

**Gamification as a strategy to develop oral communicative competence in English in
elementary school students**

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Contents	<p>En la presente monografía se analiza la influencia de la gamificación como estrategia pedagógica para el desarrollo de la competencia comunicativa oral en inglés en estudiantes de básica primaria. Diversas instituciones educativas han evidenciado bajos niveles de motivación y participación estudiantil, especialmente en actividades de producción oral, aun cuando se implementa el enfoque comunicativo como metodología principal de enseñanza. Esta situación limita el desarrollo integral de la competencia comunicativa y plantea la necesidad de explorar estrategias didácticas innovadoras que respondan a las características de los estudiantes del siglo XXI.</p>

	<p>La investigación se desarrolla bajo un enfoque de revisión documental. Se realizó una búsqueda sistemática en la base de datos Scopus utilizando una estrategia avanzada de búsqueda relacionada con gamificación, aprendizaje basado en juegos y competencia comunicativa oral en inglés. A partir de esta búsqueda se identificaron 183 documentos, de los cuales se seleccionaron y analizaron 60 estudios publicados entre los años 2020 y 2025, con énfasis en educación básica primaria. El análisis permitió identificar tendencias, aportes y resultados relacionados con el impacto de la gamificación en la motivación, la participación, la interacción y la producción oral en inglés.</p> <p>Los resultados del análisis evidencian que la gamificación, tanto digital como no digital, contribuye significativamente al fortalecimiento de la competencia comunicativa en inglés, al generar ambientes de aprendizaje motivadores, reducir el filtro afectivo y promover el uso significativo del idioma en contextos comunicativos. Se concluye que la gamificación constituye una estrategia pedagógica pertinente y eficaz para la enseñanza del inglés en básica primaria.</p>
Research Line	<p>This study follows a documentary review methodology, based on the systematic analysis of scientific literature retrieved from the Scopus database. The research process included identification, selection, and analysis of 60 studies published between 2020 and 2025, focusing on gamification and communicative competence in English.</p>

	<p>Within ECEDU's framework, this monograph is aligned with the research line of pedagogy, didactics, and curriculum, as it explores gamification as an innovative pedagogical strategy to improve language teaching and learning processes in elementary education.</p>
<p>Conclusions</p>	<p>The monograph concludes that gamification significantly contributes to the development of oral communicative competence in English in elementary school students by increasing motivation, participation, and interaction in the classroom. The reviewed studies indicate that gamified strategies promote more frequent and meaningful use of the language, improving fluency, confidence, and willingness to communicate. Authors such as Ismayilli et al. (2025) and Yu and Abdullah (2025) highlight that gamification reduces communicative anxiety and fear of error, facilitating a safer learning environment. Additionally, studies by Casanova-Mata (2023) and Zadi et al. (2021) show that gamification creates authentic communicative contexts through challenges, narratives, and collaborative tasks. Research also demonstrates that both digital and non-digital gamification positively impact language learning when aligned with pedagogical objectives (Zhang & Hasim, 2023). Finally, the findings confirm that gamification is an effective pedagogical strategy for fostering communicative competence in elementary education, particularly in oral production.</p>
<p>Advisor</p>	<p>Juan Camilo Pérez Hernández</p>

Resumen

En la presente monografía se analiza la influencia de la gamificación como estrategia pedagógica para el desarrollo de la competencia comunicativa oral en inglés en estudiantes de básica primaria. Diversas instituciones educativas han evidenciado bajos niveles de motivación y participación estudiantil, especialmente en actividades de producción oral, aun cuando se implementa el enfoque comunicativo como metodología principal de enseñanza. Esta situación limita el desarrollo integral de la competencia comunicativa y plantea la necesidad de explorar estrategias didácticas innovadoras que respondan a las características de los estudiantes del siglo XXI.

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Los resultados del análisis evidencian que la gamificación, tanto digital como no digital, contribuye significativamente al fortalecimiento de la competencia comunicativa en inglés, al generar ambientes de aprendizaje motivadores, reducir el filtro afectivo y promover el uso significativo del idioma en contextos comunicativos. Se concluye que la gamificación constituye una estrategia pedagógica pertinente y eficaz para la enseñanza del inglés en básica primaria.

Palabras clave: competencia comunicativa, educación primaria, gamificación, inglés, producción oral.

Abstract

This monograph analyzes the influence of gamification as a pedagogical strategy for the development of oral communicative competence in English among elementary school students. Several educational institutions have identified low levels of motivation and participation, particularly in oral production activities, despite the implementation of the communicative approach as the main teaching methodology. This situation limits the comprehensive development of oral communicative competence and highlights the need to explore innovative teaching strategies that respond to the characteristics of 21st-century learners.

This study follows a documentary review approach. A systematic search was conducted in the Scopus database using an advanced search strategy related to gamification, game-based learning, and communicative competence in English. From this process, 183 documents were identified, and 60 studies published between 2020 and 2025 were selected and analyzed, with a focus on elementary education. The analysis identified trends, contributions, and findings regarding the impact of gamification on motivation, participation, interaction, and oral production in English.

The findings indicate that both digital and non-digital gamification significantly contribute to strengthening communicative competence in English by creating motivating learning environments, reducing affective filters, and promoting meaningful language use. Gamification is therefore concluded to be a relevant and effective pedagogical strategy for teaching English in elementary education.

Keywords: communicative competence, elementary education, English, gamification, oral production.

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Introduction

The teaching of English as a foreign language in basic primary education has established itself as a priority within contemporary education systems, due to its fundamental role in the development of communicative skills that allow students to interact in globalized contexts. In Colombia, the Ministry of National Education has promoted the learning of English from the first years of schooling, recognizing that early contact with a foreign language favors cognitive, communicative, and socio-emotional processes that positively impact the integral development of students.

However, despite institutional efforts and the adoption of methodological approaches such as the communicative approach, in many elementary school classrooms there are still difficulties related to motivation, active participation and, especially, oral production in English. In everyday pedagogical practice, it is observed that students tend to limit their participation to brief, memorized or repetitive answers, showing insecurity, fear of error and low willingness to communicate spontaneously in the foreign language. These difficulties directly affect the development of communicative competence, understood as the ability to use language effectively and appropriately in different contexts.

The situation described was intensified after the COVID-19 pandemic, a period in which education had to adapt rapidly to virtual environments and hybrid modalities. This change evidenced weaknesses in traditional methodologies, especially in the teaching of foreign languages, where oral interaction and authentic communication were limited by technological, emotional and contextual factors. During this period, many students experienced demotivation, concentration difficulties and a negative perception of learning English in virtual environments.

