ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original

www.cienciadigital.org

Non-digital gamification as a strategy to improve oral fluency in elementary a1 level EFL students

La gamificación no digital como estrategia para mejorar la fluidez oral en estudiantes de inglés como lengua extranjera de nivel elemental A1

1 Lucy María Zambrano Ramírez https://orcid.org/0009-0000-8953-3409
Universidad Bolivariana del Ecuador (UBE), Daule, Ecuador. Maestría en Pedagogía del Inglés como Lengua Extranjera.
lmzambrano@ube.edu.ec

2 Sonia María Cuenca Gallegos https://orcid.org/0009-0001-1988-5342
Universidad Bolivariana del Ecuador (UBE), Daule, Ecuador. Maestría en Pedagogía del Inglés como Lengua Extranjera.
smcuencag@ube.edu.ec

3 Rodrigo Antonio Guerrero Segura https://orcid.org/0000-0002-2698-5659
Universidad Bolivariana del Ecuador (UBE), Daule, Ecuador
raguerreros@ube.edu.ec

4 Josué Reinaldo Bonilla Tenesaca https://orcid.org/0000-0002-6748-2345
Universidad Bolivariana del Ecuador (UBE), Daule, Ecuador
jrbonillat@ube.edu.ec

Artículo de Investigación Científica y Tecnológica

Enviado: 15/07/2026

Revisado: 10/10/2026

Aceptado: 05/11/2026

Publicado: 19/11/2026

DOI: https://doi.org/10.33262/cienciadigital.v10i4.3828

Cítese: Zambrano Ramírez, L. M., Cuenca Gallegos , S. M., Guerrero Segura, R. A., & Bonilla Tenesaca, J. R. (2026). La gamificación no digital como estrategia para mejorar la fluidez oral en estudiantes de inglés como lengua extranjera de nivel elemental A1. Ciencia Digital, 10(4), 256-276. https://doi.org/10.33262/cienciadigital.v10i4.3828

CIENCIA DIGITAL, es una revista multidisciplinaria, trimestral, que se publicará en soporte electrónico tiene como misión contribuir a la formación de profesionales competentes con visión humanística y crítica que sean capaces de exponer sus resultados investigativos y científicos en la misma medida que se promueva mediante su intervención cambios positivos en la sociedad. https://cienciadigital.org

La revista es editada por la Editorial Ciencia Digital (Editorial de prestigio registrada en la Cámara Ecuatoriana de Libro con No de Afiliación 663) www.celibro.org.ec.

Esta revista está protegida bajo una licencia *Creative Commons Atribución-NoComercial-CompartirIgual 4.0 International.* Copia de la licencia: https://creativecommons.org/licenses/by-nc-sa/4.0/deed.es .

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original

www.cienciadigital.org

Palabras claves: Gamificación no digital; fluidez oral; inglés como lengua extranjera (EFL); nivel A1; motivación; competencia comunicativa; interacción oral.

Resumen: Introducción. Los métodos tradicionales de enseñanza pueden limitar las oportunidades de comunicación oral significativa en estudiantes de inglés como lengua extranjera (EFL), afectando aspectos como la fluidez y la confianza. En este contexto, la gamificación no digital constituye una estrategia pedagógica que puede promover la motivación, la interacción y la participación mediante actividades comunicativas sin depender de recursos tecnológicos. **Objetivo.** Evaluar el impacto de la gamificación no digital en el desarrollo de la fluidez oral de estudiantes de nivel A1, considerando las dimensiones de pronunciación, fluidez, comprensibilidad y confianza, así como explorar sus percepciones sobre la intervención. **Metodología.** Se empleó un enfoque de métodos mixtos con un diseño pretest-postest. Participaron 12 estudiantes de nivel A1 en una intervención de 20 horas basada en actividades de gamificación no digital. Los datos cuantitativos se obtuvieron mediante una prueba de fluidez oral aplicada antes y después de la intervención y un cuestionario de percepción de 12 ítems. Además, se utilizó un checklist de observación para registrar participación, interacción, confianza y uso del inglés durante la intervención. Se calcularon estadísticas descriptivas y se aplicaron pruebas t para muestras relacionadas para determinar la significancia de las diferencias entre el pretest y el postest. **Resultados.** La puntuación media de fluidez oral aumentó de 7.09 en el pretest a 8.26 en el postest. La dimensión de fluidez presentó el mayor incremento, de 1.50 a 2.13, y mostró una diferencia estadísticamente significativa, $t(11) = 2{,}80$, $p = {,}017$. La puntuación global de fluidez oral también mostró una mejora estadísticamente significativa, $t(11) = 2{,}36$, $p = {,}038$. Las demás dimensiones presentaron incrementos descriptivos, aunque sus diferencias individuales no alcanzaron significancia estadística. El cuestionario de percepción obtuvo una media general de 4.28 sobre 5, con la dimensión Motivación y Disfrute como la mejor valorada ($M = 4{,}58$). Los resultados de observación mostraron niveles favorables de participación, interacción y uso del inglés durante la intervención. **Conclusión.** Los resultados sugieren que la gamificación no digital constituye una estrategia pedagógica prometedora y de bajo costo para apoyar el desarrollo de la fluidez oral en estudiantes A1 de EFL. La evidencia más sólida se observó en la fluidez y en la puntuación global de desempeño oral, mientras que los datos de percepción y observación mostraron una

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original

respuesta favorable hacia las actividades. Debido al tamaño reducido de la muestra y a la ausencia de un grupo de control, los resultados deben interpretarse con cautela. **Área General de Estudio.** Educación. **Área Específica de Estudio.** Enseñanza en Ingles. **Tipo de Estudio:** Artículo original.

Keywords: Non-digital gamification; oral fluency; English as a Foreign Language (EFL); A1 level; motivation; communicative competence; oral interaction.

