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APPLYING GAMIFICATION TO IMPROVE ACCURACY IN SPEAKING TO BASIC ENGLISH STUDENTS

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ABSTRACT: The incorporation of gamification in language teaching has gained increasing attention in many countries and educational levels to make the learning of a second language more enjoyable or not stressful. Other researchers define gamification as the integration of game design aspects in non-game context to promote and motivate the needed manners of individuals or tackling specific subjects of interest (Nilubol, K., & Sitthitikul, P. 2023). In this research, a set of strategies were applied to 14 students at a language center. This research used the digital platform "Games to learn English to conduct speaking practices and the digital platform @ MyClassGame to students learn and practice the language in a gamified environment. With the help of the obtained data of a diagnostic exam, speaking practices in the digital platforms, the use of qualitative information acquired from interviews to the students and notes taking from the observations during the application of the strategies using gamification, the results are going to be analyzed and found if the strategies were helpful for the learners. After the intervention, it is hoped that students improve their oral skill and that they feel that learning English can be carried out as a game.

KEYWORDS: Gamification, accuracy, speaking, MyClassGame.

RESUMEN: La incorporación de la gamificación en la enseñanza de idiomas ha recibido una atención gradual en muchos países y niveles educativos para hacer que el aprendizaje de una segunda lengua sea más agradable o menos estresante. Muchos investigadores definen la gamificación como la integración de aspectos del diseño de juegos en contextos que no son de juegos para promover y motivar los comportamientos necesarios de los individuos o abordar temas específicos de interés (Nilubol, K., & Sitthitikul, P., 2023). En esta investigación, se aplicó un conjunto de

estrategias a 14 estudiantes de un centro de idiomas. Se utilizó la plataforma digital "Games to Learn English" para llevar a cabo prácticas orales, y la plataforma digital @MyClassGame para que los estudiantes aprendan y practiquen el idioma en un entorno gamificado. Con la ayuda de los datos obtenidos a partir de un examen diagnóstico, las prácticas orales en las plataformas digitales, el uso de información cualitativa obtenida mediante entrevistas a los estudiantes y la toma de notas durante las observaciones realizadas durante la aplicación de las estrategias con gamificación, se analizarán los resultados para determinar si tales estrategias resultaron útiles para los estudiantes. Después de la intervención, se espera que los alumnos mejoren su habilidad oral y sientan que aprender inglés puede ser un juego.

PALABRAS CLAVE: Gamificación, precisión, habilidad del habla, MyClassGame.

INTRODUCTION

In the past couple of years, many studies have proved that the integration of gamification into education has gained expanding attention by looking at different ways to present and introduce information in language teaching (Kratochvíl, 2022; Andriamiarisoa, 2018; Castiglione, 2024; Girardelli, 2017). Gamification is the process of incorporating elements of a game like users, task, points, leaderboards, levels and badges into different contexts and has been proved efficient through various studies in diverse areas.

This research aims the application of gamification strategies like the creation of visually attractive designs of activities, make a competition between the students, creating captivating storylines and game-oriented features like completing quest (doing some activities), crafting (planning and working with classmates) and gaining experience (gaining learning) (Sheldon, 2011) to improve speaking accuracy and help students that are taking an English course from the AFBG course of English 2 at the Language Center in the University of Veracruz.

By using gamification strategies, the study aims to find out by doing an intervention and by using games inside and outside the classes if games can pivot oral production inside the classroom in a non-stressful way and to estimate if the use of gamification can help to achieve this; it will explore virtual games that include practice speaking competencies and to help the learners to produce oral output in an easier way.

Although previous studies demonstrate gamification can enhance students' proficiency in speaking and grammar skills (Nurutdinova et al., 2021), one of the main aims in this research is to see if gamification strategies can really motivate and improve students' speaking from a University of Veracruz, Mexico.

Speaking is a vital element in language learning and many learners strive with it for many reasons, one of them is because they lack learning or sometimes, they neglect to speak in another language because they feel anxious or stressed to fail to achieve the correct pronunciation and grammar.

