



Game-Based Discussion: Enhancing Critical Speaking, Confidence, and Accuracy in the EFL Classroom

Rachmat Awaludin Yusuf¹, Yulianto Sabat², Laili Hibatin Wafiroh³

^{1,2,3} Universitas PGRI Delta Sidoarjo

Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>This study examined the effectiveness of game-based discussion, defined as structured speaking tasks that use role cards, evidence tokens, timed problem solving, and peer rotation to guide argumentative interaction, in enhancing critical speaking, confidence, and linguistic accuracy in EFL classrooms. Using a quasi-experimental design, 156 secondary students in East Java, Indonesia, were assigned by intact classes to experimental and comparison groups. Data were collected through pre- and post-speaking tests assessed with analytic rubrics, questionnaires, classroom observations, and semi-structured interviews. Results showed that the experimental group achieved large gains in critical speaking ($M = 62.45$ to 78.12, $d = 1.98$), confidence ($M = 58.77$ to 75.56, $d = 1.87$), and accuracy ($M = 60.33$ to 74.45, $d = 1.83$), with all gains statistically significant at $p < .001$ and stronger than those in conventional instruction. The novelty of the study lies in integrating cognitive, affective, and linguistic dimensions within one instructional model rather than treating speaking fluency or motivation as isolated outcomes. Lexical precision and syntactic control were still developing under spontaneous pressure, but guided feedback and peer scaffolding supported gradual improvement. The findings offer practical implications for EFL teachers and curriculum developers seeking interactive, measurable, and learner-centered speaking instruction.</i>
Keywords: Accuracy, critical speaking, EFL classroom, gamification, speaking confidence.	
DOI: 10.24256/ideasv14i1.9941	
Corresponding Author: Rachmat Awaludin Yusuf ra.yusuf67@gmail.com Universitas PGRI Delta Sidoarjo	

1. Introduction

Speaking competence in English as a Foreign Language (EFL) classroom increasingly requires more than fluent production. Learners are expected to evaluate information, justify viewpoints, respond to peers, and maintain intelligible and accurate language during real-time interaction. Critical speaking, oral confidence, and linguistic accuracy therefore operate as interrelated

components of communicative competence (Chen, 2024; Correia, 2024; Mahmood, 2023). However, Indonesian secondary learners often receive limited opportunities for extended dialogic exchange because speaking lessons remain influenced by teacher-led explanation, textbook prompts, examination orientation, and fear of making public errors. As a result, many learners can understand grammatical rules but hesitate to defend opinions, ask clarification questions, or control grammar, vocabulary, and pronunciation during spontaneous speech (Harris, 2025; Sarani & Kord, 2023; Tran et al., 2024).

Previous EFL studies have responded to these problems through peer discussion, confidence-building reflection, and accuracy-focused feedback, but the findings remain fragmented. Peer discussion can stimulate idea elaboration, yet passive participation often persists when roles, turn-taking, and incentives are not clearly structured (Al-Rashidi et al., 2022; Nussbaum, 2021).

Reflective activities may reduce anxiety and improve willingness to communicate, but they do not always expose learners to the pressure of immediate decision making (Alshammri, 2023; MacIntyre, 2020). Accuracy training can heighten error awareness, yet transfer to spontaneous oral production is often weak when learners must listen, think, and respond at the same time (Alimorad & Saleki, 2022; Lee, 2022). Thus, existing research tends to examine cognitive, affective, and linguistic outcomes separately, leaving a need for an intervention that integrates them in one classroom model.

Game-based discussion is expected to influence the three dimensions simultaneously because it combines communicative urgency, structured peer interaction, collaborative reasoning, and repeated opportunities for feedback. Unlike game-based learning studies that mainly emphasize enjoyment, motivation, or speaking fluency, the present intervention aligns game mechanics with discourse objectives: students must generate claims, use evidence, change roles, negotiate decisions, and reformulate language under guided time limits (Ikhwan et al., 2025; Park et al., 2021; Yin & Chen, 2024).

The novelty of this study is therefore the integration of critical speaking, confidence, and accuracy as mutually reinforcing outcomes within one instructional cycle. The study operationalizes critical speaking as the ability to evaluate information and justify claims; confidence as perceived readiness and willingness to contribute; and accuracy as grammatical, lexical, and phonological control during extended turns. The conceptual relationship is presented in Figure

1. This study is guided by two research questions:

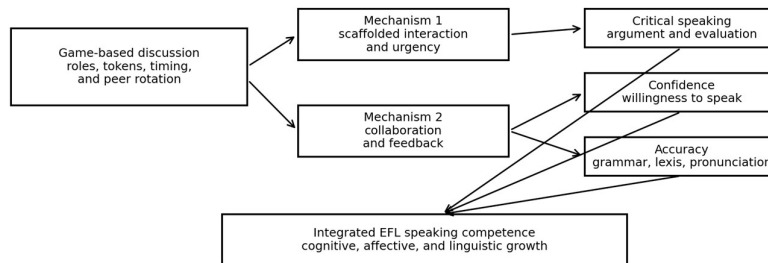


Figure 1. Conceptual framework of game-based discussion for multidimensional speaking development.

1. How does game-based discussion influence learners' critical speaking, confidence, and linguistic accuracy in EFL contexts?
2. How do learners perceive the role of game-based discussion in shaping their engagement and speaking performance?

Literature Review

Game Based Discussion in EFL Speaking Development

Game-based discussion refers to structured oral interaction in which game elements such as roles, time limits, evidence tokens, scenario cards, and peer rotation are intentionally connected to discourse goals. In EFL speaking development, these elements can create communicative urgency and collaborative problem solving, encouraging learners to negotiate meaning and formulate ideas more actively (Basthomi et al., 2025; Erdiana et al., 2025; Ferdiansyah et al., 2025).

Nevertheless, previous studies show that games may remain superficial when competition or entertainment is prioritized over sustained argumentation and balanced turn-taking (Ristanto et al., 2022; Slamet et al., 2024a, 2025a, 2025b). Recent research therefore calls for closer alignment between game mechanics and speaking objectives so that students do not only enjoy the activity but also justify claims, respond critically, and monitor language form during interaction (Ahmed et al., 2022; Ikhwan et al., 2025; Özmen, 2025; Roohani & Vincheh, 2023).