In this context, there is a need to rethink pedagogical practices and explore innovative strategies that respond to the characteristics, interests and needs of elementary school students. Gamification is presented as a pedagogical alternative that integrates elements of the game, such as challenges, rewards, levels, narratives and immediate feedback in educational contexts with the purpose of increasing motivation, commitment and active participation of students. Recent research highlights that gamification not only increases interest in learning, but also creates safe and stimulating environments that favor interaction, collaboration, and communication.

The purpose of this monograph is to analyze, based on recent scientific literature, the influence of gamification as a pedagogical strategy to develop oral communicative competence in English in elementary school students. To this end, a documentary review approach is adopted that allows systematizing and critically analyzing studies published between 2020 and 2025. Through this analysis, it seeks to identify trends, contributions and research gaps that contribute to strengthening the teaching of English from an early age.

Problem Statement

Educational Context

Basic primary education in Colombia is a fundamental stage for the development of cognitive, communicative, and socio-emotional skills. At this level, students are in a key period for language acquisition, as they have greater cognitive plasticity and a natural disposition towards play, exploration and social interaction. According to the guidelines of the Ministry of National Education, the teaching of English in primary school seeks to develop communicative skills that allow students to understand and produce simple messages in meaningful contexts.

However, in some educational contexts, the teaching of English continues to face limitations related to traditional methodologies, scarce use of innovative strategies and an assessment focused on grammatical rather than communicative aspects. These practices affect student motivation and reduce opportunities for oral interaction in the classroom, which limits the effective development of communicative competence.

Description of the Problem

Despite the implementation of the communicative approach in the teaching of English, it has been identified that elementary school students show low motivation and participation during classes, especially in activities focused on oral production. In the classroom, it is common to observe that students avoid speaking in English, resort to the use of the mother tongue or participate passively, which shows difficulties in communicating spontaneously and meaningfully.

Among the factors that affect this problem are fear of error, communicative anxiety, lack of confidence and the perception of English as a difficult or irrelevant subject. These difficulties are intensified when classroom activities fail to capture students' interest or respond to their learning styles. As a consequence, the development of communicative competence is limited, affecting not only language learning, but also the student's self-esteem and disposition towards new learning experiences.

Problem Formulation

From the situation described, the following research question arises: How does gamification influence the development of oral communicative competence in English in elementary school students?

Justification

This monograph is justified from a pedagogical, academic and social perspective. From a pedagogical point of view, it is necessary to identify innovative strategies that favor the meaningful learning of English and respond to the needs and interests of elementary school students. Gamification, by integrating play as a central element of learning, is presented as a pertinent strategy to increase motivation and active participation in the classroom.

From an academic perspective, this research contributes to the systematization and critical analysis of recent studies on gamification and communicative competence in English, strengthening the state of the art in this field. It also allows the identification of trends and research gaps that can guide future research.

Finally, from a social perspective, strengthening communicative competence in English from an early age contributes to the comprehensive training of students and their preparation to interact in globalized contexts, promoting educational equity and access to academic and professional opportunities.

Research Objectives

General Objective

To analyze the influence of gamification as a pedagogical strategy on the development of oral communicative competence in English in elementary school students, based on a systematic analysis of literature.

Specific Objectives

To identify the main theoretical and empirical contributions on the use of gamification in the teaching of English in primary education.

To analyze the effects of gamification on student motivation, participation, and communicative interaction.

To establish trends and research gaps in the use of gamification for the development of oral communicative competence in English.

Frame of Reference

Research Background (State of the Art)

In this monograph, an exhaustive documentary review of scientific studies published between 2020 and 2025 was carried out, with the purpose of analyzing gamification as a strategy to develop communicative competence in English in elementary school students. The search was carried out in the Scopus database using an advanced search strategy that included terms related to gamification, game-based learning, English teaching and oral communicative competence. As a result, 183 documents were initially identified, from which 60 studies that met the established inclusion criteria were selected and analyzed.

The studies analyzed show a growing trend in the use of gamification as a pedagogical strategy in the teaching of English, particularly in basic education contexts. Various studies agree that gamification contributes significantly to increasing students' motivation, active participation and willingness to communicate in the foreign language. In the specific case of elementary school, studies highlight that gamified activities allow language learning to be adapted to the characteristics of the age, such as the need for movement, exploration and play.

At the international level, according to Al-Jamili et al. (2024), Casanova-Mata (2023) and Ismayilli et al. (2025), the implementation of gamified strategies in the English classroom generates significant improvements in oral production and communicative interaction, evidenced by increases in the frequency of participation, greater fluency, more confidence in speaking and a more sustained use of the language during collaborative activities. Likewise, Amnouychokanant (2025), Zhao and McClure (2024), and Yu and

Abdullah (2025) highlight that the integration of digital games, interactive platforms and playful dynamics favours a more spontaneous use of the language, reduces fear of error and reduces communicative anxiety, generating a safer environment to experiment with English in interaction situations. Similarly, according to Perry (2021), Xavier (2020), Zadi et al. (2021) and Zúñiga et al. (2024), gamification promotes authentic or plausible communicative contexts through narratives, missions, role-playing or cooperative dynamics in which students use the language with a clear purpose (solving a challenge, negotiating meanings or cooperating to move forward), beyond the isolated memorization of grammatical structures. in coherence with the communicative approach and situated learning.

Another relevant aspect identified in the state of the art is the relationship between gamification and motivation. According to Deci & Ryan (2017), Güzel & Yilmaz (2025), and Meccawy et al. (2023), gamification increases students' intrinsic motivation by incorporating elements such as challenges, rewards, levels, and immediate feedback, in coherence with self-determination theory and recent empirical findings. Likewise, Tayeh et al. (2024) and Waluyo et al. (2024) evidence, in EFL contexts, that the introduction of playful dynamics generates greater commitment, persistence in tasks, and willingness to participate orally compared to traditional methodologies. Along the same lines, Rojabi et al. (2022) and Tan (2018) point out that these elements contribute to maintaining students' interest during class activities and favor their constant participation in oral production tasks, especially when they are structured in progressive missions and achievable goals. In addition, Amnouychochanant (2025), Yu and Abdullah (2025), and Ismayilli et al. (2025) highlight that gamification reduces the affective filter, a fundamental aspect in learning a

foreign language at an early age, by reducing communicative anxiety and strengthening linguistic confidence.