Abstract: IIntroduction. Traditional teaching methods may limit opportunities for meaningful oral communication among English as a Foreign Language (EFL) learners, affecting aspects such as fluency and confidence. In this context, non-digital gamification represents a pedagogical strategy that can promote motivation, interaction, and active participation through communicative activities without relying on technological resources. **Objective.** To evaluate the impact of non-digital gamification on the oral fluency development of A1-level EFL learners by examining pronunciation, fluency, comprehensibility, and confidence, as well as exploring students' perceptions of intervention. **Methodology.** A mixed-methods approach with a pretest-posttest design was employed. Twelve A1-level students participated in a 20-hours intervention based on non-digital gamification activities. Quantitative data were collected through an oral fluency assessment administered before and after the intervention and a 12-item student perception questionnaire. In addition, an observation checklist was used to record participation, interaction, confidence, and use of English during the intervention. Descriptive statistics were calculated and paired-samples t-tests were conducted to determine the statistical significance of differences between pretest and posttest scores. **Results.** The mean overall oral fluency score increased from 7.09 in the pretest to 8.26 in the posttest. Fluency showed the greatest improvement, increasing from 1.50 to 2.13, with a statistically significant difference, $t(11) = 2{,}80$, $p = {,}017$. Overall oral fluency also showed a statistically significant improvement, $t(11) = 2{,}36$, $p = {,}038$. The remaining dimensions showed descriptive increases, although their individual differences did not reach statistical significance. The student perception questionnaire obtained an overall mean of 4.28 out of 5, with Motivation and Enjoyment receiving the highest dimensional score ($M = 4{,}58$). Observation results showed favorable levels of participation, interaction, and use of English during the intervention. **Conclusion.** The findings suggest that non-digital

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

Ciencia Digital
ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

gamification represents a promising and low-cost pedagogical strategy for supporting oral fluency development among A1-level EFL learners. The strongest evidence of improvement was found in fluency and overall oral performance, while the perception and observation data indicated favorable responses to the intervention. Due to the small sample size and absence of a control group, the findings should be interpreted cautiously. **General Area of Study:** Education. **Specific Area of Study:** English Teaching. **Type of Study:** Original article.

1. Introduction

Non-digital gamification has emerged as a promising pedagogical strategy for enhancing English as a Foreign Language (EFL) learning, particularly in educational contexts where access to technological resources is limited. Unlike digital gamification, which depends on online platforms, mobile applications, and electronic devices, non-digital gamification incorporates game elements such as points, rewards, challenges, role-playing, and collaborative activities into face-to-face classroom instruction. These game mechanics can foster active participation and create engaging learning environments without requiring technological infrastructure, making them especially suitable for resource-constrained educational settings (Foroutan & Taghizadeh, 2024; Sancar-Tokmak & Bostanci, 2025). Recent empirical evidence highlights that gamified strategies significantly enhance reading proficiency, academic engagement, and language enjoyment among language learners (Cheng et al., 2025). Furthermore, structuring communicative approaches such as Task-Based Language Teaching (TBLT) provides a robust framework to foster authentic interaction and reduce anxiety in second-language classrooms (Mudinillah et al., 2024).

Recent research has demonstrated that gamification can positively influence learner engagement, participation, and motivation, all of which are essential for successful language learning (Chan & Lo, 2024; Shen et al., 2024; Li et al., 2024; Ratinho & Martins, 2023). These motivational benefits can encourage learners to participate more actively in classroom activities and sustain their interest throughout the learning process. Furthermore, evidence suggests that well-designed game mechanics can promote classroom interaction, collaboration, and immediate interpersonal communication, thereby creating meaningful opportunities for language practice (Zhang & Hasim, 2023; Ponce & Chancay, 2024; Zhang & Crawford, 2024). Consequently, non-digital gamification has gained increasing recognition as an accessible and pedagogically valuable approach for English

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

Ciencia Digital
ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

language instruction. Oral fluency constitutes one of the fundamental components of communicative competence and represents an important objective of EFL instruction. It refers to learners' ability to produce spoken language smoothly, coherently, and with minimal hesitation while maintaining comprehensibility during communication. According to Peltonen (2024) fluency is a critical component of second-language proficiency because it reflects learners' ability to communicate effectively in real-life situations. Nevertheless, A1-level EFL learners frequently experience difficulties developing oral fluency due to limited vocabulary, communication anxiety, low self-confidence, and insufficient opportunities to participate in meaningful oral interaction (Mora et al., 2024; Yu et al., 2024). These factors may restrict spontaneous language production and reduce learners' willingness to communicate in English. Given these challenges, researchers have increasingly explored instructional approaches capable of creating supportive learning environments that encourage meaningful communication while reducing affective barriers. In this context, non-digital gamification offers an alternative that combines collaborative learning, active participation, immediate feedback, and meaningful interaction within the classroom (Foroutan & Taghizadeh, 2024; Sancar-Tokmak & Bostanci, 2025). These characteristics may contribute not only to increased learner motivation but also to the quality and frequency of oral communication in EFL classrooms (Ponce & Chancay, 2024; Song et al., 2025).

General objective: to determine the impact of non-digital gamification on the oral fluency of A1-level EFL learners.

Specific objectives:

1. To analyze the development of the four dimensions of oral performance addressed in the study: pronunciation, fluency, comprehensibility, and speaking confidence.
2. To examine students' perceptions of the non-digital gamification intervention and their experiences during the English learning process.
3. To identify how non-digital gamification contributes to learners' participation and meaningful oral communication in the EFL classroom.

The scope of this study focuses on the use of non-digital gamification as a pedagogical strategy to improve the oral fluency of elementary A1-level EFL students at Unidad Educative "Luz de América" in Machala, Ecuador. The study examines how face-to-face game-based activities, including challenges, rewards, role-playing, and collaborative tasks, can support students' pronunciation, fluency, comprehensibility, and speaking confidence. The significance of the study lies in providing evidence on the pedagogical value of accessible, non-digital gamification for promoting active participation, meaningful oral interaction, and the development of speaking skills among beginner-level EFL learners.