Critical Speaking, Oral Confidence, and Accuracy

Critical speaking involves evaluating information, defending viewpoints, and sustaining coherent arguments. Oral confidence is closely related to willingness to communicate, especially when learners must speak before peers and respond to unpredictable turns (MacIntyre, 2020; MacIntyre & Wang, 2021). Linguistic accuracy concerns grammatical, lexical, and phonological control, which may

decline when learners speak under time pressure or cognitive load (Afshar & Jamshidi, 2022; Sarani & Kord, 2023). These dimensions are mutually connected: confidence encourages participation, participation creates opportunities for reasoning, and repeated reasoning tasks expose learners to feedback that supports accuracy. Therefore, an integrative speaking intervention should provide meaningful interaction, affective safety, and opportunities for form-focused refinement at the same time (Harris, 2025; Khodabandeh, 2022; Yin & Chen, 2024).

Theoretical Framework and the Study Context

This study draws on sociocultural theory, Task-Based Language Teaching (TBLT), Communicative Language Teaching (CLT), and Willingness to Communicate (WTC). Sociocultural theory positions speaking as a socially mediated process shaped by scaffolding, peer assistance, and dialogic engagement (Grazzi, 2024; Poehner, 2022).

TBLT emphasizes goal-oriented interaction and meaningful decision making, while CLT highlights communicative use of language for negotiation, interaction, and purposeful expression. WTC explains how learners' readiness to speak can increase when classroom tasks reduce fear and provide repeated opportunities for success (MacIntyre, 2020; MacIntyre & Wang, 2021). Together, these perspectives explain why game-based discussion may strengthen reasoning, confidence, and accuracy simultaneously.

The study was conducted in a private secondary school in East Java, Indonesia, where the English curriculum emphasizes communicative competence but classroom practice often remains constrained by limited oral participation, hesitation to express opinions, and reliance on teacher-led talk. The learners had foundational knowledge of English grammar and vocabulary, yet many were not accustomed to extended analytical discussion in English.

This context reflects a common profile of Indonesian secondary EFL classrooms, where students need guided, low-anxiety, and interaction-rich opportunities to transform linguistic knowledge into spoken performance. Implementing game-based discussion in this setting therefore offers insight into how structured and socially mediated tasks can address cognitive, affective, and linguistic barriers in comparable EFL contexts.

2. Method

Research Design and the Participants

This study adopted a quasi-experimental nonequivalent control group design to examine how structured game-based discussion shaped learners' critical speaking, oral confidence, and linguistic accuracy. The design was selected because random assignment of individual students was not possible in the school setting, yet comparison between intervention and conventional instruction was needed to

evaluate learning outcomes. Quantitative data from speaking tests and questionnaires were combined with qualitative data from observations and interviews to provide a comprehensive account of performance change and learner experience.

Four intact classes comprising 156 students were involved. To reduce selection bias, the four classes were first matched by grade level, curriculum, timetable, teacher, and diagnostic speaking performance. The two class pairs with the closest diagnostic means were then assigned to the experimental and comparison conditions through a simple lottery at the class level.

This procedure retained the natural classroom structure while improving baseline comparability. Each condition consisted of two classes ($n = 78$). Participants were included if they were enrolled in the targeted grade, attended lessons regularly, and obtained parental consent and student assent. Students requiring individualized learning accommodations were excluded because the intervention depended on group-based oral interaction.

Table 1 Participant Demographics ($n = 156$)

Variable	Category	Total (n)	Percentage (%)
Gender	Male	74	47.44
	Female	82	52.56
Age	14 years	49	31.41
	15 years	84	53.85
	16 years	23	14.74
Prior exposure to group discussion	Low	61	39.10
	Moderate	72	46.15
	High	23	14.74
Previous English achievement	Below 75	42	26.92
	75 to 85	79	50.64
	Above 85	35	22.44
Self-rated speaking confidence	Low	68	43.59
	Moderate	64	41.03
	High	24	15.38

Instruments

Multiple instruments were used to generate quantitative and qualitative data aligned with critical speaking, confidence, and accuracy. The pre- and post-speaking tests consisted of parallel discussion prompts requiring learners to present arguments, respond to peers, and justify decisions under timed conditions. The prompts were designed around familiar adolescent and school-life issues, reviewed by three applied linguistics specialists, and piloted with a separate class to ensure equivalent difficulty, topic familiarity, and cognitive demand.

Performance was assessed using analytic rubrics covering grammatical accuracy, lexical precision, phonological clarity, argument structure, and interactional responsiveness. Inter-rater reliability reached 0.89 after calibration sessions. When raters differed by more than one band, the recording was re-examined and the final score was determined through moderated consensus based on rubric descriptors.

A closed-ended questionnaire adapted from Roohani and Vincheh (2023) and Slamet and Basthomi (2024) was administered to capture affective and behavioral responses. The instrument consisted of Likert-scale items on willingness to speak, comfort during spontaneous interaction, clarity of ideas, engagement, self-correction, and perceived improvement. Pilot testing and item analysis were conducted with a separate cohort, and the final version achieved a Cronbach alpha of 0.87. Sample questionnaire items and an excerpt of the speaking rubric are provided in Appendix A and Appendix B to improve transparency and replicability.

Structured interviews were conducted with 15 purposively selected learners representing different proficiency and confidence levels. The interviews explored perceptions of task demand, support from game structures, and challenges encountered during participation. Classroom observation sheets complemented the data by documenting turn distribution, hesitation markers, collaboration, and language-monitoring behavior. Two independent observers used the same checklist to support consistent categorization.

Data Collection Procedures

Data collection was carried out over eight instructional weeks. Week 1 involved orientation, consent confirmation, pre-speaking tests, and familiarization with the task format. Weeks 2 to 7 consisted of six game-based discussion cycles for the experimental group, while the comparison group completed teacher-guided discussion and textbook speaking tasks on equivalent themes. Each weekly session lasted 90 minutes. In the experimental group, corrective feedback was standardized through delayed group feedback, short language-focus notes, and brief reflection at the end of each session; the teacher did not interrupt students during turns except to manage task rules. The comparison group received the school’s usual oral correction after discussion. Week 8 included post-speaking tests, questionnaires, and interviews. The same teacher taught both groups, and scoring was conducted without revealing group membership.