One of the problems that arose the most in the basics level of English classes of the University of Veracruz was that some of the students do not feel confident to speak in another language, mostly because they do not have the knowledge to do it. Therefore, this research focuses on proving if by applying gamification strategies to a group of learners can enhance and improve their speaking skills.

The first part of this investigation contains the aims of the study the context in which the investigation occurred, the involved learners' context, like the backgrounds, characteristics and English level of each one of them. As they were university students supposedly to have an A1+ English level according to the CEFR, the gamification strategies will be focused on oral production for that level, using activities modified from Games to Learn English (www.gamestolearnenglish) web page to practice in the classroom. The web page is created by Owen Dwyer since 2010 (English Club, 2019) and offers online games where students can practice their English skills independently at home from their smartphone or PC.

Another tool is the web page MyClassGame. Chiquillo and Macias (2022) used My Class Game digital tool to improve reading comprehension to elementary students in Spanish, and the conclusions were that the learning was active and meaningful. In My Class Game the teacher can create a narrative story and missions (tasks) by writing a story and told orally by uploading the audio created by the teacher, then students will read and listen to the instructions and solve the missions. Also, students can create their profile and their character, gain experience points (inside the game by the competition of tasks) by completing missions. Once students complete the missions, they will be required to upload videos of themselves speaking. Also, the implementation of observations and interviews of the learners to gather more qualitative data.

The second part of this investigation is the methodology that was used in this paper (action research); the description of the data collections instruments (observations, interviews, gamification strategies and exam's results) and the procedures for each one; the description of the implementation, and finally the explanation of the importance of the oral production for university students, the analysis of the results gathered from the examination, observation and interviews.

The last part of the paper is focused on the results and findings, including a well-organized description of them with real evidence and data. Also, the discussion and reflections of the analyzed results to emphasize the answers to the research questions and discuss possible future research with different variables or limitations.

Finally, a proper conclusion about whether the results were as expected and shared the final thoughts of the importance of the oral skills in English classes at university level.

PARTICIPANTS

For this research fourteen students participated from an AFBG English 2 group their age ranged from 18 to 31 years old and all of them are students from the university but from different careers. Some students have some previous English courses, either in private or from the same public school, but also for some of them it was their first English course. The English classes were held in a classroom at the language center.

DESCRIPTION OF THE PROBLEM

Most of the students in the language courses have problems with the speaking skill, they struggle to talk in English language inside the classroom, some of them fail their oral exams because they do not achieve the accuracy needed in their grades. In Mexico, higher educational programs demand a minimum level of English due to the necessities of the skills for jobs and the use of its in many fields, like technology and economy (Gaete-Quezada, 2011). After the pandemic, changes were applied to education, and online classes were implemented. As a result, learners only communicated through technology, like smartphones and computers. This has led to some university students not orally produce the language level they are expected for their educational programs; some of them say because they have never taken English classes, or they are nervous to speak (Anugrah et al., 2022). At the language center of the University of Veracruz, learners from the basic English course are not participating orally in classes and thus failing their oral exams.

Objective:

The purpose of this study is to discover if gamification inside and outside the classroom can improve and help basic level English students to participate more and help them gain more confidence at the moment they are required to speak with a certain level of accuracy English either with their classmates or with the teacher.

Research questions

❚ What is the impact of gamification in the oral production of English in basic level students?

- ▌ What are the students' perceptions about the intervention using gamification?
- ▌ Are there measurable improvements in speaking accuracy due to gamification?

RESEARCH PROBLEM

Speaking is one of the most important skills in university level students, because is the way they must communicate orally what are they thinking about their lives (Anugrah et al., 2022) Nowadays, students at University of Veracruz are failing their oral exams, getting low grades and not participating in oral exercises. Despite students are attending to classes, receiving input in their English classes, they are afraid to practice speaking, or they are not confidently enough.

JUSTIFICATION

The learning of English language has been important and very present in today's global context in many different contexts like social, professional and academic. At the language center of the University of Veracruz students are implemented with oral, writing, listening and reading skills in basic English levels, to develop an effective communication. Every course, many students face difficulties, like anxiety, lack of motivation or even time to achieve the expected knowledge in the language, resulting in making mistakes in their exams and evaluations, getting low grades or even failing the courses and not retaining the knowledge.

