency, and enhances pronunciation through continuous and meaningful practice. It transforms traditional classes into engaging educational events where students actively participate in their own growth. While acknowledging some disadvantages, such as lack of time, but the overall result remains positive.

## 5.2 Recommendations

Educators ought to incorporate digital gamification elements in a structured and intentional way to enhance students' oral skills according to the research outcomes. Initially, instructors should assess every learner's grammar, vocabulary, pronunciation, and fluency through informal assessments and tailor gamified tasks to their proficiency level. Likewise, it is essential to design games that stimulate creativity and thought, thereby promoting critical thinking and meaningful engagement.

Integrating authentic and relevant online tools such as Kahoot, Duolingo, or Educaplay allows learners to engage with practical situations, making the educational experience more dynamic and engaging. In addition, educators ought to foster a supportive and collaborative environment that encourages cooperation, simulations, and friendly contests, enhancing self-assurance and motivation while reducing stress and apprehension.

Finally, digital gamification ought to be seen not merely as an educational instrument but as a method of teaching that transforms traditional classes into engaging and interactive experiences. The enhancement of students' English-speaking abilities stems from learning experiences that foster self-assurance.

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**Annexes****Annexes A: Certified Anti-Plagiarism System**

La libertad, noviembre 2 del 2025

**Certificado Sistema Anti Plagio**

En calidad de tutor del trabajo de titulación denominado “**DIGITAL GAMIFICATION AS A STRATEGY TO ENHANCE SPEAKING IN EFL LEARNERS**” elaborado por el estudiante Quimi Villon Jorge Miguel, de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **8%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Particular que comunico para los fines pertinentes.

Atentamente,

A handwritten signature in blue ink, appearing to read "L. Chavez", is written over a horizontal line.

Chávez Gonzabay Leonardo Augusto, MSc

**TUTOR**



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**Annexes B: Questionnaire****Digital Gamification as a Strategy to Enhance Speaking Skills in EFL Learners.**

1. How would you describe your experience using digital gamification to enhance your speaking skills in English classes?
2. How do you think digital gamification enhance your communication skills?
3. What advantages and disadvantages do you perceive when using digital gamification in speaking activities?
4. Which digital game or class dynamic motivates you most to practice speaking?
5. What characteristics do you think make digital gamification activities effective to upgrade speaking skills?
6. What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?
7. In your own words, how digital gamification has helped you speak English better?
8. How do you think digital gamification has helped your confidence in English speaking?

## **Annexes C: Interviews transcription**

### **Interviewee #1**

Good afternoon, we will begin the interviews as part of our thesis entitled “Digital Gamification as a Strategy to Enhances Speaking Skills in EFL Learners.” The purpose of this interview is to gather information and opinions from students who have had any experience with digital gamification in the classroom, ok, let's start, the first question is:

**How would you describe your experience using digital gamification to enhance your speaking skills in English classes?**

My experience using digital gamification has helped my speaking skills improve significantly because this tool has mainly allowed me to gain more confidence and lose the fear of speaking English out loud without worrying about making mistakes since they are part of the improvement process. Also, it enables me to take the initiative, even if it's just saying one sentence and then gradually increasing the number of words I use when speaking. So, digital gamification, as an interactive process, has benefited my performance in the classroom because I feel more confident and motivated to speak English.

**The next question is: How do you think digital gamification enhance your communication skills?**

Personally, the interaction and immersion provided by this digital tool allow me to improve my communication skills in English because I feel I can express myself better and share my ideas. Besides just playing, I always try to keep in mind that my goal is to achieve objectives through the use of technology because the key is to play intentionally while having fun at the same time.

**Interesting, what advantages and disadvantages do you perceive when using digital gamification in speaking activities?**

The advantages of using digital gamification create a competitive and group collaboration environment, which fosters interaction among students and mutual support. On the other hand, disadvantages include that not everyone participates during some activities due to time constraints, and sometimes students focus only on the rewards and develop surface-level learning.

