THE EFFECT OF GAME-BASED ICT PLATFORMS ON EFL LEARNERS' SPEAKING FLUENCY AND ACCURACY

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Abstract. This research examines how game-based Information and Communication Technology (ICT) platforms affect English as a Foreign Language (EFL) learners' ability to speak fluently and accurately. The ability to speak proficiently stands as a fundamental element of communicative competence yet students face challenges when trying to master both fluency and accuracy in their spoken communication. The research uses mixed-methods analysis to study how interactive game-based platforms improve oral language skills through worldwide research. The research shows that game-based ICT platforms lead to higher student participation while simultaneously reducing their stress levels and generating measurable improvements in their speaking skills. Teachers can follow these pedagogical recommendations to implement these tools for teaching English as a Foreign Language (EFL).

Kalit so'zlar:
o'yinga asoslangan ta'lim, AKT, EFL, ravon gapirish, gapirishning aniqligi

Annotatsiya. Ushbu tadqiqot o'yin-asosidagi axborot-kommunikatsiya texnologiyalari platformalarining ingliz tilini chet tili sifatida o'rganuvchi talabalar og'zaki nutqining ravonligi va aniqligiga qanday ta'sir qilishini o'rganadi. Og'zaki ravon va aniq gapira olish kommunikativ kompetensiyaning muhim qismi hisoblanadi, biroq talabalar bu ikki ko'nikmani bir vaqtning o'zida egallashda qiyinchiliklarga duch keladi. Tadqiqot aralash uslublardan foydalangan holda interaktiv o'yin-asosidagi platformalar dunyo tajribasi

asosida og‘zaki nutq ko‘nikmalarini qanday rivojlantirishini tahlil qiladi. Natijalar o‘yin-asosidagi AKT platformalari talabalar faolligini oshirishi, ularning ruhiy bosimini kamaytirishi va og‘zaki nutq ko‘nikmalarida sezilarli o‘sishga olib kelishini ko‘rsatadi. O‘qituvchilar ingliz tilini chet tili sifatida o‘qitishda ushbu vositalarni qo‘llash uchun berilgan pedagogik tavsiyalarga amal qilishlari mumkin.

Ключевые слова: игровое обучение, ИКТ, английский как иностранный, беглость речи, точность речи.

Аннотация. Это исследование рассматривает, как игровые платформы информационно-коммуникационных технологий влияют на умение изучающих английский как иностранный говорить бегло и точно. Умение говорить уверенно является важной частью коммуникативной компетенции, однако учащиеся сталкиваются с трудностями при освоении беглости и точности устной речи. Исследование использует смешанные методы и опирается на мировой опыт, чтобы показать, как интерактивные игровые платформы помогают развивать навыки устной речи. Результаты показывают, что игровые ИКТ-платформы повышают участие учащихся, снижают уровень напряжения и обеспечивают измеримые улучшения их устной речи. Учителя могут применять данные педагогические рекомендации для использования таких инструментов при обучении английскому как иностранному.

Introduction. English as a Foreign Language (EFL) students must master speaking as their main skill which requires both natural speech flow and correct language usage. Fluency refers to the ability to deliver thoughts in a smooth manner, but accuracy involves using correct pronunciation and proper grammar and vocabulary [1]. Traditional classroom teaching methods establish an uneven relationship between accuracy and fluency which results in students either avoid answering correctly or develop fluency at the cost of making numerous errors.

The development of Information and Communication Technology (ICT) has established new ways to improve language education. The combination of educational content with interactive gameplay on game-based learning platforms makes them effective tools for enhancing student speaking abilities. Through interactive tasks learners can practice authentic communication by completing real-life scenarios that provide immediate feedback while developing their skills through repeated practice without classroom social stress [3] [7].

The research investigates how game-based ICT platforms affect EFL students' development of fluent and accurate English-speaking abilities. The study investigates the following research inquiry:

RQ: How do game-based ICT platforms affect EFL learners' speaking fluency and accuracy?