Regarding the types of gamification, according to Zhang and Hasim (2023) and Patrocínio-Braz and Martín-Del-Pozo (2025), the literature distinguishes between digital and non-digital gamification, pointing out that both modalities can positively impact the development of communicative competence when integrated with curricular coherence. Phanwiriyarat et al. (2025), Zhao and McClure (2024), and Zadi et al. (2021) argue that digital gamification, supported by interactive platforms, educational applications, and video games, favors immediate feedback, personalization of learning, and increased active participation in speaking and listening activities. For their part, Xavier (2020), Casanova-Mata (2023), and Rulyansah et al. (2023) show that non-digital gamification, based on role-playing, collaborative challenges, and playful narratives developed in the classroom, also improves communicative interaction and oral production by placing the use of English in meaningful contexts. Overall, these authors agree that the effectiveness of both modalities depends on a planned implementation with a clear pedagogical intention, in which the game mechanics are articulated with the communicative objectives and characteristics of elementary school students.

Finally, the analysis of the state of the art allowed us to identify some research gaps. Although there is a considerable number of studies on gamification and English teaching, there is still limited research that focuses specifically on communicative competence in elementary school students, especially from a longitudinal perspective. Likewise, the need to deepen the role of the teacher as a pedagogical mediator in gamified environments is evident.

Theoretical Framework

The purpose of this theoretical framework is to conceptually support the monograph by integrating the main theoretical and empirical contributions published between 2020 and 2025 on gamification, English teaching and the development of communicative competence in elementary school students. To this end, learning theories, methodological approaches in the teaching of foreign languages and recent research results that show the impact of gamification on variables such as motivation, participation, anxiety reduction and the strengthening of communicative and cognitive skills are articulated. This theoretical framework is built from the critical analysis of the reviewed studies, guaranteeing coherence with the objectives of the research and with the documentary review approach adopted.

Gamification in Education

Gamification in education is defined as the intentional application of elements of game design in educational contexts with the purpose of increasing student motivation, commitment, and participation (Deterding et al., 2015; Kapp, 2016). Since the mid-2010s, this strategy has been widely researched and applied at different educational levels, consolidating itself as a pedagogical approach with solid theoretical foundations and positive results in terms of learning and motivation.

it is designed in a way that is consistent with curricular objectives and student needs, avoiding a superficial use of the game focused solely on external rewards (Zhang & Hasim, 2023; Patrocínio-Braz & Martín-Del-Pozo, 2025). In primary education, gamification is especially relevant, as it responds to the cognitive and emotional characteristics of students, integrating play as a natural means of learning.

Intrinsic motivation

Intrinsic motivation has been widely recognized as a determining factor in foreign language learning, especially in basic education contexts, where interest and enjoyment directly influence the student's willingness to participate in classroom activities. From the theory of self-determination, Deci and Ryan (2017) propose that individuals learn more effectively when the activity is interesting and satisfying in itself, without depending exclusively on external rewards. In learning English, intrinsic motivation is related to greater persistence, active participation and willingness to take communicative risks, essential aspects for the development of communicative competence.

Several recent studies indicate that gamification strengthens intrinsic motivation by transforming academic activities into playful, meaningful, and emotionally positive experiences (Tan, 2018; Güzel & Yılmaz, 2025). In the context of primary education, gamification allows students to engage in learning English by enjoying the process, which translates into greater engagement and more frequent oral participation. Research carried out in school settings shows that students show greater interest and willingness to communicate in English when activities are presented as challenges or games, rather than traditional exercises (Rulyansah et al., 2023; van der Westhuizen & Hannaway, 2021).

Gamification in English Teaching

Gamification has acquired an important role in the teaching of English as a foreign language, particularly as a response to the limitations of traditional methodologies focused on grammar instruction and memorization. Research published between 2015 and 2025 shows that gamification favors the meaningful use of language by placing students in authentic or simulated communicative contexts, where English is used as a tool to achieve objectives within the game (Casanova-Mata, 2023; Tayeh et al., 2024).

Various studies highlight that gamification contributes to increasing oral participation and interaction in the English classroom, by reducing anxiety and fear of error, factors that tend to limit communication at an early age (Ismayilli et al., 2025; Yu & Abdullah, 2025). In elementary school, gamification allows for the creation of safe and motivating learning environments, in which students feel more willing to communicate in English, progressively strengthening their communicative competence (Rojabi et al., 2022; Tayeh et al., 2024).

Communicative Competence in English

Communicative competence in English is conceived as the ability to use the language effectively and appropriately in different communicative contexts, integrating linguistic, sociolinguistic and pragmatic components. This concept, initially developed by Hymes and systematized by Canale and Swain, has been taken up and updated in recent research that emphasizes the need to promote the functional use of language from an early age (Serra & Gilabert, 2021; Zhang & Hasim, 2023). In elementary school, the development of communicative competence involves creating constant opportunities for

meaningful interaction that allow students to understand and produce simple oral and written messages.

Recent literature agrees that gamification favors the development of communicative competence by providing authentic or simulated communicative contexts in which the student uses English with a clear purpose (Casanova-Mata, 2023; Zadi et al., 2021). These experiences allow the integration of the different communicative sub-competencies and facilitate a progressive and significant learning of the language, strengthening confidence and communicative fluency in elementary school students.

Communicative Approach

The communicative approach states that the learning of a foreign language should focus on the use of the language as a means of communication, prioritizing interaction, negotiation of meanings and fluency over strict grammatical correctness. Recent research highlights that this approach is especially relevant in primary education, as it promotes active participation, meaningful learning, and the comprehensive development of communicative competence (Hwang & Kim, 2016; Tayeh et al., 2024).

Various studies indicate that gamification is naturally aligned with the communicative approach, by proposing activities in which students need to communicate to solve problems, fulfill missions, or advance in a playful narrative (Xavier, 2020; Zúñiga et al., 2024). In this way, the use of English acquires a functional meaning that strengthens communicative competence and favors authentic interaction in the classroom.

Affective Filter

The affective filter theory, proposed by Krashen, argues that emotional variables such as anxiety, fear of error and low self-esteem can significantly interfere with the learning of a foreign language. Recent studies confirm that gamification contributes significantly to reducing these negative affective factors, creating less threatening and more motivating learning environments (Amnouychokanant, 2025; Yu & Abdullah, 2025).