In previous courses, most of the students fail their oral exams because they do not feel comfortable talking and because sometimes, they do not know what to say. Also, they struggle to participate in class. Some of them answered when they were asked about the reason because they do not feel secure when speaking English inside the classroom and all their classmates are listening, some of them just said because sometimes they do not know what to answer. This is one of the main reasons this research is focused on speaking skills.

Nowadays, there are a great number of students that suffer from anxiety during their foreign language classes thanks to the lack of social interaction during the pandemic.

Anugrah (2022) mentioned in his study:

> Anxiety is a subjective feeling of tension, uncertainty, nervousness, and worry that occurs when the autonomic nervous system is arouse… nervousness in speaking English might impair students' ability to adapt to the target environment and, as a result, their ability to achieve their educational goals (p. 11).

Also, Kratochvíl (2022) found that "gamification design" (challenges and achievements) positively affects students' performance in university courses" (p. 28), so this research will try another design of gamification with another student.

ENGLISH LANGUAGE ACCURACY AND GAMIFICATION

Language accuracy cannot be easily measured (Zhang, 2010) even though there have been some studies with different measurement models like the Competing Test theory (CTT). Accuracy should not be only measured with a pure number or grade, but rather with performance and communication. The target of communicating something can be achieved by maybe not following the grammar rules of a language, since there can be different ways of achieving communication.

Ho et al. (2019) study investigated the effects of using games in students' speaking performances, where they used the methods of P-P-P (presentation, practice and production) with a control group and an experimental group that use games in the learning process. The results revealed that their speaking skills improved amazingly and applied gaming activities as an effective method to improve participation in the learning process.

Reinhardt (2019) explained the contrast between the concept "learning to play" and "playing to learn"; this happens when the learner plays in order to learn a set of rules inside a game, and to transfer this to L2 teaching using the approach of CALL (computer-assisted language learning) the L2 teacher developed ways of using the newest technology for a L2 teaching since the 1970s.

He also proposed three important terms in teaching using gamification:

❚ game-enhanced: when using the language of games not originally intended for L2TL,
❚ game-based: when using games intentionally designed for L2TL),
❚ and game-informed: when using instruction informed by the theoretical principles of play and games.

METHODOLOGY

Type of study (Action research)

Action Research is a model of research that implies doing two activities at the same time: making an action and research. Action means to look for a method or way to improve and transform by making an intervention in a social context, like in a school (administration) or inside a classroom (Burns, A., 2009). Research is the process of observation of the same social context, analyzing its progress and looking for a

space to make an improvement by applying the previous intervention (Burns, 2023). The outcome from the action research can be positive, negative and neutral, but any result would be useful for future references, and they should be documented.

Description of data collection instruments and procedures

The first step was to ask students if they wanted to participate anonymously or not and were informed about the whole process and goal of the intervention. The students signed a paper with all the information about the process and use of their information and all of them agreed to participate without problems. Next, they answered a survey from Google Forms to have more information about their background of the English language. Before the intervention, students did an oral exam that consisted of six open questions with the topics, this was done to measure they level of speaking skill. During the classes of the intervention, the teacher observed and took notes using the Cornell note taking system. After the intervention, the students did the same oral exam they did before the intervention. Finally, they were interviewed to check how their experience was. The interviews were done in Spanish language, and it was performed inside the same classroom the students take their lessons.

After the intervention, a questionnaire was performed to get qualitative data about the students' impressions of the exercise.

Table 1: List of topics per day

Number of topics	Topic	Description
Topic 1	Frequency adverbs	Everyday activities.
Topic 2	Comparative adjectives	Describe and compare how two things are different from each other.
Topic 3	Superlatives adjectives	Describe and compare three or more things and indicate that one item is at the highest or lowest degree of a certain quality.
Topic 4	Should	To indicate obligation, duty, or correctness, typically when criticizing someone's actions.
Topic 5	Regular and irregular verbs in past tense	Describe actions completed in the past, usually with a specific point in time.
Topic 6	Going to	To talk about future actions that are already decided to do.