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

Ciencia Digital
ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

2. Methodology

The research adopted a mixed-methods approach with a pre-experimental single-group pretest–posttest design ($O_1 \rightarrow X \rightarrow O_2$), aimed at determining the impact of non-digital gamification on the oral fluency of elementary A1-level English as a Foreign Language (EFL) learners. This design is fundamental for fulfilling the study's objectives because it allows, first, for the direct evaluation of the evolution of the four dimensions of oral performance (pronunciation, fluency, comprehensibility, and confidence) through a comparative measurement before and after the 20-hour pedagogical intervention. Second, it facilitates the integration of quantitative and qualitative data to examine students' perceptions and active classroom participation, providing the necessary empirical support to analyze the effectiveness of non-technological ludo-pedagogical and collaborative activities in developing communicative competence.

2.1 Description of the intervention

The pedagogical intervention was implemented at Unidad Educative "Luz de América" in Machala, Ecuador, with elementary A1-level EFL learners. The intervention consisted of a 20-hour non-digital gamification program distributed across 10 face-to-face sessions of 120 minutes each. The pedagogical proposal was grounded in Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) principles and was designed to provide learners with frequent opportunities to use English in meaningful oral communication. Unlike digital gamification, the intervention relied exclusively on face-to-face interaction and physical game-based resources, including role-play cards, board games, challenge dice, team challenges, points, and symbolic rewards.

The pedagogical intervention was structured around communicative activities aimed at developing four dimensions of oral performance: pronunciation, fluency, comprehensibility, and speaking confidence. The activities were designed progressively according to the learners' elementary proficiency level, moving from controlled and guided oral practice toward more spontaneous communicative exchanges. Throughout the intervention, students were encouraged to participate individually, in pairs, and in small groups, allowing them to practice vocabulary and language structures while interacting with their peers in situations that required the production and comprehension of spoken English.

Each session followed a consistent three-stage sequence. The first stage consisted of a short, gamified warm-up designed to activate students' prior knowledge, introduce or review target vocabulary and language structures, and encourage initial oral participation. The second stage comprised the core communicative phase, in which students engaged in individual, pair, and group game-based tasks. These activities included role plays, board games, challenge-based speaking tasks, team competitions, question-and-answer games, and other communica-

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

Ciencia Digital
ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

tive activities requiring students to produce and respond to spoken English. The final stage consisted of formative reflection and feedback, during which students reviewed their participation, identified difficulties, and received guidance from the teacher regarding their oral performance.

The first component of the intervention focused on pronunciation and comprehensibility through short and repeated speaking tasks. Students practiced the production of target vocabulary, common expressions, and short utterances through repetition, role-play, question-and-answer activities, and peer interaction. These activities provided opportunities to receive immediate teacher and peer feedback and to improve the clarity and intelligibility of their spoken production.

The second component emphasized oral fluency through repeated communicative practice. Students participated in timed speaking challenges, board games, role plays, information-gap activities, and team-based tasks that required them to respond to questions, describe situations, exchange information, and maintain short conversations in English. The repeated nature of these activities allowed learners to practice producing language with reduced hesitation and greater continuity.

The third component addressed speaking confidence and participation by creating supportive opportunities for students to communicate with their peers. Collaborative challenges and role-play activities allowed learners to rehearse their responses and participate in less threatening communicative situations. The use of points and symbolic rewards was intended to encourage active participation and sustain students' involvement throughout the activities rather than focus exclusively on competition.

The intervention also incorporated formative assessment throughout the 10 sessions. Teacher feedback was provided during and after communicative activities to reinforce successful oral production and address difficulties related to pronunciation, fluency, comprehensibility, and confidence. Students were also encouraged to reflect on their participation and progress. This process provided continuous opportunities for adjustment and reinforcement during the intervention.

To examine the outcomes of the intervention, students completed an oral performance assessment before and after the 20-hour program. The pretest and posttest assessed the four dimensions addressed in the study: pronunciation, fluency, comprehensibility, and speaking confidence. In addition, a structured questionnaire was administered to examine students' perceptions of the intervention and their experiences during the English learning process, including motivation and enjoyment, speaking development, learning continuity, and confidence and participation. Classroom observations were also conducted throughout the intervention to document students' participation, interaction, target-language use, and confidence during the communicative activities.

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

The combination of the pretest and posttest results, questionnaire responses, and classroom observation data provided complementary evidence for examining the contribution of non-digital gamification to students' oral performance, perceptions, participation, and meaningful oral communication. This methodological approach allowed the study to examine not only changes in students' oral performance but also their experiences and classroom behavior during the implementation of the intervention.

2.2 *Research design*

The study adopted a mixed-methods approach using a pre-experimental single-group pretest–posttest design ($O_1 \rightarrow \mathrm{X} \rightarrow O_2$) to examine changes in the oral performance of A1-level English as a Foreign Language (EFL) learners following a non-digital gamification intervention. The participants were 12 young learners enrolled in an A1-level EFL course, selected through non-probability convenience sampling. The independent variable was a non-digital gamification intervention based on physical game mechanics, collaborative activities, and communicative tasks without the use of screen-based technology. The primary dependent variable was students' oral performance, operationalized through four dimensions: pronunciation, fluency, comprehensibility, and speaking confidence, which were assessed through an analytic oral performance rubric administered before and after the intervention. In addition, a structured classroom observation checklist and a student perception questionnaire were used as complementary instruments to examine learners' participation, meaningful oral communication, perceptions, and experiences during and after the intervention. The integration of these instruments provided complementary evidence for addressing the three specific objectives of the study.