By promoting playful and collaborative experiences, gamification reduces the pressure associated with the use of English and encourages spontaneous participation. In elementary school, this reduction in anxiety is key to the development of communicative competence, as it allows students to express themselves with greater confidence and security (Ismayilli et al., 2025; Tayeh et al., 2024).

Social-Emotional Learning and Multiple Intelligences

Social-emotional learning emphasizes the development of skills such as emotional self-regulation, empathy, and collaboration, which are critical to foreign language learning. Recent studies highlight that gamification contributes to the strengthening of these skills by creating positive, safe, and collaborative learning environments, in which students feel emotionally involved (Salas-Rueda et al., 2023; Hatamleh et al., 2025).

Likewise, the theory of multiple intelligences recognizes the diversity of learning styles present in the classroom. Gamification makes it possible to address this diversity by integrating visual, auditory, kinesthetic and social activities, favouring inclusive learning of English in primary school and promoting the participation of all students (Rulyansah et al., 2023; van der Westhuizen & Hannaway, 2021).

Increased Active Participation

One of the most reported effects in recent literature is the increase in active student participation when gamified strategies are implemented. Various studies show that gamification transforms the passive role of the student into an active one, in which they constantly participate in learning dynamics, assuming a leading role in their training process (Meccawy et al., 2023; Güzel & Yilmaz, 2025).

In the elementary school English classroom, this increase in participation is reflected in a greater willingness to speak, collaborate and assume communicative roles within the proposed activities. Gamification favors this participation by offering clear objectives, constant feedback, and a sense of progress, elements that strengthen student motivation and commitment (Waluyo et al., 2024).

Immersive Learning Environments

Immersive learning environments are characterized by actively involving the student in an active and multisensory way in the learning process. Recent literature highlights that gamification, especially when supported by digital technologies, allows the creation of these environments in the teaching of English, favoring sustained attention and meaningful use of the language (Zhou et al., 2017; Zhao & McClure, 2024).

These environments facilitate the simulation of real communicative situations in which students constantly interact in English, which strengthens motivation and communicative competence. Recent research shows that gamified immersive environments favor authentic interaction and experiential learning in elementary school students (Bakan et al., 2022; Zúñiga et al., 2024).

Development of Productive Skills (Speaking and Writing)

The development of productive skills, especially speaking and writing, is one of the main challenges in the teaching of English in elementary school. Recent studies show that gamification favors the development of these skills by providing frequent opportunities for linguistic production in meaningful contexts, which strengthens fluency and progressive accuracy (Ismayilli et al., 2025; Xavier, 2020).

Oral production is strengthened when students participate in role-playing, narrative missions, and collaborative activities that require the use of English to advance. Similarly, writing benefits from gamified activities that integrate narratives, story creation, and problem-solving, promoting a creative and functional use of language (Tan, 2018; Palomo-Duarte et al., 2016).

Development of Intercultural Communicative Competence

Intercultural communicative competence refers to the ability to interact effectively and respectfully with people from different cultural contexts. Recent research indicates that gamification can favor the development of this competence by integrating narratives, characters, and situations that reflect cultural diversity, allowing students to explore other cultures while using English as a means of communication (Li, 2025; Min et al., 2025). These experiences favor not only the development of linguistic competence, but also intercultural sensitivity and the understanding of diverse perspectives, fundamental aspects in contemporary education (Zhang & Hasim, 2023).

Higher Thinking Skills

Higher thinking skills, such as analysis, evaluation, and creation, are critical to meaningful learning. Recent literature highlights that gamification favors the development

of these skills by proposing challenges that require decision-making, problem-solving, and critical thinking, promoting deep learning (Junttila et al., 2022; Pikhart et al., 2024). In the English classroom, gamified activities allow students to use the language in a reflective and strategic way, integrating knowledge and communication skills in complex and challenging situations (Esteban, 2024).

Game Mechanics

Game mechanics constitute the structural core of any gamification proposal, as they determine the way in which students interact with the content, with their peers, and with the teacher within the learning environment (Deterding et al., 2015; Kapp, 2016). From a pedagogical perspective, these mechanics should not be understood as simple decorative elements, but as strategic devices that guide action, regulate participation and sustain motivation throughout the training process. Studies in the field of language education and teaching have shown that the correct selection and combination of game mechanics transforms traditional activities into dynamic, challenging, and student-centered experiences (Zhang & Hasim, 2023; Patrocínio-Braz & Martín-Del-Pozo, 2025). In the context of teaching English in primary school, these mechanics are adapted to the playful nature of childhood and facilitate the functional use of the language in simulated or narrative situations (Rulyansah et al., 2023). In addition, they structure the progression of learning, establish clear goals and generate a sense of achievement that strengthens communicative confidence. When implemented with curricular coherence, they contribute significantly to the development of communicative competence by promoting constant interaction and meaningful linguistic production (Tayeh et al., 2024).

Points System

Point systems represent one of the most widely used mechanics in gamified environments, as they allow the student's progress to be quantified and visible performance indicators to be offered (Rojabi et al., 2022; Salas-Rueda et al., 2023). In the elementary school English classroom, the points not only function as a recognition mechanism, but also as a training monitoring tool that allows evidence of advances in skills such as speaking and writing. Recent research indicates that points can strengthen the perception of competence when they are aligned with clear communicative objectives and not only with quantitative results (Güzel & Yilmaz, 2025). However, the literature also warns that the excessive or exclusively competitive use of this mechanic can displace intrinsic motivation towards extrinsic motivation focused on reward (Tan, 2018). Therefore, it is essential that points systems reinforce the meaningful use of English and promote continuous improvement. When designed in a balanced way, they strengthen active participation and allow the student to visualize their progress within a structured learning narrative (Waluyo et al., 2024).

Badges and Rewards

Symbolic badges and rewards serve a function of recognition and validation of the effort made by students during the learning process (Tan, 2018; Deterding et al., 2015). In the teaching of English in elementary school, these mechanics reinforce specific achievements such as oral participation, improvement in pronunciation, or effective collaboration in group activities (Tayeh et al., 2024). Beyond their symbolic value, badges make individual and collective progress visible, strengthening academic self-esteem and the perception of competence (Güzel & Yilmaz, 2025). Empirical evidence suggests that when rewards recognize the process and effort, and not just the end result, they favor more

sustainable motivation and prolonged commitment to communicative tasks (Meccawy et al., 2023). In this way, the badges acquire a formative value by contributing to the progressive development of communicative competence.