DESCRIPTION OF THE IMPLEMENTATION

DATA ANALYSIS PROCEDURES

The length of the intervention will be five to six weeks. The intervention will be made by taking three days of the week of the learners' daily English lessons. In the first week, on the first day, the students are going to do a diagnostic oral exam.

On the second day, the students will answer the questionnaire from Google forms. On the third day, the implementation will start. All the process will take one hour of their daily lessons to apply the intervention steps.

From the second week to the sixth the gamification activities will take place. The students will study and practice in class the topics "adverbs of frequency", "comparatives adjectives", "superlatives adjectives", "should", "regular and irregular verbs in past tense" and "going to". By using the book "Grammar in use" fifth edition by Raymond Murphy, students will study the explanation and do some exercises about the topics. Then, the students will make use of the digital platform "Games to learn English" to practice some speaking activities about the same topics.

At the end of the week, the teacher will introduce to the students the digital platform of "My class game". They will receive a guided tour of the platform; they will create their characters and will be added to the course of the platform. After that, students will receive a task (a recording made by the teacher) explaining the tasks for the weekend. Students will have to record themselves in a video of at least two minutes to complete the task and upload it in a Padlet created for that.

Table 2: Order of activities per topic.

First topic	Second topic	Third topic	Fourth topic	Fifth topic	Sixth topic
In class: Pages 10 and 11 of the book: -Explanation about the "adverbs of frequency" (10 minutes) - Exercises and practice from the book. (15 minutes) Digital game about "Adverbs of frequency" from the "Games to learn English" web page (15 minutes) - Writing of the script using "adverbs of frequency" about their character. (20 minutes)	In class: Pages 14 and 15 of the book: - Explanation about the "comparatives adjectives" (10 minutes) - Exercise fill the gaps and practice from the book (15 minutes) Digital game of "Comparatives" from the "Games to learn English" web page (15 minutes) - Writing of the script using "comparatives" about their character. (20 minutes)	In class: Pages 10 and 11 of the book: - Explanation about the "superlatives adjectives" (10 minutes) - Exercises and practice from the book (15 minutes) Digital game about "Superlatives" from the "Games to learn English" web page (15 minutes) - Writing of the script using "superlatives" about their character. (20 minutes)	In class: Pages 4, 5, 10 and 11 of the book: - Explanation about the use of "should" (10 minutes) - Exercise fill in the gap (digital activity) (15 minutes) -listening conversations from the book (15 minutes) Game about "should" from the "Games to learn English" web page (15 minutes) - Writing of the script using "should" about their character. (20 minutes)	In class: Pages 14, 15, 26 and 27 of the book: - Explanation about the regular and irregular verbs in past tense (10 minutes) -Exercise matching from the book (15 minutes) Game of "regular and irregular tense (past)" from the "Games to learn English" web page (15 minutes) - Writing of the script using "regular and irregular tense (past)" about their character. (20 minutes)	In class: Pages 26, 27, 10 and 11 of the book: - Explanation about the future tense using "going to" (10 minutes) - Exercise Reading and answer the questions and practice from the book (15 minutes) Game of "future tense" from the "Games to learn English" web page (15 minutes) - Writing of the script using "future tense" about their character. (20 minutes)
Game practice of the topic "Adverbs of frequency" in smartphone or computer using the web page @MyClassGame (15 minutes) Students will read the instructions of the task on the web page and record a video of approximately 1 or 2 minutes about themselves describing their characters and their daily routines. Finally, they will upload their video in a Padlet.	Game practice of the topic "Comparative adjectives" in smartphone or computer using the web page @ MyClassGame (15 minutes) Students will read the instructions of the task on the web page and record a video of approximately 1 or 2 minutes about themselves comparing their characters with the characters of their classmates using comparatives adjectives. Finally, they will upload their video in a Padlet.	Game practice of the topic "Superlative adjectives" in smartphone or computer using the web page @ MyClassGame (15 minutes) Students will read the instructions of the task on the web page and record a video of approximately 1 or 2 minutes about themselves comparing their characters with the characters of their classmates using superlatives adjectives. Finally, they will upload their video in a Padlet.	Game practice of the topic "should" in smartphone or computer using the web page @ MyClassGame (15 minutes) Students will read the instructions of the task on the web page and record a video of approximately 1 or 2 minutes about themselves giving recommendations about how they can defeat a wild monster by using their characters' skills. Finally, they will upload their video in a Padlet.	Game practice of the topic "present perfect" in smartphone or computer using the web page @MyClassGame (15 minutes) Students will read the instructions on the web page and record a video of approximately 1 or 2 minutes about themselves explaining actions that their characters have lived in the imaginary world/life. Finally, they will upload their video in a Padlet.	Game practice of the topic "future tense" in smartphone or computer using the web page @ MyClassGame (15 minutes) Students will read the instructions on the web page and record a video of approximately 1 or 2 minutes about themselves explaining what their characters will do in the future. Finally, they will upload their video in a Padlet.