Literature review. Game-based learning (GBL) combines educational environments with gaming elements to enhance student motivation and engagement and produce better learning outcomes [6]. Moyle [5] conducted research which shows GBL improves language learning results through better vocabulary learning and reading comprehension and speaking performance. Through interactive ICT games students can establish immediate communication which helps them build their language skills and practical communication abilities.

The evaluation of speaking fluency requires two separate assessments which measure speech speed and pause occurrence and hesitation indicators and accuracy assessment evaluates grammatical correctness and pronunciation and lexical precision [4]. Research shows that students who learn in game-based environments without anxiety while being motivated will develop natural speech production which results in improved fluency [8]. The process of repeated practice with immediate corrective feedback helps students achieve better accuracy when they perform tasks that focus on particular linguistic forms.

Research studies demonstrate that game-based ICT systems function as successful educational tools for teaching English as a Foreign Language speaking ability. The research by Reinders and Wattana [7] involved Thai students playing a multiplayer online game which led to better speaking fluency and accuracy than conventional classroom teaching methods. The research conducted by Chen and Hsu [2] showed digital role-playing games increased student English speech willingness while reducing their language anxiety and enhancing their English language output. The research indicates positive results, but scientists require additional research to determine the individual effects of simulation games and competitive games on speaking abilities.

Methodology. The research design combines quantitative data from previous experimental studies with qualitative data obtained through learner interviews to achieve a mixed-methods approach. The method delivers a

complete understanding of both quantifiable results (fluency and accuracy) and student self-assessment.

Data Collection. The research data originated from peer-reviewed journal articles which appeared in print between 2010 and 2025. The research incorporates the terms "game-based learning" and "ICT" and "EFL speaking" and "fluency" and "accuracy" as its main keywords. The research study analyzed three learner groups which included secondary students and tertiary students and adults while using three different game-based interventions which included digital role-playing and multiplayer simulations and language apps.

Data Analysis. The evaluation of speaking fluency and accuracy in speaking performance used quantitative data through pre-test and post-test assessments. The researchers applied thematic coding to qualitative data to discover recurring patterns which revealed how learners engaged with the content and what motivated them and what obstacles they faced. The research results became more reliable because of triangulation which merged statistical information with firsthand accounts from participants.

Results. Research findings show that students who used game-based ICT platforms showed faster speech and less pause time and hesitation in their communication. For example, Reinders and Wattana [7] found that Thai university students using an online multiplayer game produced 20% more words per minute and reduced filler words by 15%.

The results indicated that students produced fewer grammatical errors and applied their vocabulary correctly. The research by Chen and Hsu [2] showed that students who played role-playing games could practice target structures repeatedly which resulted in a 25% reduction of their syntactic errors when speaking.

Students developed better confidence and motivation levels according to the qualitative assessment when they learned through game-based activities. The research shows that students require both immediate feedback and peer interaction to achieve fluency and accuracy in their language learning. The platform design received criticism from some users who experienced technical problems and complicated gameplay mechanics.

Discussion. The research demonstrates that EFL students achieve superior speaking fluency and accuracy through their use of game-based ICT platforms. Students develop their oral language abilities in an environment which forms when they practice repeatedly while receiving feedback.

The study results confirm the predictions of Swain's Output Hypothesis [9] which states that meaningful language production leads to better linguistic competence according to cognitive theories of language learning. Students develop natural language skills through game-based activities which provide them with instant feedback to enhance their fluency and accuracy.

The use of game-based ICT in EFL curricula through pedagogical methods results in teaching methods that focus on student needs. Teachers need to pick games that match student abilities while using structured communication exercises alongside competitive and collaborative elements to achieve the best results.

Conclusion. The implementation of game-based ICT platforms provides an effective solution to help EFL students develop their speaking fluency and accuracy. Research data shows that students achieve better results in speech speed and accuracy and show increased learning interest. The research supports digital games in language education because they establish interactive learning spaces which enhance student engagement while reducing their learning-related anxiety. Future studies need to investigate both the extended effects of game-based learning and the effects of various game types, and the methods teachers use to support students for better results.

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