Leaderboards

Leaderboards introduce a social and comparative component to the gamified experience, allowing students to visualize their performance within a collective dynamic (Bakan et al., 2022; Zhang & Hasim, 2023). In the teaching of English in elementary school, this mechanism can encourage participation and effort when it is implemented from a formative and non-punitive perspective. Recent studies highlight that cooperative leaderboards, where the group accumulates points together, favor communicative interaction and reduce the negative effects of excessive competition (Casanova-Mata, 2023). However, its use requires careful teacher mediation to avoid comparisons that generate anxiety or demotivation (Amnouychokanant, 2025). When used in an ethical and balanced way, they strengthen commitment and active involvement in learning English.

Immediate Feedback

Immediate feedback is one of the most influential mechanics in gamified environments, as it provides instant information about the student's performance (Serra & Gilabert, 2021; Waluyo et al., 2024). In the teaching of English, this feedback allows correcting errors in pronunciation, grammar or lexical use in a timely manner, avoiding the consolidation of errors. Recent studies show that immediate feedback strengthens self-regulation and motivation, since the student perceives constant accompaniment in their training process (Phanwiriyarat et al., 2025). In elementary school, this mechanic is key to

maintaining attention and interest, generating a dynamic and participatory learning experience. In addition, it contributes to the progressive development of communicative competence by offering clear and formative guidelines on the use of the language.

Levels and Progression

The structure by levels and progression organizes learning into clearly defined stages that allow the progress achieved to be visualized (Hwang & Kim, 2016; Kapp, 2016). In elementary school, this organization is especially effective, as students respond positively to concrete and achievable goals that reinforce their sense of achievement (Rulyansah et al., 2023). Levels can be designed according to specific communicative objectives, such as expanding vocabulary or improving oral fluency, favoring a gradual progression of communicative competence (Ismayilli et al., 2025). This mechanism also makes it possible to differentiate teaching and adapt activities according to the learning pace of each student, strengthening autonomy and the perception of competence (Deci & Ryan, 2017). Consequently, well-structured progression reduces frustration and promotes confidence in the use of English.

Challenges and Missions

Challenges and missions constitute the narrative axis of many gamified experiences, as they set clear objectives that guide the student's action within a structured playful framework (Xavier, 2020; Casanova-Mata, 2023). In the English classroom, these mechanics contextualize language use within meaningful situations, such as solving a mystery or completing a collaborative task. The literature highlights that challenges stimulate critical thinking, creativity, and decision-making, promoting active and

participatory learning (Junttila et al., 2022). In elementary school, missions promote motivation by turning learning into a coherent and progressive narrative experience. They also encourage communicative interaction and the negotiation of meanings, strengthening oral production and linguistic confidence (Zúñiga et al., 2024).

Types of Gamified Games

Gamified game types include role-playing games, simulations, interactive narratives, and collaborative dynamics, each with specific pedagogical implications (Zadi et al., 2021; Esteban, 2024). Role-playing favors spontaneous oral production and the practice of functional structures in simulated contexts, while simulations strengthen sociolinguistic and pragmatic competence (Li, 2025). Interactive narratives promote creativity and writing, and collaborative dynamics stimulate constant interaction in English (Min et al., 2025). Evidence suggests that the combination of different modalities enhances the comprehensive development of communicative competence in elementary school, by integrating linguistic, cognitive, and socio-emotional skills.

Theory of Self-Determination

Self-determination theory holds that motivation is strengthened when the needs for autonomy, competence, and relationship are met (Deci & Ryan, 2017). In the context of gamification, these needs can be met through the possibility of choosing strategies, advancing through levels and collaborating with other students (Güzel & Yilmaz, 2025). Recent research in education indicates that gamification increases intrinsic motivation when designing experiences that promote autonomy and the perception of achievement (Tayeh et al., 2024). In primary school, the satisfaction of these psychological needs favors active

participation and the progressive development of communicative competence. The conscious integration of this theory avoids superficial gamification and ensures a meaningful pedagogical experience.

Flipped Classroom

The flipped classroom model, integrated with gamification, allows face-to-face time to focus on communicative and collaborative activities (Ruiz, 2021; Phanwiriyarat et al., 2025). In this approach, students review content at home and use the classroom to solve missions and participate in gamified dynamics in English. This combination favors oral production and meaningful interaction, since class time is dedicated to the active use of the language (Waluyo et al., 2024). In elementary school, the gamified flipped classroom allows content to be adapted to the student's pace and reinforces motivation through progressive challenges. In this way, learning time is optimized and communicative competence is strengthened.

Task-Based Learning

Collaborative learning is an essential component in gamification applied to English teaching, as many dynamics require constant cooperation and communication (Bakan et al., 2022; Meccawy et al., 2023). In elementary school, collaborative work favors the development of social skills and strengthens communicative competence through frequent oral interaction. Recent studies show that collaboration within gamified environments increases participation and reduces communicative anxiety (Yu & Abdullah, 2025). In addition, it promotes the collective construction of knowledge and reinforces the sense of

belonging to the group. When the teacher properly guides these dynamics, a participatory and inclusive environment is created that enhances the meaningful learning of English.

Artificial Intelligence in Gamified Environments

The integration of artificial intelligence in gamified environments expands the possibilities for personalization and adaptation of learning (Tolks et al., 2024; Phanwiriyarat et al., 2025). AI-based tools can offer automatic feedback, adjust the level of difficulty, and propose activities tailored to the student's performance. In the teaching of English in elementary school, these technologies allow specific skills such as pronunciation and listening comprehension to be reinforced. AI, combined with game mechanics, boosts motivation and facilitates more accurate tracking of communicative progress. However, its implementation requires careful pedagogical planning to ensure that technology complements teacher mediation and favors the integral development of communicative competence.

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In recent years, the integration of artificial intelligence into gamified environments has opened up new possibilities for the personalization of learning. Recent studies highlight its potential to adapt activities, content, and feedback to students' individual needs, favoring more inclusive, motivating, and effective learning of English (Phanwiriyarat et al., 2025; Tolks et al., 2024).

Methodological Design

Research Focus

This monograph is developed under a qualitative approach, specifically from a documentary review, since its purpose is not to intervene directly in an educational context or apply instruments to a specific population, but to analyze, interpret and systematize information from previously published scientific studies. This approach allows for a deep understanding of the trends, approaches, and results related to gamification as a strategy to develop communicative competence in English in elementary school students.