Table 2 Implementation of Game Based Discussion Intervention

Week	Materials	Objectives	Discussion Tasks and Scenarios
Week 1	Orientation slides, sample prompt	Build task familiarity	Introduction to rules, modeling turn taking, short warm up activity

Week 2	Role cards, scenario sheets	Develop generation and spontaneous reasoning	idea and	Game 1: Opinion Race. Students draw topic cards and give quick arguments before rotating partners
Week 3	Puzzle topics, evidence tokens	Strengthen argument structure		Game 2: Evidence Builder. Groups assemble claims using provided evidence pieces and justify selections
Week 4	Conflict scenario sets	Practice negotiation and counter argumentation		Game 3: Conflict Switch. Students defend a position, then switch sides midway to enhance flexibility
Week 5	Problem solving challenge sheets	Enhance collaborative reasoning		Game 4: Decision Grid. Groups must reach a collective decision under time constraints
Week 6	Moral dilemma cards	Improve critical evaluation		Game 5: Values Exchange. Students exchange viewpoints and justify moral judgments
Week 7	Integrated scenario booklet	Apply all skills in extended discussion		Game 6: Grand Simulation. Groups respond to a complex scenario requiring multi step reasoning
Week 8	Post test instruments	Measure learning outcomes		Post speaking test, questionnaire, interviews

Data Analysis

Data analysis followed a mixed-methods approach. Prior to inferential testing, the data were screened for normality and homogeneity using Shapiro-Wilk tests, skewness-kurtosis inspection, and Levene's tests. The assumptions for t-tests were considered satisfied because all distributions were acceptable and homogeneity tests were non-significant ($p > .05$). Paired-samples t-tests examined within-group changes, while independent-samples t-tests compared post-test performance between the experimental and comparison groups. Cohen's d and 95% confidence intervals were reported to clarify the magnitude and precision of the intervention effect. Questionnaire data were analyzed using means, standard deviations, and frequency distributions.

Qualitative data from interviews and observations were analyzed through

thematic coding following Braun and Clarke (2006). The coding procedure involved open coding, axial coding, and selective coding to synthesize themes related to cognitive engagement, scaffolding, confidence, and linguistic control. Two coders worked independently, compared interpretations, and resolved disagreements through discussion until consensus was reached. The final agreement rate was 0.86. Observational notes were triangulated with interview responses and questionnaire findings to strengthen interpretive validity.

Ethical Considerations

Ethical approval was granted by STAI Diponegoro Tulungagung (No. 4.4.26/EC-DIPTA/PL/2025) prior to data collection, ensuring full compliance with standards of voluntary participation, confidentiality, and learner protection. Parental consent and student assent were obtained, and participants were assured that their involvement would not influence academic grades and that all data would be anonymized. Psychological comfort was safeguarded by allowing withdrawal at any stage without consequence. To reduce interview bias, data collection was conducted by an interviewer independent of the classroom teacher, preventing authority related influence. All records were securely stored with restricted access, ensuring methodological and ethical integrity throughout the study.

3. Result

RQ 1: How does game-based discussion influence learners critical speaking, confidence, and accuracy in EFL contexts?

To address RQ1, pre- and post-test data were analyzed across critical speaking, confidence, and linguistic accuracy. Preliminary assumption testing indicated that the data were suitable for parametric analysis, with normality and homogeneity criteria met across all dimensions. The statistical reporting below first presents within-group improvement and then between-group post-test comparisons, while broader pedagogical interpretation is reserved for the Discussion section.

Table 3a Assumption Testing Summary before t-tests

Dimension	Normality check	Homogeneity check	Decision
Critical Speaking	Normal ($p > .05$)	Levene $p > .05$	Parametric test applied
Confidence	Normal ($p > .05$)	Levene $p > .05$	Parametric test applied
Accuracy	Normal ($p > .05$)	Levene $p > .05$	Parametric test applied

Table 3 Pre- and Post-Test Scores of Experimental and Comparison Groups

Dimension	Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	t-value	p-value	Cohen's d
Critical Speaking	Experimental	62.45 (8.31)	78.12 (7.56)	18.43	<0.001	1.98
	Comparison	61.98 (8.12)	65.23 (7.89)	4.12	<0.001	0.40
Confidence	Experimental	58.77 (9.02)	75.56 (8.41)	16.78	<0.001	1.87
	Comparison	59.12 (8.95)	63.01 (8.77)	3.89	<0.001	0.43
Accuracy	Experimental	60.33 (7.88)	74.45 (7.12)	15.62	<0.001	1.83
	Comparison	60.01 (7.56)	63.12 (7.48)	3.54	<0.001	0.42

Table 3 shows clear within-group gains in the experimental condition across all dimensions. Critical speaking increased from 62.45 (SD = 8.31) to 78.12 (SD = 7.56), $t = 18.43$, $p < .001$, $d = 1.98$. Confidence increased from 58.77 (SD = 9.02) to 75.56 (SD = 8.41), $t = 16.78$, $p < .001$, $d = 1.87$. Accuracy increased from 60.33 (SD = 7.88) to 74.45 (SD = 7.12), $t = 15.62$, $p < .001$, $d = 1.83$. The comparison group also improved significantly, but with smaller effect sizes ranging from $d = 0.40$ to $d = 0.43$.

To determine whether the post-test differences favored game-based discussion, independent-samples t-tests were conducted. As shown in Table 3b, the experimental group significantly outperformed the comparison group in critical speaking, confidence, and accuracy. The largest between-group effect appeared in critical speaking ($d = 1.67$, 95% CI [1.30, 2.03]), followed by accuracy ($d = 1.55$, 95% CI [1.19, 1.91]) and confidence ($d = 1.46$, 95% CI [1.11, 1.81]). Figure 2 visualizes the gain-score differences between the groups.

Table 3b Post-test Between-group Comparisons

Dimension	Experimental M (SD)	Comparison M (SD)	Mean Difference	t	p	Cohen's d	95% CI for d
Critical Speaking	78.12 (7.56)	65.23 (7.89)	12.89	10.42	< .001	1.67	[1.30, 2.03]

							]
Confidence	75.56 (8.41)	63.01 (8.77)	12.55	9.12	< .001	1.46	[1.11, 1.81]
Accuracy	74.45 (7.12)	63.12 (7.48)	11.33	9.69	< .001	1.55	[1.19, 1.91]