After the last topic is presented, an interview will be conducted with four students only. The students selected for the interview will be one who obtained a high grade in the post diagnostic oral exam, two with middle grades and one with low grades.

a. **Data condensation:** The first week of the intervention students are going to answer a questionnaire made in Google forms to obtain some of the current perceptions of the students from topics like previous experiences, language proficiency, and technology. Participants information will be codified so that the information is anonymous. Each student will be named by numbers and codes (e.g. E1, E2, etc.) to have a better organization of the information. During this process, observation and the Cornell note taking system will be applied. Then, personal interviews are done one by one to obtain qualitative information. The interviews are going to be recorded and transcribed for a deeper analysis.

b. **Data display:** With the obtained information, charts, networks and graphics will be used to have a better display of the data. These forms of displays assemble organized information and make it very accessible and compressed. A process that will start from the second week to the fourth.

c. **Conclusion drawing/verification:** At the fifth week, the analyzation and triangulation of the organized data, the implementation, questionnaire and final exam, the conclusions will begin to be written to start the organization of the findings.

Table 3: Schedule of activities of the intervention

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Survey in Google Forms about their information about previous experiences with the English Language and experience using technology.		Diagnostic oral exam (it will not be counted for evaluation)		Students will be informed about their results and be notified about some activities to help them to improve their grades.
Week 2	First activity (digital game). Observation and note taking		Second activity (virtual) Observation and note taking		Third activity (virtual) Observation and note taking
Week 3	Fourth activity (digital game). Observation and note taking		Fifth activity (digital game). Observation and note taking		Sixth activity (digital game). Observation and note taking
Week 4	Questionnaire in order to know their thoughts about the activities		Post diagnostic oral exam		Results will be written by compelling the results of the questionnaires, activities and observation.
Week 5	Analysis of the results, creation of charts.				
Week 6	Writing and analyzing results to reach conclusions and future recommendations				

Pre intervention

Careful planning is going to be undertaken to think about the dates the interventions are going to take place, time allotted and the number of participants. After that, the activities focused on gamification that will be applied to the learners have to be organized and designed. There will be electronic activities (games).

During intervention

At the start of the first week, a diagnostic oral exam will be done for the students. This will be done to identify grades and some students with high, medium and low grades will be chosen to be the participants of the intervention (12 students).

On the second day of the first week, learners will be informed about their results, and they will be notified about some activities to help them to improve their grades. At the end of the first week, a questionnaire will be applied to the selected learners to be able to understand the reasons for their results of the previous exam. On the

second week, the first activity will be done (digital game). Two days later, the second activity with electronic games will be applied and meanwhile, observation and note taking (Cornell note taking system) about the impact and reactions of the activities will be done in the process; in the third week, one last survey will be done to know their thoughts about the activities. Finally, in the fourth week, the results will be written by compelling the results of the questionnaires, activities and observation.

Post intervention

After the end of the last week, results need to be analyzed. They are expected to bring information to light about the reasons they are failing in their oral production activities. Charts are going to be needed to have a better understanding of the results.

After analyzing the results, the next step is to think about how intervention can be improved, and some recommendations for future research.

FINDINGS

Findings attained are based on the data collected from the data collection instruments. This section has been organized according to the order of data received. The first part is the survey before the implementation in Google Forms. The survey was made in Spanish so the students could answer the questions properly.

