GAMIFIED COMMUNICATIVE TASKS FOR IMPROVING TEENAGERS' ENGLISH SPEAKING AND WRITING SKILLS

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Abstract. This thesis explores how gamified communicative tasks can support the development of English speaking and writing skills among teenage learners. Drawing on research on motivation, language pedagogy and formative assessment, it proposes a practical lesson sequence combining collaborative missions, role-based dialogue, writing quests, feedback and revision. The approach prioritizes communicative quality rather than points alone. The paper outlines classroom implementation, assessment criteria and limitations, without claiming uncollected experimental results.
Keywords: gamification, teenage learners, speaking, writing, English language teaching, communicative tasks, feedback.

Annotatsiya. Tezisda o'smirlarning ingliz tilida og'zaki va yozma nutqini rivojlantirishda o'yin elementlariga asoslangan kommunikativ topshiriqlar imkoniyatlari yoritiladi. Hamkorlikdagi vazifalar, dialog, yozma topshiriqlar va qayta tahrirlash jarayonini baholashga yo'naltirilgan amaliy model taklif qilinadi.
Kalit so'zlar: geymifikatsiya, o'smirlar, ingliz tili, og'zaki nutq, yozma nutq, motivatsiya.

Аннотация. В тезисе рассматривается применение игровых коммуникативных заданий для развития устной и письменной речи подростков на уроках английского языка. Предлагается модель занятий с диалогами, совместными заданиями, письменными этапами и формирующей обратной связью.
Ключевые слова: геймификация, подростки, английский язык, говорение, письмо, мотивация.

Introduction

Developing speaking and writing skills requires more than memorizing grammar rules. Teenage learners need regular opportunities to express ideas, negotiate meaning, draft texts and improve them through feedback. However, fear of mistakes, uneven participation and limited lesson time may reduce productive practice. Gamification—the use of selected game-design elements in non-game settings—offers one way to organize purposeful participation (1, 2).

The objective of this thesis is to propose an accessible gamified task model for secondary-school English lessons, focusing on communicative competence and observable progress rather than competition alone.

Literature Review

Deterding et al. (1) describe gamification as the application of game-design elements outside games. In education, missions, progress indicators and feedback can help learners understand goals and

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recognize improvement. A meta-analysis by Sailer and Homner (3) found generally positive learning-related effects, while also indicating that outcomes depend on design and context. Accordingly, points and badges should reinforce meaningful language practice rather than replace it.

Speaking tasks benefit from authentic interaction, opportunities to ask follow-up questions and timely feedback. Writing develops through planning, drafting, responding to feedback and revising (4, 5). Integrating these processes into a shared classroom mission can connect oral preparation with written production.

Materials and Methods

The work uses a narrative literature-review and instructional-design approach. It proposes a four-stage cycle for learners approximately 13–17 years old: (1) introduce a communication mission and clear criteria; (2) complete a collaborative speaking challenge; (3) produce a short written text based on the discussion; and (4) revise after peer and teacher feedback. The model is intended for adaptation in ordinary classrooms, including lessons without digital devices.

Table 1. Example gamified sequence for integrated speaking and writing

Stage	Learner activity	Assessable outcome
Mission briefing	Choose a community problem and team roles	Clear purpose and target vocabulary
Speaking quest	Discuss solutions and defend a choice	Fluency, interaction and intelligibility
Writing quest	Draft a 120–150-word proposal	Organization, task fulfilment and language
Revision checkpoint	Exchange feedback and edit the proposal	Evidence of meaningful improvement

Results and Discussion

The proposed model yields a structured set of classroom activities and assessment indicators; it does not constitute evidence of experimentally measured gains. In the speaking quest, learners receive progress feedback for asking relevant questions, responding to partners and using target expressions. In the writing quest, progress is tied to completing a plan, developing a coherent draft and improving it after feedback. This discourages superficial point collecting and keeps attention on language outcomes (2, 3).

A practical formative rubric may evaluate speaking through interaction, clarity and vocabulary, and writing through content, organization, accuracy and revision. Teachers can compare learners' initial and later tasks using the same rubric. To test effectiveness empirically, future studies should collect pre- and post-task samples, document participation, and report sample size, group comparability and analysis methods. Care is needed to avoid public rankings that discourage less confident learners.

Conclusion

Gamified communicative tasks offer a feasible framework for combining speaking and writing in teenage English classrooms. Their educational value depends on meaningful interaction, achievable challenges, explicit assessment criteria and actionable feedback. The proposed sequence can guide classroom practice, but claims about improvement require further controlled evaluation.

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