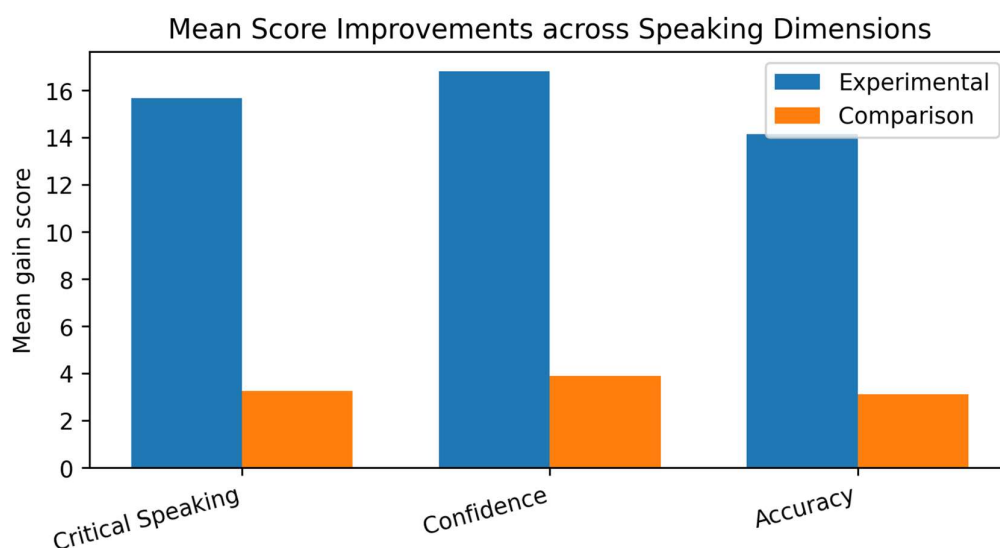


Figure 2. Mean score improvements across the three speaking dimensions.

Descriptive inspection of learner profiles suggested that students with lower initial speaking confidence and lower prior English achievement benefited visibly from the repeated roles, prompts, and peer support because these structures reduced uncertainty and provided clearer entry points for participation. However, this subgroup pattern should be interpreted cautiously because the study was primarily powered to compare instructional groups rather than to test moderation effects. Future studies should use larger samples and planned subgroup analysis to examine whether initial confidence and proficiency shape the magnitude of improvement.

Overall, the quantitative results indicate that game-based discussion produced stronger measurable improvement than conventional speaking instruction across cognitive, affective, and linguistic dimensions.

RQ 2: How do learners perceive the role of game based discussion in shaping their engagement and speaking performance

To address RQ2, data were analyzed from closed-ended questionnaires and

structured interviews to capture learners' affective responses, behavioral engagement, and reflective insights regarding game based discussion. The questionnaire consisted of 20 items on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), designed to assess three dimensions: engagement, confidence, and perceived speaking improvement. Data were supplemented by thematic analysis of interview transcripts and classroom observations, which allowed triangulation to validate self-reported perceptions.

Table 4 Engagement Dimension of Questionnaire (n = 78)

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
1	I enjoy participating in game based discussion	0 (0,00)	2 (2,56)	3 (3,85)	34 (43,59)	39 (50,00)	4,44	0,61
2	I feel focused during discussion tasks	1 (1,28)	1 (1,28)	5 (6,41)	35 (44,87)	36 (46,15)	4,36	0,68
3	I pay attention to peers opinions	0 (0,00)	3 (3,85)	4 (5,13)	37 (47,44)	34 (43,59)	4,32	0,66
4	I contribute ideas in discussions	0 (0,00)	4 (5,13)	3 (3,85)	38 (48,72)	33 (42,31)	4,28	0,66
5	I feel motivated to complete tasks	0 (0,00)	2 (2,56)	6 (7,69)	35 (44,87)	35 (44,87)	4,32	0,65

Table 4 indicates high engagement in game-based discussion. The strongest response concerned enjoyment of participation (M = 4.44), followed by focus, attention to peers, motivation, and contribution of ideas (M = 4.28-4.36). These results show that the game structure helped sustain attention and active participation, although a small number of neutral or disagree responses indicate the continuing need for teacher scaffolding.

Table 5 Confidence Dimension of Questionnaire (n = 78)

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
6	I feel comfortable speaking in front of peers	0 (0,00)	3 (3,85)	5 (6,41)	36 (46,15)	34 (43,59)	4,28	0,69

7	I express opinions without hesitation	0 (0,00)	2 (2,56)	6 (7,69)	37 (47,44)	33 (42,31)	4,27	0,67
8	I ask questions when unclear about topics	1 (1,28)	2 (2,56)	7 (8,97)	36 (46,15)	32 (41,03)	4,21	0,70
9	I feel confident to respond spontaneously	0 (0,00)	3 (3,85)	6 (7,69)	35 (44,87)	34 (43,59)	4,27	0,69
10	I am willing to try new ideas during discussion	0 (0,00)	1 (1,28)	5 (6,41)	37 (47,44)	35 (44,87)	4,32	0,63

Table 5 shows consistently positive confidence responses. Learners reported comfort speaking before peers ($M = 4.28$), willingness to express opinions without hesitation ($M = 4.27$), confidence in spontaneous response ($M = 4.27$), and willingness to try new ideas ($M = 4.32$). The slightly lower mean for asking clarification questions ($M = 4.21$) suggests that some learners still needed support to initiate questions in public interaction.

Table 6 Perceived Speaking Improvement Dimension of Questionnaire (n = 78)

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
11	I use new vocabulary in discussions	0 (0,00)	2 (2,56)	6 (7,69)	37 (47,44)	33 (42,31)	4,27	0,65
12	I structure sentences more clearly	0 (0,00)	1 (1,28)	5 (6,41)	38 (48,72)	34 (43,59)	4,32	0,62
13	I provide arguments with reasoning	0 (0,00)	3 (3,85)	4 (5,13)	36 (46,15)	35 (44,87)	4,30	0,64
14	I maintain fluency while speaking	1 (1,28)	2 (2,56)	6 (7,69)	35 (44,87)	34 (43,59)	4,24	0,68
15	I correct mistakes while speaking	0 (0,00)	2 (2,56)	7 (8,97)	37 (47,44)	32 (41,03)	4,20	0,67

Table 6 shows that learners perceived improvement in vocabulary use, sentence clarity, argument reasoning, fluency, and self-correction. Sentence

organization recorded the highest mean ($M = 4.32$), while self-correction was the lowest but still positive ($M = 4.20$). This pattern supports the test results by showing that learners recognized improvement, while also confirming that real-time accuracy remained an area requiring continued practice.