The qualitative approach is relevant to this type of research, since it enables an interpretative analysis of the existing theoretical and empirical contributions, as well as the identification of common patterns, coincidences and divergences between the studies analyzed. It also allows the findings to be contextualized within specific educational realities and to critically reflect on their applicability in the context of primary education.

Type of Research

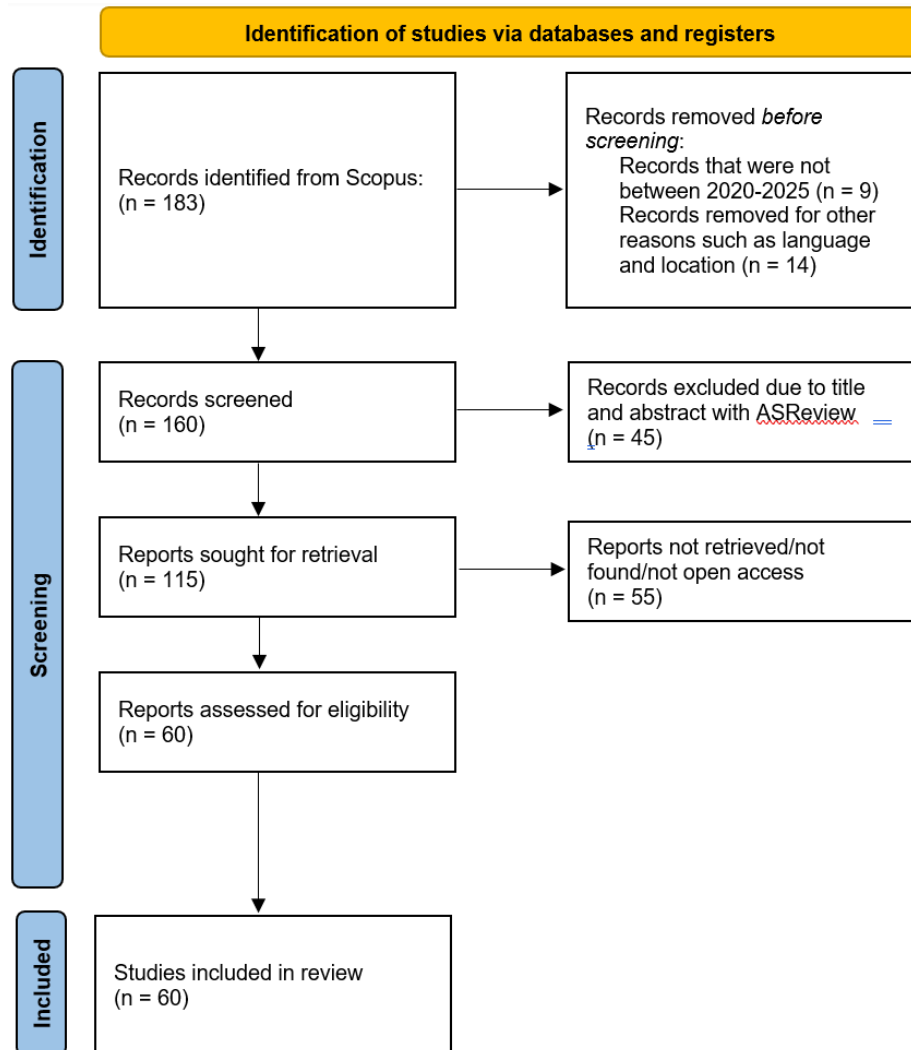
According to its nature, this research corresponds to a documentary review monograph, whose main objective is to collect, analyze and synthesize existing knowledge on a specific topic. In this case, the review focuses on studies related to gamification and its impact on the development of communicative competence in English in elementary school students.

This type of research is characterized by the systematic analysis of secondary sources, which allows for the construction of an up-to-date and grounded state of the art. The documentary review does not seek to generate new data, but to offer an integrative and

critical view of the recent scientific literature, providing conclusions and recommendations based on evidence.

Figure 2

Flow chart of the study selection process.



Note. Adapted from PRISMA 2020 flow diagram for new systematic reviews, by Page et al. (2021), *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>

Sources of Information and Selection Criteria

The sources of information used in this monograph correspond to scientific articles indexed in high-impact academic databases. The main search was conducted in the "Scopus" database, recognized for its rigor and international coverage. The following advanced search strategy was used for the recovery of the documents:

TITLE-ABS-KEY (gamification OR "game-based learning" OR "serious games" OR "playful learning") AND TITLE-ABS-KEY ("English" OR "EFL" OR "ESL" OR "foreign language") AND TITLE-ABS-KEY ("oral competence" OR "speaking skills" OR "oral communication" OR "spoken production")

The ASReview (Active Learning for Systematic Reviews) tool was used to support the systematic selection process. Through this tool, a machine learning-assisted screening procedure was applied, in which documents were accepted or discarded according to their level of relevance to the central topic of the research. This process enabled the prioritization of studies that explicitly addressed gamification in English language teaching, the development of communicative competence—particularly productive skills—and their application in primary education contexts. Likewise, studies that, although related to gamification, did not focus on English language learning or were not directly associated with oral communicative competence were excluded.

Once this initial filtering was carried out using ASReview, the selected documents were exported to the Zotero bibliographic manager, where they were organized, classified and reviewed in detail. In Zotero, definitive inclusion and exclusion criteria were applied, considering the range of publication between 2020 and 2025, the thematic relevance, the

focus on EFL/ESL and the direct relationship with the development of communicative competence in primary school. This process finally allowed 60 studies to be selected for in-depth analysis. Each of these documents was read and analyzed individually, guaranteeing methodological rigor, coherence with the objectives of the monograph and solidity in the construction of the state of the art. The inclusion criteria considered were: a) studies published between 2020 and 2025; b) research related to gamification or game-based learning; c) studies focused on the teaching of English as a foreign language; and d) research that addressed the development of communicative competence, oral production or communicative interaction, with emphasis on basic primary education.

As a complementary step within the methodological process, the 60 selected documents were uploaded to Google's NotebookLM tool, with the purpose of carrying out a thematic exploration assisted by artificial intelligence. Through this platform, it was possible to visualize conceptual connections, generate preliminary syntheses, and structure a mind map with the most recurrent thematic axes in the analyzed literature, such as intrinsic motivation, speaking development, reduction of the affective filter, communicative interaction, game mechanics, and intercultural communicative competence. This visualization allowed the identification of central categories and subcategories that were later deepened and developed in the Theoretical Framework.