2.3 *Oral fluency pretest and posttest*

Regarding the first specific objective, to analyze the development of pronunciation, fluency, comprehensibility, and speaking confidence, a pre-experimental single-group pretest–posttest design ($O_1 \rightarrow \mathrm{X} \rightarrow O_2$) was used with 12 A1-level EFL learners. An Oral Fluency Pretest and Posttest was administered before and after the 20-hour non-digital gamification intervention. Students' oral performance was assessed through an analytic rubric based on four dimensions, pronunciation, fluency, comprehensibility, and speaking confidence, with each dimension scored from 0 to 2.5 points, for a maximum total of 10 points. The assessment focused on basic communicative functions appropriate to A1-level learners and was designed to identify changes in students' oral performance following repeated communicative practice. This procedure is consistent with recent research emphasizing the use of oral-performance measures to examine the development of speaking skills through gamified and communicative EFL instruction (Foroutan & Taghizadeh, 2024; Sancar-Tokmak & Bostanci, 2025). The same participants completed both assessments, allowing pretest and posttest performance to be directly compared.

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

Ciencia Digital
ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

2.4 *Student perception questionnaire*

Regarding the second specific objective, to examine students' perceptions of the non-digital gamification intervention and their experiences during the English learning process, a 12-item Student Perception Questionnaire was administered immediately after the intervention. The questionnaire used a five-point Likert scale ranging from 1= Strongly Disagree to 5= strongly Agree and was organized into four dimensions: Motivation and Enjoyment (Q1–Q3), Confidence and Participation (Q4–Q6), Speaking Development (Q7–Q9), and Learning Continuity (Q10–Q12). The instrument was designed to obtain complementary evidence regarding students' motivation, enjoyment, confidence, participation, and perceived speaking development. The inclusion of learner-perception measures is coherent with recent EFL gamification research emphasizing the relevance of motivation, engagement, and students' learning experiences when evaluating gamified instruction (Chan & Lo, 2024; Shen et al., 2024; Li et al., 2024). Therefore, the questionnaire complemented the performance assessment by providing information about how learners experienced and perceived the intervention rather than relying exclusively on test scores.

2.5 *Structured classroom observation checklist*

Regarding the third specific objective, to identify how non-digital gamification contributes to learners' participation and meaningful oral communication in the EFL classroom, a Structured Classroom Observation Checklist was used throughout the 20-hour intervention. The checklist focused on four observable dimensions: Participation, Interaction, Confidence, and Target Language Use, which were recorded using a three-point frequency scale: Always (3), Sometimes (2), and Never (1). The observations documented students' active involvement in activities, interaction with peers and the teacher, willingness to communicate, and use of English during pair and group game-based tasks. This instrument provided behavioral evidence to complement the students' self-reported perceptions and oral-performance results. Its use is consistent with recent research highlighting the importance of interaction, collaboration, participation, and meaningful communication in gamified EFL environments (Ponce & Chancay, 2024; Zhang & Crawford, 2024; Song et al., 2025). The integration of the three instruments, oral pretest and posttest, perception questionnaire, and classroom observation checklist, therefore provided complementary evidence for examining oral development, learner perceptions, participation, and meaningful oral communication within the non-digital gamification intervention.

2.6 *Data analysis*

Quantitative data from the oral fluency pretest and posttest, classroom observation checklist, and student perception questionnaire were analyzed using descriptive statistics. Means and standard deviations were calculated for the oral performance sco-

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

res, while frequencies and percentages were used to summarize the observation checklist and questionnaire responses. To examine changes in students' oral performance before and after the intervention, a paired-samples t-test was conducted because the same 12 participants completed both assessments. Statistical significance was established at the .05 level. For the observation checklist, frequencies and percentages were calculated for the three response categories: Always, Sometimes, and never, focusing on participation, interaction, confidence, and target-language use. Questionnaire responses were analyzed using item-level and dimension-level mean scores to examine students' perceptions and experiences of the intervention. The observational and questionnaire findings were interpreted as complementary evidence to the pretest–posttest results, providing a broader understanding of changes in oral performance, students' perceptions, participation, and meaningful oral communication.

2.7 Ethical considerations

Participation in the study was voluntary, and informed consent was obtained from the participants' parents or legal guardians prior to data collection. Where appropriate, students' assent was also considered. Participants' identities were kept confidential, and identification codes were used instead of names in all research records. The information collected was used exclusively for academic and research purposes. The study involved no physical, psychological, or academic risks beyond those normally associated with classroom learning activities. Ethical principles of voluntary participation, respect, confidentiality, and protection of participants were maintained throughout the research process.

2.8 Limitations of the study

Several limitations should be considered when interpreting the findings. First, the study involved a small convenience sample of 12 A1-level learners, which limits the generalizability of the results to other EFL contexts. Second, the absence of a control or comparison group prevents strong causal conclusions regarding the effects of non-digital gamification, as changes in students' performance may also be influenced by other instructional or contextual factors. Third, the intervention was limited to 20 instructional hours; therefore, the findings primarily reflect short-term changes and do not allow conclusions about the long-term sustainability of the observed outcomes. Finally, the classroom observation data were recorded as overall checklist results rather than detailed session-by-session records. Consequently, the study can identify general patterns of participation, interaction, confidence, and target-language use, but it cannot establish how these behaviors developed progressively across individual sessions.

3. Results

The results are organized according to the three specific objectives of the study. The first objective was examined through the oral performance pretest and posttest; the second

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

through the student perception questionnaire; and the third through the classroom observation checklist. The findings are presented using descriptive statistics and are interpreted in relation to the development of oral performance, students' perceptions, participation, and meaningful oral communication.

Objective 1: to analyze the development of the four dimensions of oral performance addressed in the study: pronunciation, fluency, comprehensibility, and speaking confidence.