Semi-Structured Interview Results

To deepen understanding of learners' perceptions regarding game based discussion, semi-structured interviews were conducted with 15 purposively selected participants representing varied performance levels, confidence levels, and prior engagement experiences (P1-P15, anonymous). The interviews aimed to explore learners' reflections on task demands, perceived support from game structures, and challenges encountered during participation. Data from interviews were transcribed verbatim, coded, and organized into thematic categories aligned with the study focus. Themes were developed to capture recurring patterns while preserving the nuanced perspectives of participants, providing both illustrative quotes and contextual interpretations.

a. Theme 1: Task Demands and Cognitive Engagement

Question: How do you perceive the complexity and demands of the game based discussion tasks in relation to your thinking and speaking process?

Table 7 Interview Results of Task Demands and Cognitive Engagement

Sub-Code	Description	Participant Quotes
Cognitive Challenge	Tasks required careful thinking, idea organization, and argumentation	P1: "Some tasks made me think twice before speaking, which was challenging but useful." P2: "I sometimes felt confused when multiple ideas were expected at once." P5: "The tasks pushed me to structure my sentences clearly." P7: "I had to organize my thoughts faster than usual." P11: "I struggled when evidence pieces were limited but it helped me focus."
Reflective Processing	Learners engaged in internal monitoring and reasoning	P4: "I had to check my ideas before I said them." P8: "I realized I often repeated points and needed to think differently." P10: "The discussions made me notice gaps in my argumentation." P12: "I paused to consider if my idea was strong enough." P15: "I found myself rephrasing to be clearer."

Cognitive Overload	Some learners experienced temporary difficulty managing task complexity	P3: <i>"At times, I was overwhelmed by too many ideas at once."</i> P6: <i>"I felt nervous when I could not respond immediately."</i> P9: <i>"Switching roles suddenly confused me."</i> P13: <i>"The time limit made it hard to think clearly."</i> P14: <i>"I had to balance listening and speaking at the same time."</i>
--------------------	---	--

The findings from the semi-structured interviews indicate that game based discussion tasks posed significant cognitive demands while simultaneously promoting reflective processing and adaptive strategies among learners. Participants such as P1 and P5 reported that tasks required careful thinking and sentence structuring, highlighting the challenge of organizing ideas under time constraints, while P2 and P7 noted occasional confusion when multiple ideas had to be integrated rapidly, reflecting the intensive cognitive engagement elicited by the activities.

Learners including P4, P8, and P12 described engaging in reflective monitoring, checking and rephrasing their contributions to ensure clarity and coherence, while P10 and P15 recognized gaps in their argumentation that prompted strategic adjustments. Instances of cognitive overload were reported by P3, P6, and P13, who experienced difficulty managing simultaneous demands, and P14 and P9 struggled with balancing listening, role-switching, and spontaneous responses. Collectively, these insights demonstrate that structured game based discussion fosters complex cognitive engagement, reflective reasoning, and adaptive problem-solving, while also revealing the need for scaffolded support to manage high task complexity effectively.

b. Theme 2: Perceived Support from Game Structures
Question: How do the game based structures help you in expressing ideas, maintaining focus, and interacting with peers?

Table 8 Interview Results of Support from Game Structure

Sub-Code	Description	Participant Quotes
Scaffolding and Guidance	Structures provided cues and frameworks for discussion	P1: <i>"Role cards helped me know what to say."</i> P3: <i>"I liked that prompts guided our arguments."</i> P5: <i>"The evidence tokens made it easier to support my ideas."</i> P8: <i>"I felt the scenario sheets gave me</i>

			<i>focus."</i>
			P12: <i>"Switching partners helped me see new perspectives."</i>
Peer Collaboration	Structured interaction listening	tasks and	P2: <i>"I learned to listen carefully before responding."</i>
			P4: <i>"Partner rotation made discussion more dynamic."</i>
			P6: <i>"Working in small groups helped me practice without pressure."</i>
			P10: <i>"I got new ideas from peers I never thought of."</i>
			P14: <i>"Collaboration encouraged me to be more confident."</i>
Motivation and Engagement	Game elements increased willingness to participate		P7: <i>"The game format was fun, so I wanted to speak."</i>
			P9: <i>"I felt more excited to contribute than in normal class."</i>
			P11: <i>"I paid more attention because the task was competitive."</i>
			P13: <i>"I liked that every turn mattered."</i>
			P15: <i>"I stayed focused because I did not want to miss my turn."</i>

The interview findings reveal that the game based discussion structures provided substantial support for learners, facilitating guidance, collaboration, and sustained engagement. Participants such as P1 and P3 emphasized that role cards and prompts offered clear cues for contributing ideas, while P5 and P8 highlighted how evidence tokens and scenario sheets helped them organize arguments and maintain focus. P12 noted that partner rotation allowed exposure to different perspectives, enhancing understanding and adaptability.

Peer collaboration emerged as a critical element, with P2 and P4 describing improved listening skills and more dynamic interactions, while P6 and P10 reported that working in small groups encouraged practice and the generation of new ideas. P14 indicated that collaborative activities fostered greater self-assurance in participation. Motivation and engagement were also strongly influenced by game elements, as P7 and P9 expressed enjoyment and excitement, P11 and P13 highlighted attention to task demands, and P15 remained focused to avoid missing contributions. Collectively, these insights demonstrate that scaffolding, structured interaction, and playful mechanics synergistically promote cognitive, social, and affective engagement, while also suggesting that thoughtful task design is essential to maintain attention and participation across diverse learners.

c. Theme 3: Challenges in Participation

Question: What difficulties or obstacles did you encounter while participating in the game based discussion activities?

Table 9 Interview Results of Challenges in Participation

Sub-Code	Description	Participant Quotes
Time Pressure	Limited time created stress in responding	P2: <i>"Sometimes I ran out of time to explain my point."</i> P6: <i>"I felt rushed when discussion moved quickly."</i> P9: <i>"I struggled to keep up with fast rotations."</i> P11: <i>"Time constraints made me nervous."</i> P13: <i>"I had to think and speak very fast."</i>
Managing Ideas	Difficulty balancing multiple arguments	P1: <i>"It was hard to remember all points while listening to others."</i> P4: <i>"I wanted to say more but the discussion moved on."</i> P5: <i>"I felt confused when too many ideas appeared at once."</i> P8: <i>"Keeping track of my argument and peers' was challenging."</i> P10: <i>"Sometimes I repeated points without realizing."</i>
Linguistic Control	Maintaining accuracy under pressure	P3: <i>"I made mistakes when speaking too fast."</i> P7: <i>"I forgot some vocabulary while trying to explain."</i> P12: <i>"I mispronounced words when nervous."</i> P14: <i>"Switching sides sometimes caused errors."</i> P15: <i>"I struggled to maintain sentence structure under pressure."</i>

The interview data indicate that learners experienced significant challenges related to time management, idea coordination, and linguistic control during game based discussion tasks, highlighting the complexity of integrating cognitive, linguistic, and interactional demands. Participants such as P2, P6, and P11 reported feeling stressed and rushed due to limited time for articulating ideas, while P9 and P13 noted difficulty keeping pace with rapid turn-taking, illustrating the pressure

imposed by task pacing. Managing multiple ideas simultaneously emerged as a challenge, with P1, P4, and P8 describing difficulties in tracking both their own arguments and peers' contributions, and P5 and P10 reporting occasional repetition or confusion when several points were raised concurrently.