The students took an average time of 5 minutes to complete the 22 questions of the survey. They did it on their phones and during their class time. Most of them are university students, so they are from 18 to 24 years old, only one student is from 30 to 34 years old. None of them is older than 35 years old. 50% of the students do not have a job, so most of them can focus more on their studies. 25% of students have a part-time job and the other 25% have a full-time job. With this, it is noticeable that some of them can have a difficult time delivering their video activities outside the classroom because they work.

The first question was "at what age did you start studying English?". Three of them started before age 10, Meaning they have more time studying the language. Most of the students began studying between the ages of 11 and 20 and one of them after the age of 20.

The next question was to find out where they had studied English before. The students could select different options if applicable. Most of them have only studied in their schools like just another subject. Only three of them have studied in private schools like The Institute language school, Global Center and Harmon Hall. Three of them practiced the language with a member of their family who has some knowledge in the language and another three answered they have studied the language by themselves.

● Antes de los 10 años	3
● 11 - 15 años	4
● 16 - 20 años	4
● 20 años o más	1

Figure 1: Pie chat taken from the results of the survey created in Google forms, about the answers to the question "¿A qué edad comenzaste a estudiar el idioma inglés?".

In the question "how would you rate your level of English?" none of them indicated in an advanced level, 50% of them selected beginner and the other 50% selected intermediate. Since they are on a course in A2 level, an advanced level would be too much for them.

According to the answers from the survey, all the students feel motivated learning English. This could be of great help for the intervention, because they could do better in the activities and the results could be positive; if the students lack motivation they might not participate as much in class (Yánez & Álvarez, 2022). Also, there was only one student that mentioned that did not like the English language; this could mean the student only takes classes because he/she must take them to obtain the degree.

● Si	12
● No	0

Figure 2: Pie chart taken from the results of the survey created in Google forms, about the answers to the question "¿Te sientes motivado de aprender el idioma inglés?".

The students were asked about how they felt using English in the writing, reading, listening and speaking skills. By using a Likert scale with the options from "very good", "good", "neutral" and "bad", students indicated how they feel in each skill. These were the results:

Figure 3: Chart taken from the results of the survey created in Google forms, about the answers to the question "¿Cómo te sientes cuando usas el idioma inglés en las siguientes áreas?".

As the results indicate, the skill the students feel best using is writing: 16.7% indicated they feel "very good"; 58.3% answered "very good". The reading skill had almost the same results, but they answered more they feel "very good"; both the writing and reading had the same results in "neutral", with a 25%. The listening and speaking had similar results too, but the listening had more "very good" answers. Both skills had the same number of answers in the "neutral" and "bad" options. As expected, speaking was the skill the students feel the worst using it.

Another question was to know how they grade their English level in each of the four skills, and the answers were contrasting to the previous question.
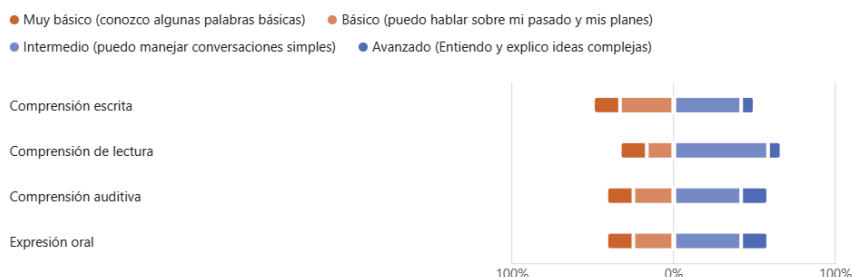

Figure 4: Chart taken from the results of the survey created in Google forms, about the answers to the question "¿Cómo calificarías tu nivel del idioma inglés en cada habilidad?".

As the chart shows, the listening and speaking skills had the same number of answers. The same number of students (41.7%) selected they grade their listening skill as an "intermediate" level and the same with the oral skill. Also, for both skills, the same number of students indicated they grade their oral skill as "advanced". It is a peculiar answer, because in the previous question they indicated they feel "bad" using the listening and speaking skills.

● Raramente	1
● A veces	7
● Frecuentemente	0
● Todos los días	0

Figure 5: Pie chart taken from the results of the survey created in Google forms, about the answers to the question "¿Qué tan seguido usas el idioma inglés en tu vida diaria?".