The results show a positive descriptive change across all four dimensions of oral performance. Overall performance increased from 7.09 to 8.26 points, representing a 16.5 % increase. Fluency showed the greatest improvement (42.0 %), increasing from 1.50 to 2.13, which suggests that students made the most notable progress in maintaining a more continuous flow of speech. Comprehensibility also showed a meaningful increase of 17.6 %, while pronunciation and speaking confidence presented smaller gains. These findings indicate that the intervention was particularly associated with improvement in students' fluency and comprehensibility, although inferential testing is required to determine statistical significance (Table 1).

The comparison demonstrates an overall positive change in students' oral performance. The overall mean increased from 7.08 to 8.25 points, representing an increase of 1.17 points, or approximately 16.5 %. Fluency demonstrated the greatest improvement, increasing from 1.50 to 2.13 points, corresponding to a 0.63-point increase of 41.7 %. This was followed by comprehensibility, which increased by 0.33 points (17.8 %). Pronunciation increased by 0.13 points (6.8 %), while confidence increased by 0.08 points (4.4 %). The largest improvement in fluency suggests that the communicative and game-based activities provided students with repeated opportunities to produce spoken English and maintain oral interaction. The improvement in comprehensibility also suggests that students became more capable of communicating their ideas in a manner that could be understood by their interlocutors (**Table 2**).

3.1 Inferential analysis

Because the same 12 students completed both the pretest and posttest, paired-samples t-tests were conducted to determine whether the observed changes in oral performance were statistically significant. The analysis was performed for each of the four dimensions pronunciation, fluency, comprehensibility, and speaking confidence as well as for the overall oral performance score. Statistical significance was established at the .05 level.

3.2 Analysis of the inferential results

The paired-samples t-test showed that fluency was the only individual oral-performance dimension that demonstrated a statistically significant improvement, increasing by 0.63 points from the pretest to the posttest, t (11) = 2.80, p = .017, with a

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

Tabla 1: Descriptive statistics of oral performance before and after the intervention

Dimension	Pretest M	Pretest SD	Posttest M	Posttest SD	MD	Improvement
Pronunciation	1.83	0.54	1.96	0.50	+0.13	7.1 %
Fluency	1.50	0.52	2.13	0.43	+0.63	42.0 %
Comprehensibility	1.88	0.43	2.21	0.26	+0.33	17.6 %
Speaking Confidence	1.88	0.43	1.96	0.50	+0.08	4.3 %
Overall Oral Performance	7.09	1.66	8.26	0.87	+1.17	16.5 %

Note. Maximum overall score = 10 points. MD = Posttest M - Pretest M. Improvement = $[(Posttest\ M - Pretest\ M)/Pretest\ M] \times 100$. M = Mean; SD = Standard Deviation. Source: Research data (2026).

Tabla 2: Comparison of oral fluency performance before and after intervention

Dimension	N	Pretest		Posttest		MD	%
		M	SD	M	SD		
Pronunciation		1.83	0.54	1.96	0.50	+0.13	6.8 %
Fluency		1.50	0.52	2.13	0.43	+0.63	41.7 %
Comprehensibility	12	1.88	0.43	2.21	0.26	+0.33	17.8 %
Confidence		1.88	0.43	1.96	0.50	+0.08	4.4 %
Total		7.09	1.66	8.25	0.87	+1.17	16.5 %

Source: Research data (2026). **Note.** Percentage change was calculated as (posttest mean - pretest mean) / pretest mean $\times$ 100. Source: Research data (2026).

Tabla 3: Paired-samples t-test comparing pretest and posttest oral performance

Dimension	MD	t	df	p	Cohen's d	Result
Pronunciation	+0.13	1.00	11	.339	0.29	Not significant
Fluency	+0.63	2.80	11	.017	0.81	Significant
Comprehensibility	+0.33	2.00	11	.071	0.58	Not significant
Speaking Confidence	+0.08	0.52	11	.615	0.15	Not significant
Overall Oral Performance	+1.17	2.36	11	.038	0.68	Significant

Note. MD = Posttest M – Pretest M. A paired-samples t-test was conducted at $\alpha = ,05$. Cohen's d represents the standardized mean difference for paired observations. **Source:** Research data (2026).

large, paired effect size (d = 0.81). This finding is particularly relevant to the focus of the study because it suggests that the non-digital gamification intervention was associated with a meaningful improvement in learners' ability to produce English with greater continuity and fewer interruptions. The overall oral performance score also increased significantly, with a mean difference of 1.17 points, t (11) = 2.36, p = .038, and a moderate-to-large effect (d= 0.68). In contrast, pronunciation (p = .339), comprehensibility (p = .071), and speaking confidence (p = .615) did not reach the .05 significance level. Although these dimensions showed positive descriptive changes, the statistical evidence is insufficient to conclude that the observed improvements were significant. Therefore, the strongest inferential evidence supports improvement in fluency

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

and overall oral performance, which is consistent with the intervention's emphasis on repeated oral practice, face-to-face interaction, and communicative game-based tasks (Table 3).

Objective 2: to examine students' perceptions of the non-digital gamification intervention and their experiences during the English learning process.

Students reported a favorable perception of the intervention, with an overall mean of 4.28. Motivation and Enjoyment obtained the highest score (M = 4.58), indicating that students particularly valued the engaging and enjoyable nature of the activities. Speaking Development followed with a mean of 4.31, suggesting that learners perceived positive changes in their ability to speak English. Learning Continuity (M = 4.22) and Confidence and Participation (M = 4.03) also showed positive results. Overall, the findings indicate that students perceived non-digital gamification as an enjoyable and supportive approach to English learning (Table 4).

At the item level, the highest rating was obtained for enjoyment of the activities (Q1, M=5.00), followed by motivation, perceived fluency development, and willingness to participate in similar activities (M = 4.42). The lowest means were observed for confidence in participation and increased participation (M = 4.00), although these values remained positive. The results therefore suggest that the strongest perceived benefit of the intervention was its ability to create an enjoyable and motivating environment for practicing English (Table 5).