Linguistic control was affected under pressure, as P3 and P7 struggled with vocabulary recall, P12 and P14 experienced pronunciation errors, and P15 had difficulty maintaining grammatical structure. These insights collectively suggest that while game based discussion encourages active participation and cognitive engagement, targeted scaffolding and pacing adjustments are critical to support accuracy, coherent argumentation, and balanced processing under real-time interaction conditions.

The integrated results from RQ1 and RQ2 show that game-based discussion enhanced measurable speaking performance and was perceived positively by learners. Quantitative gains were strongest in critical speaking, while qualitative data explained how role cards, evidence tokens, peer rotation, and collaborative decision making supported reasoning, confidence, and language monitoring. The combined findings are summarized in Table 10.

Table 10 Integrated Summary of Quantitative and Qualitative Findings

Research Question	Quantitative evidence	Qualitative evidence	Integrated interpretation
RQ1: Influence on speaking performance	Large experimental gains in critical speaking ($d = 1.98$), confidence ($d = 1.87$), and accuracy ($d = 1.83$)	Learners reported clearer arguments, more willingness to speak, and more language monitoring	Game-based discussion supported cognitive, affective, and linguistic development together
RQ2: Learner perceptions	High questionnaire means for engagement, confidence, and speaking improvement ($M = 4.20-4.44$)	Role cards, evidence tokens, partner rotation, and group tasks were perceived as helpful scaffolds	Learners valued the structure, but still needed support for time pressure and accuracy
Implementation implication	Experimental group outperformed comparison group in all post-	Challenges included fast turn-taking, vocabulary recall, and grammatical	Teachers should balance competition with collaboration and provide delayed

	test dimensions	control under pressure	corrective feedback
--	-----------------	------------------------	---------------------

4. Discussion

The findings demonstrate that game-based discussion can strengthen critical speaking, confidence, and linguistic accuracy because it transforms speaking practice into structured, purposeful, and socially mediated interaction. The largest effect emerged in critical speaking, which may be explained by the direct alignment between game tasks and reasoning processes. Activities such as Evidence Builder, Conflict Switch, Decision Grid, and Values Exchange required learners to make claims, select evidence, defend positions, and respond to opposing views. This finding extends previous game-based learning research, which often emphasizes participation or motivation, by showing that game mechanics can also be designed to scaffold higher-order oral reasoning (Park et al., 2021; Roohani & Vinchey, 2023; Yin & Chen, 2024).

The confidence gains can be interpreted through CLT and WTC perspectives. From a CLT view, the intervention provided meaningful communication in which learners used English to negotiate roles, solve problems, and exchange viewpoints rather than simply perform isolated drills. From a WTC perspective, repeated low-stakes turns, clear prompts, and peer support reduced fear of judgment and increased readiness to speak (MacIntyre, 2020; MacIntyre & Wang, 2021). Competitive elements created urgency and excitement, while collaborative elements created social safety. The combination of competition and collaboration was important: competition encouraged learners to respond quickly and stay focused, whereas collaboration helped them listen, share responsibility, and build confidence through peer assistance.

The improvement in accuracy suggests that meaningful interaction and form-focused support can work together. Learners appeared to improve most in sentence organization, use of supporting vocabulary, and clarity of pronunciation because the games repeatedly required them to explain reasons, reformulate ideas, and listen to peer models. However, the interviews also showed that grammatical control and vocabulary recall were vulnerable when time pressure increased. This confirms that accuracy in spontaneous speaking develops gradually and requires delayed corrective feedback, recycling of useful expressions, and opportunities to repeat similar discourse functions across tasks (Afshar & Jamshidi, 2022; Khodabandeh, 2022; Sarani & Kord, 2023).

The competitive and collaborative elements contributed differently to speaking development. Competitive timing and turn rotation increased attention, urgency, and willingness to take risks, but they also created cognitive load for some learners. Collaborative grouping, evidence sharing, and peer rotation reduced this pressure by distributing responsibility and exposing learners to alternative viewpoints. This balance explains why the intervention supported both confidence

and reasoning while still revealing challenges in accuracy. For classroom practice, teachers should select games according to specific speaking objectives: debate cards and role switching for argumentation, evidence tokens for critical reasoning, information-gap games for interactional fluency, and language-focused missions for grammatical or lexical accuracy.

The study has practical implications for secondary EFL classrooms. Teachers should begin with simple game structures, model useful expressions, provide clear time limits, and gradually increase complexity. Feedback should be standardized and mostly delayed so that communication is not interrupted, but language accuracy remains visible after the task. Digital game-based discussion platforms, such as online cards, collaborative boards, polling tools, and breakout-room simulations, may extend this model to blended or online learning environments. Nevertheless, future studies should examine long-term retention after the intervention, compare digital and non-digital game formats, and investigate whether learners with different initial confidence or proficiency levels benefit in different ways.

5. Conclusion

This study concludes that structured game-based discussion is an effective pedagogical approach for enhancing multidimensional speaking competence in EFL classrooms. By combining role-based interaction, evidence use, timed problem solving, peer rotation, collaboration, and delayed feedback, the intervention improved learners' critical speaking, confidence, and linguistic accuracy more strongly than conventional speaking instruction.

The findings also show that the model is not only motivational but pedagogically purposeful because it connects game mechanics with discourse objectives and measurable learning outcomes. Some learners still experienced time pressure, vocabulary hesitation, and grammatical instability during spontaneous exchanges, indicating that scaffolding, pacing, and feedback remain essential. The study is limited by its single-school context, intact-class design, and relatively short intervention period.

Future research should investigate long-term retention, digital game-based discussion, and subgroup differences related to initial confidence and proficiency. For EFL teachers and curriculum developers, the study recommends using games not merely for enjoyment but as structured tools for reasoning, interaction, confidence building, and accuracy development.