Information Analysis Procedure

The analysis of the information was developed in several phases. In a first phase, the exploratory reading of the selected documents was carried out in order to identify their relevance and relationship with the objectives of the research. Subsequently, an analytical

and reflective reading was carried out, in which the main theoretical, methodological and empirical contributions of each study were extracted.

In a second phase, the information was organized into thematic categories related to: gamification and communicative competence, gamification and oral production, gamification and motivation, digital and non-digital gamification, and gamification in primary education. This categorization allowed us to identify common patterns and trends in the literature analyzed. Finally, an interpretative synthesis of the findings was made, relating them to the objectives of the monograph and to the theoretical references addressed in the conceptual framework. This process allowed us to build a critical analysis that accounts for the impact of gamification on the development of communicative competence in English in elementary school.

Ethical Considerations

This research was developed respecting the ethical principles of documentary review studies. The responsible use of the information, the correct citation of the sources consulted and the recognition of the authorship of the studies analyzed were guaranteed, in accordance with the APA standards (7th edition).

Likewise, plagiarism was avoided through the appropriate paraphrasing of the contents and the explicit reference of the cited authors. As it was a documentary research, no informed consent or direct participation of research subjects was required.

Analysis and Discussion of Results

The purpose of this chapter is to deepen the critical analysis of the findings derived from the documentary review carried out, based on the 60 studies selected between 2020 and 2025. The analysis is structured according to the categories previously defined in the methodological design and is directly articulated with the objectives of the monograph, allowing the identification of trends, coincidences, contributions and gaps in the research on gamification as a strategy to develop communicative competence in English in elementary school students. This chapter does not limit itself to describing results, but establishes interpretative relationships between the empirical findings and the theoretical foundations presented in the theoretical framework.

Initial Status of Communicative Competence and Need for Intervention

The studies analyzed coincide in pointing out that, before the implementation of gamified strategies, students have low levels of oral participation, poor fluency, and limited communicative interaction in English (Tayeh et al., 2024; Ismayilli et al., 2025). From the affective filter theory proposed by Krashen, this situation can be explained by the presence of anxiety, fear of error and low linguistic confidence, factors that block oral production. Empirical research such as that of Amnouychokanant (2025) and Yu and Abdullah (2025) shows that in traditional contexts, students tend to avoid intervening orally when they perceive a risk of negative evaluation. This confirms that, from the theoretical level, the reduction of the affective filter is a necessary condition for the development of communicative competence. Therefore, the literature reviewed supports the need to implement strategies that transform the emotional climate of the classroom and promote more active and safe participation.

Impact of Gamification on Oral Production

One of the most consistent findings in the studies analyzed is the positive effect of gamification on the development of speaking. Research such as that of Casanova-Mata (2023), Xavier (2020) and Ismayilli et al. (2025) reports significant increases in the frequency and quality of oral interventions when gamified dynamics based on missions, role-playing games or interactive digital platforms are implemented. From the communicative approach, these results confirm that the use of language in meaningful contexts favors fluency and pragmatic competence. Likewise, experimental studies such as those by Tayeh et al. (2024) show statistical improvements in oral performance compared to traditional methodologies. However, these authors warn that the improvement in grammatical accuracy is not always immediate, which indicates that gamification mainly enhances fluency and communicative confidence in the initial stages.

Figure 3

Strategic Thematic Map (Centrality vs. Density)

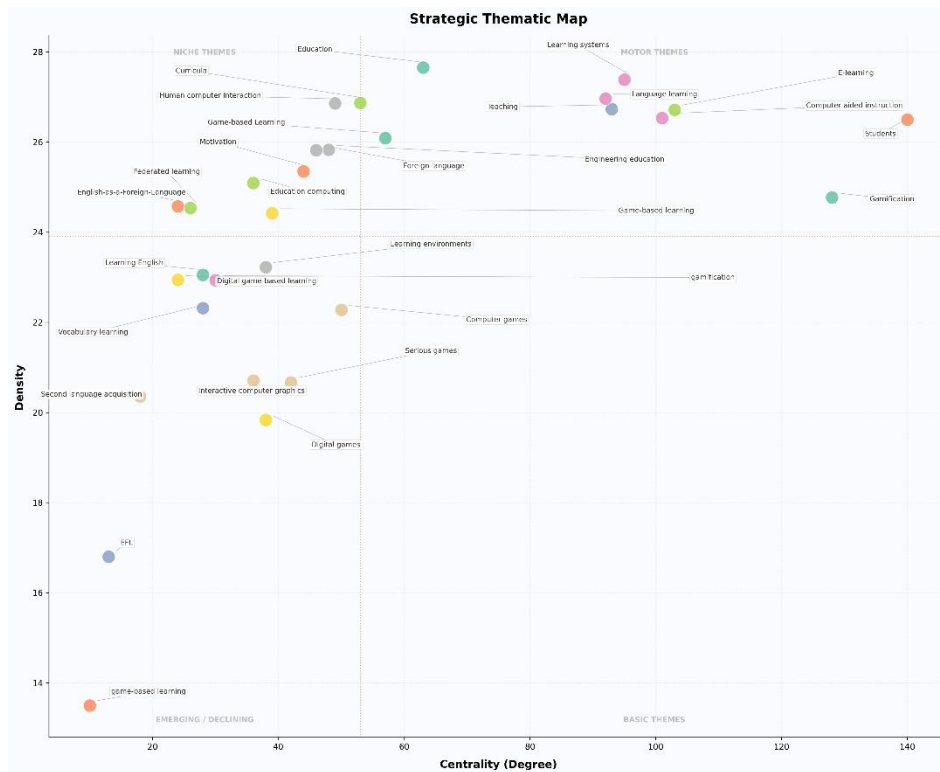


Figure 3 shows that gamification is located as the driving theme of the field, as it presents high centrality and density, which indicates its theoretical and methodological consolidation in the field of English learning. Consequently, empirical evidence supports that gamification does work to strengthen oral production, especially when integrated into a coherent pedagogical design.