The observation results indicate that students were consistently engaged in the game-based classroom activities. Participation obtained the highest proportion of "Always" responses (67 %), followed by Interaction and Target Language Use (58 % each). Confidence showed greater variability, with half of the students consistently demonstrating confidence and 42 % doing so sometimes. Importantly, no students were classified as "Never" participating or interacting, while only one student was classified as "Never" for confidence and target-language use. These findings suggest that the intervention provided frequent opportunities for students to participate, interact, and use English in meaningful classroom communication (**Table 6**).

3.3 Integrated results

Findings from the three instruments show a consistent pattern of positive change associated with the non-digital gamification intervention. The pretest–posttest comparison revealed descriptive gains across all four dimensions of oral performance, particularly in fluency. The questionnaire demonstrated that students perceived the intervention positively, especially in terms of motivation and enjoyment, while the observation checklist showed frequent participation, interaction, and use of English during classroom activities. The convergence of these findings suggests that non-digital gamification created an engaging and communicati-

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

Tabla 4: Students' perceptions of the non-digital gamification intervention

Dimension	Items	M	Interpretation
Motivation and Enjoyment	Q1-Q3	4.58	Very High
Confidence and Participation	Q4-Q6	4.03	High
Speaking Development	Q7-Q9	4.31	High
Learning Continuity	Q10-Q12	4.22	High
Overall Mean	Q1-Q12	4.28	High

Note. Five-point Likert scale: 1 = Strongly Disagree, 5 = Strongly Agree. **Source:** Research data (2026).

Tabla 5: Item-level results of the student perception questionnaire

Item	M	Interpretation
Q1. The activities were enjoyable.	5.00	Very High
Q2. I enjoyed speaking English in games.	4.33	Very High
Q3. The class was motivating.	4.42	Very High
Q4. I felt confident participating.	4.00	High
Q5. I was not afraid of making mistakes.	4.08	High
Q6. I participated more than before.	4.00	High
Q7. My speaking skills improved.	4.33	Very High
Q8. I can speak more fluently now.	4.42	Very High
Q9. I understand English better when speaking.	4.17	High
Q10. I want more activities like these.	4.42	Very High
Q11. I would like to continue this method.	4.17	High
Q12. I feel more comfortable speaking English.	4.08	High
Overall Mean	4.28	High

Source: Research data (2026).

Tabla 6: Classroom observation checklist results

Dimension	Always n (%)	Sometimes n (%)	Never n (%)
Participation	8 (67 %)	4 (33 %)	0 (0 %)
Interaction	7 (58 %)	5 (42 %)	0 (0 %)
Confidence	6 (50 %)	5 (42 %)	1 (8 %)
Target Language Use	7 (58 %)	4 (33 %)	1 (8 %)

Note. Observations were recorded throughout the 20-hours intervention. Source: Research data (2026).

ve environment that provided A1-level learners with repeated opportunities to practice oral English. Nevertheless, the results should be interpreted cautiously because the study involved only 12 participants and did not include a control group; therefore, the findings demonstrate positive changes associated with the intervention but do not establish definitive causality (**Table 7**).

4. Discussion

Regarding the first objective related to the development of the four dimensions of oral performance: pronunciation, fluency, comprehensibility, and speaking confidence, findings indicate a positive development in all

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

Tabla 7: Summary of findings according to the study objectives

Objective	Instrument	MD	Main Finding
1. Analyze oral performance development.	Pretest–Posttest	Pronunciation, Fluency, Comprehensibility, Speaking Confidence	Overall performance increased by 16.5 %; fluency showed the greatest descriptive improvement (42.0 %).
2. Examine students' perceptions.	Questionnaire	Motivation, Confidence, Speaking Development, Learning Continuity	Overall perception was positive ($M = 4{,}28$), with Motivation and Enjoyment showing the highest means ($M = 4{,}58$).
3. Identify participation and meaningful oral communication.	Observation Checklist	Participation, Interaction, Confidence, Target Language Use	Participation showed the highest "Always" frequency (67 %); interaction and target-language use reached 58 %.

four dimensions following the 20-hour non-digital gamification intervention; however, fluency showed the strongest and most statistically supported improvement. Overall oral performance increased from M = 7.09 to M = 8.26, with a significant difference, t (11) = 2.36, p = .038, while fluency increased from M = 1.50 to M = 2.13 and reached statistical significance, t (11) = 2.80, p = .017, with a large effect (d = 0.81). In contrast, pronunciation, comprehensibility, and speaking confidence showed descriptive improvements but did not reach statistical significance. This pattern suggests that repeated oral production, pair and group interaction, role-play, and communicative games were particularly useful for developing students' ability to sustain spoken English. This interpretation is consistent with the communicative emphasis of the intervention and with recent research highlighting the potential of gamified and communicative approaches to promote active language production and engagement (Foroutan & Taghizadeh, 2024; Sancar-Tokmak & Bostanci, 2025). Nevertheless, because the study used a small sample and no control group, these findings should be interpreted as evidence of positive changes associated with the intervention rather than definitive causal effects.

Regarding students' perceptions of the non-digital gamification intervention and their experiences during the English learning process, they expressed a clearly favorable perception of the intervention, reflected in an overall questionnaire mean of M = 4.28 on a five-point Likert scale. The highest dimension was Motivation and Enjoyment (M = 4.58), followed by Speaking Development (M = 4.31), Learning Continuity (M = 4.22), and Confidence and Participation (M = 4.03). At the item level, the statement "The activities were enjoyable" obtained the highest score (M = 5.00), indicating that enjoyment was a particularly strong component of the learning experience. These results suggest that non-digital gamification created a motivating classroom environment in which learners perceived

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

Ciencia Digital
ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

speaking activities as more engaging and less threatening. This finding is consistent with recent studies that associate gamification with increased learner motivation, engagement, and positive learning experiences (Chan & Lo, 2024; Shen et al., 2024). These findings align with recent studies demonstrating that well-designed gamified modules positively influence learners' motivation, engagement, and the development of their second-language motivational 'self' system (Güzel & Yılmaz, 2025). Additionally, when comparing technological variations, research emphasizes that both digital and non-digital gamification offer powerful mechanisms to boost learner participation, collaborative tasks, and linguistic performance in resource-constrained environments (Foroutan & Taghizadeh, 2024). However, the lower score for confidence and participation compared with motivation suggests that enjoyment does not automatically translate into equal levels of confidence for all learners, particularly at the A1 level. Therefore, gamification may be most effective when combined with sustained communicative practice and supportive teacher feedback.