Appendices

Appendix A. Sample Questionnaire Items

Engagement: I enjoy participating in game-based discussion.

Engagement: I pay attention to peers' opinions during discussion.

Confidence: I feel confident to respond spontaneously.

Confidence: I am willing to try new ideas during discussion.

Speaking improvement: I structure sentences more clearly.

Speaking improvement: I correct mistakes while speaking.

Appendix B. Speaking Assessment Rubric Excerpt

Dimension	Key Indicators	Score Interpretation
Critical speaking	Claim clarity, evidence use, reasoning, response to counterargument	Higher scores show coherent argumentation and evaluative response
Confidence	Willingness to speak, reduced hesitation, spontaneous contribution, eye contact/voice control	Higher scores show readiness to participate and sustain turns
Accuracy	Grammar, vocabulary precision, pronunciation clarity, self-correction	Higher scores show clearer and more controlled language production
Interactional responsiveness	Turn-taking, listening, clarification, peer response	Higher scores show effective participation in dialogic exchange

6. References

- Afshar, H. S., & Jamshidi, B. (2022). EFL learners' language learning strategy use, instrumental motivation, self-efficacy, self-regulation, autonomy, and L2 achievement: A SEM analysis. *Applied Research on English Language*, 11(4), 133–160. <https://doi.org/10.22108/are.2022.133123.1880>
- Ahmed, A. A. A., Sayed, B. T., Wekke, I. S., Widodo, M., Rostikawati, D., Ali, M. H., Abdul Hussein, H. A., & Azizian, M. (2022). An empirical study on the effects of using Kahoot as a game-based learning tool on EFL learners' vocabulary recall and retention. *Education Research International*, 2022, 1–10. <https://doi.org/10.1155/2022/9739147>
- Alimorad, Z., & Saleki, A. (2022). Challenges and opportunities of web-based assessment in EFL courses as perceived by different stakeholders. *Applied Research on English Language*, 11(2), 125–154. <https://doi.org/10.22108/are.2022.132413.1843>
- Al-Rashidi, A. H., Asif, M., Vanani, M. G., & Aberash, A. (2022). Learner-oriented assessment (LOA) practice: The comparative study of self-assessment, peer assessment, and teacher assessment on EFL learners' writing complicity, accuracy, and fluency (CAF), speaking CAF, and attitude. *Language Testing in Asia*, 12(1), 59. <https://doi.org/10.1186/s40468-022-00209-x>
- Alshammri, A. F. (2023). Perceptions of Saudi EFL learners' willingness to

- communicate in the extramural digital context. *Theory and Practice in Language Studies*, 13(8), 1920–1930. <https://doi.org/10.17507/tpls.1308.07>
- Basthomi, Y., Ivone, F. M., Kharis, M., & Slamet, J. (2025). Gamifying English proficiency: A needs analysis for EFL student course design. *Online Learning Journal*, 29(2), 241–268. <https://doi.org/https://doi.org/10.24059/olj.v29i2.4506>
- Bouncken, R. B., Czakon, W., & Schmitt, F. (2025). Purposeful sampling and saturation in qualitative research methodologies: Recommendations and review. *Review of Managerial Science*. <https://doi.org/10.1007/s11846-025-00881-2>
- Braun, H. I., Shavelson, R. J., Zlatkin-Troitschanskaia, O., & Borowiec, K. (2020). Performance assessment of critical thinking: Conceptualization, design, and implementation. *Frontiers in Education*, 5. <https://doi.org/10.3389/feduc.2020.00156>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chen, Y. (2024a). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Chen, Y. (2024b). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Correia, R. C. (2024). Rethinking speaking in ELT: Where does intelligibility stand in the EFL classroom? *Revista Portuguesa de Educação*, 37(2), e24026. <https://doi.org/10.21814/rpe.32003>
- Erdiana, L., Dziqy, A. N. A., Farouq, A. Al, & Slamet, J. (2025). Enhancing listening comprehension in non-English majors through AI-integrated gamified formative assessment. *Applied Research on English Language*, 14(3), 1–26. <https://doi.org/https://doi.org/10.22108/are.2025.144695.2475>
- Ferdiansyah, H., Rafi, M. F., Utama, A. P., Aprilia, T., & Slamet, J. (2025). Assessing learning outcomes and self-directed learning through gamification in LMS. *Social Sciences & Humanities Open*, 12, 101696. <https://doi.org/10.1016/j.ssaho.2025.101696>
- Grazzi, E. (2024). Bridging the gap between EFL and ELF through sociocultural theory. *Language Teaching Research Quarterly*, 46, 119–129. <https://doi.org/10.32038/ltrq.2024.46.09>
- Harris, J. (2025). Measuring listening and speaking self-efficacy in EFL contexts: The development of the communicative SE questionnaire. *Language Teaching Research*, 29(3), 1210–1234. <https://doi.org/10.1177/13621688221091608>
- Ikhwan, S., Sugiarti, S., Hidayati, D., Slamet, J., & Hidayat, Y. (2025). A gamification-based reading comprehension course in learning management system:

- Enhancing learning outcomes, critical thinking, and self-directed learning skills for Islamic undergraduate students. *Applied Research on English Language*, 14(4), 211–238. <https://doi.org/10.22108/are.2025.146587.2609>
- Irianti, L., Faridi, A., Pratama, H., & Suwandi. (2024). Flipped classroom and critical thinking on public speaking class. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2315815>
- Khodabandeh, F. (2022). Investigating the effectiveness of augmented reality-enhanced instruction on EFL learners' speaking in online flipped and face-to-face classes. *Language Teaching Research*. <https://doi.org/10.1177/13621688221110991>
- Köroğlu, Z. Ç. (2021). Using digital formative assessment to evaluate EFL learners' English speaking skills. *GIST – Education and Learning Research Journal*, 22, 103–123. <https://doi.org/10.26817/16925777.1001>
- Lee, J. S. (2022). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development*, 43(5), 452–468. <https://doi.org/10.1080/01434632.2020.1746319>
- MacIntyre, P. (2020). Expanding the theoretical base for the dynamics of willingness to communicate. *Studies in Second Language Learning and Teaching*, 10(1), 111–131. <https://doi.org/10.14746/ssllt.2020.10.1.6>
- MacIntyre, P. D., & Wang, L. (2021). Willingness to communicate in the L2 about meaningful photos: Application of the pyramid model of WTC. *Language Teaching Research*, 25(6), 878–898. <https://doi.org/10.1177/13621688211004645>
- Mahmood, R. Q. (2023). Enhancing EFL speaking and pronunciation skills: Using explicit formal instruction in a Kurdish university. *Issues in Educational Research*, 33(4), 1421–1440. <http://www.iier.org.au/iier33/mahmood.pdf>
- Mulyadi, D., Wijayatiningsih, T. D., Swaran Singh, C. K., & Prastikawati, E. F. (2021). Effects of technology enhanced task-based language teaching on learners' listening comprehension and speaking performance. *International Journal of Instruction*, 14(3), 717–736. <https://doi.org/10.29333/iji.2021.14342a>
- Narke, P. (2021). Communicative strategies as a tool for assessing spoken interactional competence. In *Task-Based Language Teaching and Assessment* (pp. 249–274). Springer Nature Singapore. https://doi.org/10.1007/978-981-16-4226-5_13
- Nasriandi, N., & Masruddin, M. (2021). The Use of British Parliamentary Debate Style in Teaching Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(1).
- Nussbaum, E. M. (2021). Critical integrative argumentation: Toward complexity in students' thinking. *Educational Psychologist*, 56(1), 1–17. <https://doi.org/10.1080/00461520.2020.1845173>
- Özmen, E. (2025). Educational application and games for specific skills