Most of the students use English in their daily lives. They expressed that in social networks they find some post in English, and they understand most of them, and if not, they look for unknown words and try to make sense by themselves. Only 33% of the students do not use English in their daily lives. A large percentage of the students (88%) answered that they sometimes use English. As mentioned before, they use it mostly by navigating their social networks. Only one student answered that rarely uses the English language.

● Libros	4
● Música	9
● TV (películas, shows de TV)	5
● Aplicaciones para aprender idiomas	4
● Otro	1

Figure 6: Pie chart taken from the results of the survey created in Google forms, about the answers to the question "¿Qué recursos usas para practicar el idioma inglés?".

Music was selected as the most used resource to practice English. As seen daily, most of the students arrive at the classroom wearing headphones. When they were asked what language they listen to music in, they all answered in English. As Wardhono et al. (2022) expressed about using music to learn English: "*Through songs different language skills and language components can be learned integratedly*" *(p. 1).* Students may be practicing unconsciously what they have seen in their classes with the music they listen every day and have made improvements in the listening and speaking skills.

Principiante   2
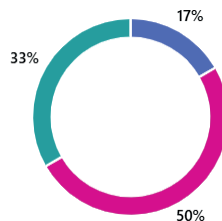Intermedio   6
Avanzado   4

17%
33%
50%

Figure 7: Pie chart taken from the results of the survey created in Google forms, about the answers to the question "¿Cómo calificarías tu competencia con la tecnología?".

The last questions of the survey were about their competence with technology. These questions were important because they were going to use technology almost all the time during the intervention. Half of the students answered they have advanced competence using technology. During the language course, they have been seen using online dictionaries on their phones, meaning they can use technology to help themselves with the course. The last question was about the applications they use frequently to practice English. The most selected was "videos", and they commented that when they do not understand a topic or have doubts about it, they search for videos in Spanish language that explain the topics.
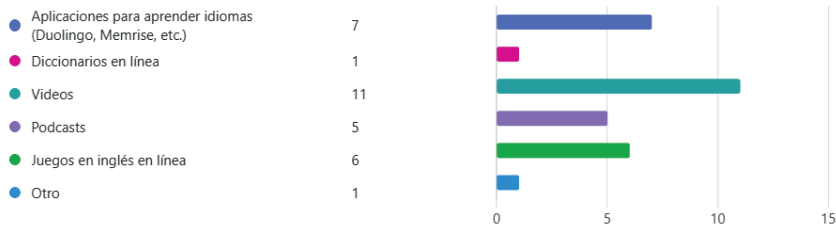

Aplicaciones para aprender idiomas (Duolingo, Memrise, etc.)   7
Diccionarios en línea   1
Videos   11
Podcasts   5
Juegos en inglés en línea   6
Otro   1

Figure 8: Pie chart taken from the results of the survey created in Google forms, about the answers to the question "Para aprender el idioma inglés, ¿cuál de las siguientes has utilizado?

Quantitative findings

Survey:

Most of the students answered they would like to use virtual games to learn English. They mentioned that virtual games are more interactive, dynamic and interesting. Likewise, most of the students have used videogames that have helped them to learn and practice the languages. According to Gee (2004), there are many studies that emphasize the educational potential videogames have for vocabulary

learning. Some of the videogames they mention have gameplay mechanics that make people submerge in the game, and that when they can enter in a concentration state (flow theory) and learning without they knowing can happen. One of the videogames the students stated was Minecraft, and it can be a really useful tool for students to learn new vocabulary (Musa, 2015), and that vocabulary can be translated later with speaking.

21. ¿Qué juegos virtuales consideras que has utilizado para aprender inglés? (0 punto)   Más detalles

12
Respuestas

Respuestas más recientes
"Wordwall"
"Ninguno"
"Duolingo"
• • •

4 encuestados (33%) respondieron Ninguno para esta pregunta.

Sims
GOG GTA V   Roblox
          Wordwall   **Ninguno**   Zelda   Animal crossing
Legend   Howgarts Legacy
    Final Fantasy   dragon city
Duolingo   Minecraft

Figure 9: Answer taken from the results of the survey created in Google forms, about the answers to the question "¿Qúe juegos virtuales consideras que has utilizado para aprender inglés?".