Finally, non-digital gamification contributed to learners' participation and meaningful oral communication in the EFL classroom. The classroom observation findings provide complementary evidence that the intervention promoted active participation and meaningful oral interaction. Participation obtained the highest "Always" frequency (67 %), while Interaction and target language Use each reached 58 %, indicating that most learners regularly participated in activities and used English during communicative tasks. Confidence showed greater variability, with 50 % of students observed as "Always," 42 % as "Sometimes," and 8 % as "Never," which corresponds with the smaller improvement observed in speaking confidence in the pretest–posttest results. These findings are consistent with Zhang & Hasim (2023), Ponce & Chancay (2024), and Zhang & Crawford (2024) who highlight the role of gamified and collaborative activities in promoting classroom interaction, learner participation, and meaningful opportunities for language practice. Similarly, Song et al. (2025) emphasized the potential of gamification to support oral communication and active engagement in EFL learning. In the present study, the convergence of observation data, questionnaire responses, and oral performance results suggests that physical games, collaborative challenges, role-play, and communicative tasks created frequent opportunities for learners to interact and produce English in meaningful contexts. Thus, the main contribution of non-digital gamification was not only its motivational value but also its capacity to increase opportunities for active oral participation and communicative practice, supporting the development of fluency among A1-level learners. These findings should nevertheless be interpreted cautiously because the observations were summarized across the intervention rather than recorded session by session.

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

5. Conclusions

- Regarding the first specific objective to analyze the development of pronunciation, fluency, comprehensibility, and speaking confidence, all four dimensions showed descriptive improvement after the intervention. However, only fluency demonstrated statistically significant progress. Fluency presented the largest gain (+0.63; 42.0 %), while comprehensibility increased by +0.33 (17.6 %), pronunciation by +0.13 (7.1 %), and speaking confidence by +0.08 (4.3 %). Therefore, the results do not support the conclusion that all dimensions have improved significantly, but they provide stronger evidence for the development of fluency. The smaller gains in pronunciation and confidence indicate that these aspects may require longer and more targeted instructional practice. This finding is particularly relevant because recent research on non-digital gamification has also reported improvements in speaking performance while emphasizing that the effectiveness of individual speaking components depends on how gamified activities are designed and implemented.

- Regarding the second specific objective, to examine students' perceptions of the non-digital gamification intervention and their experiences during the English Learning Process, the results demonstrate a clearly favorable perception of the methodology. The overall questionnaire mean was 4.28/5, with Motivation and Enjoyment obtaining the highest dimension (M=4.58), followed by Speaking Development (M=4.31), Learning Continuity (M=4.22), and Confidence and Participation (M=4.03). The highest individual response was "The activities were enjoyable" (M=5.00), demonstrating that enjoyment was a central characteristic of the intervention. These results suggest that non-digital gamification can create an engaging and supportive environment for A1 learners, encouraging them to participate in oral activities and perceive speaking practice positively. Recent evidence likewise indicates that gamification can enhance engagement, enjoyment, teamwork, and language-learning outcomes, although its effectiveness depends on appropriate pedagogical design.

- Regarding the third specific objective, to identify how non-digital gamification contributes to learners' participation and meaningful oral communication in the EFL classroom, the observation results showed regular involvement in the communicative activities. Participation obtained the highest "Always" frequency (67 %), while Interaction and Target Language Use each reached 58 %. Confidence was more variable, with 50 % of learners classified as "Always," 42 % as "Sometimes," and 8 % as "Never." The convergence of these observations with

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original

the questionnaire and pretest–posttest findings indicate that the intervention created frequent opportunities for learners to interact, produce English, and participate in meaningful classroom tasks. Consequently, the principal pedagogical contribution of non-digital gamification in this study was its ability to combine oral practice, interaction, motivation, and active participation without requiring digital technology. Nevertheless, given the small sample, short intervention, and absence of a control group, the findings should be interpreted as promising evidence of an association rather than definitive proof of causality. Recent research similarly highlights collaborative interaction and engagement as important strengths of gamified speaking activities while noting the need for complementary strategies to strengthen pronunciation and oral accuracy.

- To conclude, the impact of non-digital gamification on the oral fluency of A1-level EFL learners was positive, with fluency showing the largest improvement and the only statistically significant gain among the four dimensions of oral performance assessed. The findings indicate that the combination of physical games, communicative tasks, pair and group interaction, repeated oral production, and formative feedback created a favorable context for learners to sustain spoken interaction and participate more actively in English. Although the intervention also produced descriptive improvements in pronunciation, comprehensibility, and speaking confidence, the strongest evidence was observed in oral fluency. Therefore, non-digital gamification can be considered a promising pedagogical strategy for supporting the development of oral fluency among elementary EFL learners, particularly when game mechanics are purposefully integrated with meaningful communicative practice. However, the small sample size, short intervention period, and absence of a control group limit the generalizability of the findings and require that the results be interpreted as promising evidence rather than definitive causal effects.

6. Conflict of interest

The authors declare that there is no conflict of interest in relation to the article presented.

7. Copyright

The authors are the owners of the copyright (patrimonial and/or exploitation) of the contents of the journal.