- development. In *Enhancing School Counseling with Technology and Case Studies* (pp. 73–104). IGI Global. <https://doi.org/10.4018/979-8-3693-8392-6.ch004>
- Park, K., Sohn, H., Mott, B., Min, W., Saleh, A., Glazewski, K., Hmelo-Silver, C., & Lester, J. (2021). Detecting disruptive talk in student chat-based discussion within collaborative game-based learning environments. *LAK21: 11th International Learning Analytics and Knowledge Conference*, 405–415. <https://doi.org/10.1145/3448139.3448178>
- Pituxcoosuvann, M., Radhapuram, S. C. T., & Murakami, Y. (2024). Taboo talks: Enhancing ESL speaking skills through language model integration in interactive games. *Procedia Computer Science*, 246, 3674–3683. <https://doi.org/10.1016/j.procs.2024.09.189>
- Poehner, M. E. (2022). Motivation, mediation, and the individual: A sociocultural theory perspective. In *Researching Language Learning Motivation*. Bloomsbury Academic. <https://doi.org/10.5040/9781350166912.ch-2>
- Ristanto, R. H., Kristiani, E., & Lisanti, E. (2022). Flipped classroom-digital game-based learning (FC-DGBL): Enhancing genetics conceptual understanding of students in bilingual programme. *Journal of Turkish Science Education*. <https://doi.org/10.36681/tused.2022.124>
- Romsi, A., Widodo, J. P., & Slamet, J. (2024). Empowering slow learners: Gamification's impact on students' engagement and academic performance in an LMS for undergraduate students. *International Journal of Information and Education Technology*, 14(2), 193–203. <https://doi.org/10.18178/ijiet.2024.14.2.2040>
- Roohani, A., & Vincheh, M. H. (2023). Effect of game-based, social media, and classroom-based instruction on the learning of phrasal verbs. *Computer Assisted Language Learning*, 36(3), 375–399. <https://doi.org/10.1080/09588221.2021.1929325>
- Sarani, A., & Kord, M. (2023). The effect of regulatory focus orientations on Iranian EFL learners' speaking fluency and willingness to communicate. *Iranian Journal of Applied Language Studies*, 15(1), 191–208. <https://doi.org/https://doi.org/10.22111/ijals.2023.46895.2388>
- Setiawan, E. I., Masruddin, M., & Zainuddin, Z. (2023). Semiotic Analysis and Ethnography Study on the Implementation of Local Wisdom in Economic Field at Luwu Society. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11(2), 1912–1925.
- Slamet, J., & Basthomi, Y. (2024). Assessing gamification-based LMS for EFL students: A self-directed learning framework. *Studies in Linguistics, Culture, and FLT*, 12(2), 100–122. <https://doi.org/10.46687/CVHT3942.%20>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2024a). Unlocking the potential in a gamification-based MOOC: Assessing autonomous learning and self-directed learning behaviors. *Teaching and Learning Inquiry*, 12, 1–20.

- <https://doi.org/10.20343/teachlearningqu.12.19>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2024b). Utilizing an SDL approach in designing a gamification-based MOOC to enhance autonomous learning. *Journal of Information Technology Education: Research*, 23, 010. <https://doi.org/10.28945/5278>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2025a). A needs analysis for designing a gamification-based MOOC in English for specific purposes. *Studies in Linguistics, Culture, and FLT*, 13(1), 120–139. <https://doi.org/10.46687/ULRS1031>
- Slamet, J., Basthomi, Y., Ivone, F. M., & Eliyanah, E. (2025b). Promoting autonomous learning in ESP courses through a gamified MOOC platform: A self-directed learning framework. *Journal of Educators Online*, 22(2). <https://doi.org/10.9743/JEO.2025.22.2.7>
- Tran, N., Hoang, D. T. N., Gillespie, R., Yen, T. T. H., & Phung, H. (2024). Enhancing EFL learners' speaking and listening skills through authentic online conversations with video conferencing tools. *Innovation in Language Learning and Teaching*, 1–11. <https://doi.org/10.1080/17501229.2024.2334809>
- Widodo, J. P., Musyarofah, L., & Slamet, J. (2025). The impact of digital-interactive-book gamification-based instruction on academic learning outcomes of students who learn at their own pace: Insight from Indonesia. *MEXTESOL Journal*, 49(2), 1–11.
- Widodo, P., Subandowo, M., Musyarofah, L., & Slamet, J. (2023). Interactive gamification-flip-book for developing students' outcomes. *Advances in Mobile Learning Educational Research*, 3(2), 754–762. <https://doi.org/10.25082/AMLER.2023.02.002>
- Wong, C. H. T., & Yunus, M. M. (2023). Let “flippity” speak: Using online board game to improve speaking skills among elementary pupils. *European Journal of Educational Research*, volume-12-2023(volume-12-issue-2-april-2023), 1085–1096. <https://doi.org/10.12973/eu-jer.12.2.1085>
- Yin, H., & Chen, Y. (2024). Game-based mechanisms for speaking English enhancement: Exploring the potential of electronic games in English teaching in Chinese universities. *SHS Web of Conferences*, 190, 01011. <https://doi.org/10.1051/shsconf/202419001011>