Other important question from the survey was if students like to learn English language using virtual games. From the 12 students, 11 answered "yes".

22. ¿Te gusta aprender inglés con juegos virtuales? ¿Si? ¿No? ¿Por qué?

12 Respuestas

1	anonymous	Si
2	anonymous	No he jugado a nada
3	anonymous	No
4	anonymous	Si, porque considero que estudie y aprender cosas nuevas con cosas que nos agraden se facilita más
5	anonymous	si, es muy didáctico
6	anonymous	Si
7	anonymous	Si, es más interactivo y llamativo
8	anonymous	Si, por ser dinámico
9	anonymous	Si ,por qué así desarrollaría nuevas habilidades
10	anonymous	Si porque me ayudan mucho

Figure 10: Answer taken from the results of the survey created in Google forms, about the answers to the question "¿Te gusta aprender inglés con juegos virtuales? ¿Si? ¿No? ¿Por qué?".

This is considered important because they have the willingness to use virtual games to learn. Some of the students mentioned:

"I consider that studying and learning with things that we like becomes easier".

Another student answered:

"Yes, because I will develop new skills"

Diagnostic oral exam

After the survey, the students are going to do a diagnostic oral exam. This is to triangulate the data collected from the diagnostic exam before the intervention.

Table 5: Diagnostic exam scores (pre-intervention)

	Pronunciation (5)	Fluency (5)	Vocabulary (5)	Grammar (5)	Total (20)
AA1	1	1	2	1	**5**
JC2	1	2	3	3	**9**
DO3	3	4	5	4	**16**
OH4	2	2	3	1	**8**
JC5	5	4	5	4	**18**
SH6	5	4	5	5	**19**
AJ7	2	2	3	2	**9**
JM8	2	1	2	1	**6**
WM9	5	5	5	4	**19**
DO10	1	2	2	1	**6**
KP11	4	4	4	4	**16**
JP12	4	4	3	3	**14**
TOTAL:	**35**	**35**	**42**	**33**	**145**

The results show that half of the students fail to obtain a grade to pass the oral exam.

Observation/Note taking

During the classes, students reported they were having a great time because "English classes were different and more dynamic than other classes". They showed greater confidence and interest while doing their scripts and decreased anxiety while speaking.

Students showed a very positive reception concerning the use of digital gamified activities.

While writing their scripts, real interest in looking for new vocabulary to write their scripts. Students used online dictionaries (Cambridge, Thesaurus) to look for new vocabulary words.

Interpretation of results:

❚ Gamification appears to motivate students, nurturing a more confident and relaxed participation inside classroom.

❚ The non-stressful and playful environment may directly contribute to improved oral performance.

Teaching implications:

❚ Inspire a broader adoption of gamified approaches in language education.

❚ Highlight the need for balanced technology integration to support learning without overwhelming the learners.

CONCLUSION

The integration of gamification strategies can meaningfully change the learning of English language, and using digital platforms like *@MyClassGame* to immerse the learners in their learning, it can make the teaching and language helpful and meaningful not only for improving oral skills, but all other skills as well.

Observations of the students interacting with digital platforms, the students seemed to be working in a natural way, they were not thinking about the things that worried them and looked very motivated looking and asking for new vocabulary words. In addition, they seemed encouraged to participate more and really cared about their writing work.

At the time this paper was written, there was very limited available information about improving English oral skills language by using *@MyClassGame* platform, this paper could help to add information about that. One of the problems with the digital platform is it interface; sometimes it is complicated and need some time to master it. There is another similar option named "*Classcraft*". Its interface is more accessible; however, it is a paid option considered for future exploration.

It is expected to continue with this investigation, by changing several variables like the digital platforms used, the narrative used for the context for the students, the activities the students were exposed to practice oral skills (those offered by the *Games to learn English* website). For future research, it is considered to explore more games, for example console video games such as *The Legend of Zelda, Final Fantasy* and *Mario Bros.* to determine if these can help learners to acquire new vocabulary, enhance writing and oral skills.

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