8. Authors' contribution statement

The authors declare that they have participated equally and substantially in the conduct of this research, under the responsibilities under the CRediT Taxonomy to describe the individual contributions of each author to the work. Lucy María Zambrano Ramírez & Sonia María Cuenca Gallegos, carried out the conceptualization of the research,

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original
www.cienciadigital.org

organization and execution of the essay, collection and curation of the data, review of the statistical analysis, interpretation of the results, preparation of the original draft, preparation of tables and figures, critical review of the content and approval of the final version of the manuscript. Rodrigo Antonio Guerrero Segura & Josué Reinaldo Bonilla Tenesaca, carried out the academic and methodological supervision of the research, provided guidance during the development of the essay, reviewed the analysis and interpretation of the results, carried out the critical review of the manuscript, made the scientific and academic correction and approved the final version for publication.

8.1 Disclosure of delegation to generative AI

The authors declare that they used ChatGPT (OpenAI, GPT-5.5) as a support tool to reorganize and editorially reformulate the original manuscript, correct the style, translate the abstract into English, and check formal compliance with the journal's format. The experimental data, design, statistical results, and scientific decisions come from the authors' research and were not generated or modified by the tool. The authors reviewed, contrasted, and approved each section and assumed full responsibility for the final content. The tool is not listed as an author and assumes no responsibility for the results. Statement submitted by Lucy María Zambrano Ramírez.

9. Financing costs

This research was funded entirely with the authors' own funds.

10. References

Chan, S., & Lo, N. (2024). Enhancing EFL/ESL instruction through gamification: a comprehensive review of empirical evidence. Frontiers in Education, 9 (21), 1395155. https://doi.org/10.3389/feduc.2024.1395155

ACheng, J., Lu, C., & Xiao, Q. (2025). Effects of gamification on EFL learning: Quasi-experimental study of reading proficiency and language enjoyment among Chinese undergraduates. Frontiers in Psychology, 16, 1448916. https://doi.org/10.3389/fpsyg.2025.1448916

Foroutan Far, F., & Taghizadeh, M. (2024). Comparing the effects of digital and non-digital gamification on EFL learners' collocation knowledge, perceptions, and sense of flow. Computer Assisted Language Learning, 37(7), 2083–2115. https://doi.org/10.1080/09588221.2022.2146724

Güzel, S., & Yılmaz, C. (2025). The impact of gamified modules on EFL learners' L2 motivational 'self' system. The JALT CALL Journal, 21(1), 1920. http

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original

s://doi.org/10.29140/jaltcall.v21n1.1920

Li, Y., Hew, K. F., & Du, J. (2024). Gamification enhances student intrinsic motivation, perceptions of autonomy and relatedness, but minimal impact on competency: a meta-analysis and systematic review. Educational Technology Research and Development, 72(2), 765–796. https://doi.org/10.1007/s11423-023-10337-7

Mora, J. C., Mora-Plaza, I., & Bermejo Miranda, G. (2024). Speaking anxiety and task complexity effects on second language speech. International Journal of Applied Linguistics, 34(1), 292–315. https://doi.org/10.1111/ijal.12494

Mudinillah, A., Rahmi, S. N., & Taro, N. (2024). Task-Based Language Teaching: a systematic review of research and applications. Lingeduca: Journal of Language and Education Studies, 3(2), 102–115. https://doi.org/10.70177/lingeduca.v3i2.1352

Peltonen, P. (2024). Fluency revisited. ELT Journal, 78(4), 489–492. https://doi.org/10.1093/elt/ccad047

Ponce Anchundia, L. S., & Chancay Cedeño, C. H. (2024). Gamification to improve oral communication in English learners: a systematic literature review. Ciencia Latina Revista Científica Multidisciplinar, 8(6), 6451–6463. https://doi.org/10.37811/cl_rcm.v8i6.15332

Ratinho, E., & Martins, C. (2023). The role of gamified learning strategies in students' motivation in high school and higher education: a systematic review. Heliyon, 9(8), e19033. https://doi.org/10.1016/j.heliyon.2023.e19033

Sancar-Tokmak, H., & Bostanci, S. (2025). Improving elementary students' English-speaking skills through non-digital gamification: an action research study. British Educational Research Journal, 51(6), 2655–2682. https://doi.org/10.1002/berj.4197

Shen, Z., Lai, M., & Wang, F. (2024). Investigating the influence of gamification on motivation and learning outcomes in online language learning. Frontiers in Psychology, 15, 1295709. https://doi.org/10.3389/fpsyg.2024.1295709

Song, J., Wang, R., Wu, X., & Zhang, Z. (2025). Unboxing autonomous motivation, controlled motivation, and oral skills among EFL learners: Insights into gamification through the lens of broaden-and-build theory. Learning and Motivation, 90, 102110. https://doi.org/10.1016/j.lmot.2025.102110

Yu, Y., Mohsen Mofreh, S. A., & Salem, S. (2024). Speak beyond borders: a systematic review of Task-Based Language Teaching for EFL speaking proficiency. English Language Teaching, 17(7), 15. https://doi.org/10.5539/elt.v17n7p15

Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systema-

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/

ISSN: 2602-8085
Vol. 10 No. 4, pp. 256 – 276, octubre - diciembre 2026
Revista Multidisciplinar
Artículo Original

tic review of empirical research. Frontiers in Psychology, 13, 1030790. https://doi.org/10.3389/fpsyg.2022.1030790

Zhang, Z., & Crawford, J. (2024). EFL learners' motivation in a gamified formative assessment: The case of Quizizz. Education and Information Technologies, 29(5), 6217–6239. https://doi.org/10.1007/s10639-023-12034-7

Esta revista está protegida bajo una licencia Creative Commons en la 4.0 International. Copia de la licencia: http://creativecommons.org/licenses/by-nc-sa/4.0/