**Which digital game or class dynamic motivates you most to practice speaking?**

The digital games that motivate me to practice speaking are wayground carried out on educational platforms like Educaplay and Duolingo. One that I use a lot and motivates me a lot is Lyrics Training. On the other hand, the class dynamics that motivate me are mainly activities done in small groups to share opinions and communicate our own ideas in English.

**What characteristics do you think make digital gamification activities effective to upgrade speaking skills?**

In my opinion, digital gamification has essential characteristics for improving speaking skills such as immersion that surrounds students in the English language, healthy competitiveness to want to improve and prepare better ideas to communicate in the next speaking activity, motivation through rewards, immediate feedback, and both individual and group commitment.

**What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?**

The differences I have noticed are very significant because in traditional classes, technology was not used, and students did not feel motivated or most of them did not dare to speak English. Unlike today, technology is one of the main learning tools, and using digital gamification in class encourages students to want to participate in an environment where there is group support and rewards for trying.

**In your own words, how digital gamification has helped you speak English better?**

Digital gamification motivates me and allows me to feel more confident when speaking English, and using gamification gave me the boost I needed to really improve my speaking skills. Thanks to that boost, I was able to gradually develop myself and improve my pronunciation and fluency.

**The finally question is: How do you think digital gamification has helped your confidence in English speaking?**

Digital gamification has allowed me to gain more confidence when speaking English because the interactive games help me set my mindset to take the initiative to speak without fear of making mistakes. Thanks to that, I can feel more confident when conveying my ideas as best as possible, always keeping in mind that through practice, my speaking skills improve.

Thank you for your answer, Miss

Okay

**Interviewee #2**

Good afternoon, we will begin the interviews as part of our thesis entitled “Digital Gamification as a Strategy to Enhances Speaking Skills in EFL Learners.” The purpose of this interview is to gather information and opinions from students who have had any experience with digital gamification in the classroom, ok, so, the first question is:

**How would you describe your experience using digital gamification to enhance your speaking skills in English classes?**

Well, my experience has been meaningful and fun since I could improve certain deficiencies in the English language learning process without much effort, as if it was something entertaining and fun, as I can laugh and learn at the same time. I have used a few online platforms given by teacher to enhance my fluency and accuracy at the moment to speak to my

classmates and even to the teacher. I recognize It has been a positive influence on my own progress, and it has also guided me to study independently with the digital resources that the teacher has provided inside and outside of the classroom.

**The next question is: How do you think digital gamification enhance your communication skills?**

I consider digital gamification a useful strategy that can be used to foster the English learning process since it makes students learn and improve the way my classmates and I act and talk to each other; the most appealing feature is that it promotes fun learning where everyone is immersed and willing to interact with the rest of the students.

**Next question is: What advantages and disadvantages do you perceive when using digital gamification in speaking activities?**

When I use digital platforms there tends to be some slight difficulties with the connection of the platforms or websites, perhaps due to the internet connection. This makes to lose a little bit of time and concentration of students, which makes them to get distracted quickly.

As for advantages, I perceive that most students can learn in a fun way without much stress or anxiety. Also, there is free and open participation since students do not tend to feel judged a lot for making mistakes because of the fact that when we work in groups, we already know each other, and we are more into the digital content that is shown as long as it is catchy.

**Questions number four is: Which digital game or class dynamic motivates you most to practice speaking?**

The most used game by me has been word wall, an interesting and diverse platform that has helped me build up my way of speaking, questions inserted in different modes of the game make learning more engaging and attractive to keep learning.

**My next question is: What characteristics do you think make digital gamification activities effective to upgrade speaking skills?**

I think that willingness, or being readiness to work with digital gamification, which means that students who are willing to learn in that way or know what they are learning can somehow improve not only their speaking skills but also the others.

Another characteristic can be that the digital material or content has to be relevant and appealing for students, if they like it and enjoy it, then their learning can increase.

**Questions number six is: What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?**

Some differences I have noticed are that in traditional classes, students do not participate and interact actively because of the fact that they are considered as passive learners whose learning is not based on using digital material to promote students speaking. On the other hand, using digital content within classroom student's learning could be effective, and of course if there are questions as a way inside of the content shown. then students can interest in participating and speaking more and more, which leads to developing their speaking skills.

**The seventh question is: In your own words, how digital gamification has helped you speak English better?**

Using digital platforms has improved my English skills, not only one skill but also my vocabulary and grammatical structures that at the beginning were difficult to grasp. Now I understand more, and I am able to speak better because I have practiced with questions shown in different modes of games, which I think that's the way to develop communication in a second language.

**Ok, the last question is: How do you think digital gamification has helped your confidence in English speaking?**

I reckon I gained confidence to speak at the moment when I saw short questions, some of them simple but unique, which made me speak, attempting to find words to connect and make answers related to the question. I know it was hard at the start, but once I tried it, I saw that with more practice I was able to achieve it.

Thanks a lot, mister

You're welcome, don't worry

### **Interviewee #3**

Good afternoon, we will begin the interviews as part of our thesis entitled "Digital Gamification as a Strategy to Enhances Speaking Skills in EFL Learners." The purpose of this interview is to gather information and opinions from students who have had any experience with digital gamification in the classroom, ok, let's start.

**The first question is: How would you describe your experience using digital gamification to enhance your speaking skills in English classes?**

For me, it has been a good experience because the games make me feel more comfortable and I can practice speaking without so much pressure.

**Question number two: How do you think digital gamification enhance your communication skills?**

I think it helps me because I have to talk, interact with my classmates, and explain my ideas in English, so little by little I improve.

**Question number three: What advantages and disadvantages do you perceive when using digital gamification in speaking activities?**

The advantage is that I feel motivated and I lose the fear of making mistakes. The disadvantage is that sometimes the activity takes too long, or some students don't participate much.

**Question number four: Which digital game or class dynamic motivates you most to practice speaking?**

I like role plays, because I can speak and also have fun at the same time.

**Questions number five: What characteristics do you think make digital gamification activities effective to upgrade speaking skills?**

I think they work when the activity is clear, when I get feedback right away, and when we can work in teams or compete.

**Questions number six: What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?**

In a traditional class I feel more nervous and sometimes bored. With gamification I feel more active, interested, and I want to participate more.

**Question number seven: In your own words, how digital gamification has helped you speak English better?**

It has helped me because I practice more often, I feel less afraid to speak, and I can learn while having fun.

**The last question is: How do you think digital gamification has helped your confidence in English speaking?**

It makes me feel more confident because I see that I can do it, I win points or rewards, and that motivates me to keep trying.

Okay, thank you.

**Interviewee #4**

Good afternoon, we will begin the interviews as part of our thesis entitled “Digital Gamification as a Strategy to Enhances Speaking Skills in EFL Learners.” The purpose of this

interview is to gather information and opinions from students who have had any experience with digital gamification in the classroom.

**Let's go the first question is: How would you describe your experience using digital gamification to enhance your speaking skills in English classes?**

My experience has been quite positive. Digital gamification has changed the way I participate in class. I used to feel nervous when talking, but with digital activities and games the atmosphere is more dynamic and fun, which helps me feel more comfortable. It doesn't feel like a formal test, but rather a challenge that motivates me to try to speak English without so much fear of making mistakes. Thanks to that, I have been able to practice in a more natural way and improve my fluency.

**How do you think digital gamification enhance your communication skills?**

I think it improves my communication skills because it gives me more real opportunities to interact. In a traditional class I may only answer one question, but with gamification I talk much more, exchange ideas with my classmates and practice expressing myself in English. That increases my fluency, my vocabulary and my confidence to communicate more effectively.

**What advantages and disadvantages do you perceive when using digital gamification in speaking activities?**

A clear advantage is motivation, as I always feel more encouraged to participate when there are games, points or rewards. It also makes oral practice more natural, because we converse and work as a team instead of just repeating phrases.

The downside is that sometimes students may focus more on winning than learning, or even get distracted by the game part. Also, some may feel uncomfortable with competition if they are shy. Still, I think the benefits outweigh the drawbacks.

**Which digital game or class dynamic motivates you most to practice speaking?**

I really like role-play activities because they put me in real-life situations, such as being in an airport, a store or a restaurant. That forces me to respond quickly and more naturally. I also enjoy team competitions, as they create a fun and motivating environment that encourages me to talk more. Apps with gamification elements like Kahoot or Duolingo also help, but I think the most effective are the classroom dynamics where I talk directly to my classmates.

**What characteristics do you think make digital gamification activities effective to upgrade speaking skills?**

I think the activities should be interactive, where the student really has to talk and not just listen. It is also important that there is immediate feedback, so that mistakes can be corrected in the moment. Another key aspect is that they promote constant communication in English and not very short answers. And finally, including some healthy competition and rewards keeps students motivated.

**What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?**

The main difference is the dynamics. In a traditional class sometimes only one or two students speak and the others listen, which limits practice. On the other hand, with gamification everyone participates more, the environment is more active and feels like practical learning. Also, time goes by faster because I'm more focused and motivated. Gamification makes the class more fun and I have more opportunities to speak in English.

**In your own words, how digital gamification has helped you speak English better?**

It has mainly helped me to feel more comfortable and less nervous when speaking. In games, making mistakes is not a problem, because they are part of the dynamic, and that allows me to practice without fear. Over time I have improved my fluency, I respond faster and I use

English in a more natural way. In addition, the different activities have exposed me to varied situations, which has enriched my communication skills.

**How do you think digital gamification has helped your confidence in English speaking?**

It has helped me a lot to gain confidence. At first, I was afraid to speak, but the games motivated me to participate little by little until I lost that fear. Every time I manage to express myself in a dynamic, I feel more confident in my abilities. Now I don't hesitate so much before speaking and I dare to communicate my ideas, even if they are not perfect. That has strengthened my confidence and my desire to continue improving.

Thank you.

**Interviewee #5**

Good afternoon, we will begin the interviews as part of our thesis entitled “Digital Gamification as a Strategy to Enhances Speaking Skills in EFL Learners.” The purpose of this interview is to gather information and opinions from students who have had any experience with digital gamification in the classroom.

**How would you describe your experience using digital gamification to enhance your speaking skills in English classes?**

Good afternoon, I've used gamification on a few occasions, and I can say that it helps you develop a bit more confidence and security when speaking. Since the times I've used this method have been interactive, I can say that with this approach you can gain more confidence in speaking.

**How do you think digital gamification enhance your communication skills?**

I think it improves the way we communicate because the activities usually include levels, feedback, and points, which motivates you to do better. For example, if you answer correctly,

you can move on to the next level, and that encourages you to keep practicing and expressing yourself better each time.

**What advantages and disadvantages do you perceive when using digital gamification in speaking activities?**

There are people who don't like games, so this group of people doesn't participate in class; they're introverted, and they don't move or feel drawn to games, so it's a bit more complex for gamification to have an effect on them.

**Which digital game or class dynamic motivates you most to practice speaking?**

I really like using platforms like Duolingo or Kahoot because they combine learning with fun. For example, Duolingo includes pronunciation and sentence exercises, while Kahoot makes classes more competitive and enjoyable, which motivates students to speak and participate more.

**What characteristics do you think make digital gamification activities effective to upgrade speaking skills?**

I think the most important thing is that they are interactive, give immediate feedback, and make you repeat or pronounce words out loud. It also helps when they include different levels of difficulty, so you can move forward little by little without feeling frustrated.

**What differences have you noticed between a traditional class and a class that uses digital gamification while speaking English?**

Traditional classes are also very good, although the topics are more teacher and class centered with gamification, on the other hand, classes become interactive, as students join via a link and are all connected in a game where they interact, participate, learn, laugh, and play. Those would be the differences.

**In your own words, how digital gamification has helped you speak English better?**

It has helped me speak more fluently and confidently. When I was just starting out with English, I was really embarrassed to speak, let alone participate in class, but with games, I no longer worry so much about making mistakes, I just speak and learn along the way.

**How do you think digital gamification has helped your confidence in English speaking?**

I feel like I have had a really good process and now I feel more capable.