Intrinsic Motivation and Self-Determination Theory

From the theory of self-determination (Deci & Ryan, 2017), motivation increases when the needs for autonomy, competence and relationship are satisfied. The studies reviewed confirm this relationship in gamified environments. Güzel and Yilmaz (2025) demonstrated that gamified modules increase intrinsic motivation by allowing choices,

progression by levels, and recognition of achievement. Similarly, Meccawy et al. (2023) evidenced an increase in self-efficacy and participation when playful dynamics were integrated into English courses. These results theoretically support that gamification not only superficially motivates, but also strengthens deep psychological dimensions related to learning. However, Tan (2018) warns that an excessive use of extrinsic rewards could weaken intrinsic motivation if it is not oriented towards meaningful learning. Therefore, the evidence indicates that gamification works when it prioritizes autonomy and competence, but loses effectiveness when it is limited to mechanical reward systems.

Reduction of the Affective Filter and Emotional Climate

The reduction of communicative anxiety is one of the most repeated findings in recent literature. Amnouychochanant (2025) found that gamified environments significantly decrease anxiety levels in EFL students. Similarly, Yu and Abdullah (2025) reported that playful activities favor a more relaxed and participatory classroom environment. From the affective filter theory, these results confirm that the reduction of emotional barriers facilitates language acquisition. In elementary school, where emotions directly influence learning, this aspect acquires special relevance. However, some studies indicate that excessive competition can lead to anxiety if not managed properly (Bakan et al., 2022). This indicates that the effectiveness of gamification depends on the balance between challenge and emotional support.

Communicative Interaction and Sociocultural Approach

From Vygotsky's sociocultural approach, learning occurs through social interaction and mediation. Studies by Perry (2021) and Hanghøj et al. (2022) show that collaborative

gamified dynamics strengthen the negotiation of meanings and situated learning. Likewise, Zúñiga et al. (2024) highlight that cooperative games increase authentic interaction in English. These findings confirm that gamification is consistent with the sociocultural approach, as it promotes the joint construction of knowledge. In primary school, constant interaction within missions and challenges favors the development of sociolinguistic and pragmatic skills. However, the literature also indicates that teacher mediation is still essential to guide interaction towards clear communicative objectives.

Development of Higher Thinking Skills

The relationship between gamification and cognitive development has also been addressed in recent literature. Junttila et al. (2022) and Pikhart (2024) show that gamified digital environments stimulate cognitive processes related to problem-solving and critical thinking. In the teaching of English, Esteban (2024) points out that challenge-based dynamics promote the strategic use of the language in complex situations. These results confirm that gamification is not limited to motivation, but can enhance higher thinking skills when activities require analysis, evaluation, and creation. Consequently, from a theoretical and empirical level, gamification does favor deep learning when it is properly structured.

Critical Synthesis of the Findings

In summary, the documentary review allows us to affirm that gamification works as a strategy to develop communicative competence in English in elementary school, as long as it is implemented with pedagogical coherence. Empirical evidence supports improvements in motivation, participation, anxiety reduction, and oral production

(Casanova-Mata, 2023; Tayeh et al., 2024; Ismayilli et al., 2025). However, the literature also warns that effectiveness depends on the didactic design, the mediating role of the teacher, and the balance between competitive and collaborative mechanics. Therefore, gamification is not an automatic solution, but a strategy that requires planning, pedagogical intentionality and alignment with the communicative approach. This discussion confirms the relevance of gamification as an innovative tool to strengthen communicative competence in elementary school students.

Figure 4

Thematic Trends (Top 5 Keywords)

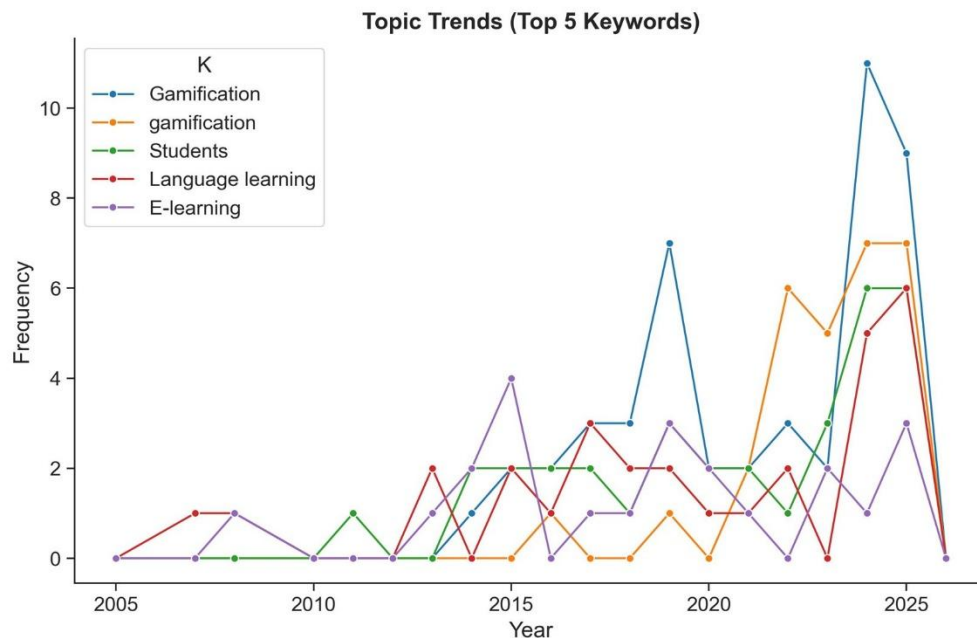


Figure 4 refers to a line graph that shows the temporal evolution of the five most used keywords in the corpus: "Gamification" (and its lowercase variant "gamification"), "Students", "Language learning" and "E-learning". Each colored line represents the annual frequency of occurrence of each keyword.

It is evident that "Gamification" (in its two variants combined) consistently dominates the corpus, with exponential growth from 2018 onwards peaking around 2024–2025 with frequencies exceeding 11 occurrences per year. The keyword "Students" shows a constant and sustained increase that positions it as the second most relevant topic, reaching 6–7 occurrences in 2025. "Language learning" maintains a moderate but stable presence, while "E-learning" shows irregular peaks, with a notable maximum around 2015 (4 occurrences) followed by a fluctuating presence.

Trends Identified

The dominance of "Gamification" confirms that this is the central axis of the field. The upward co-trend of "Students" indicates a research shift towards impact on learners, which is relevant to oral communicative competence, as it implies a greater attention to learning outcomes. The presence of "Language learning" shows that the field is clearly linked to language acquisition. Additionally, the exponential trend confirms that gamification in language learning is a booming field of research. The accelerated post-2020 increase can be associated with the digital transformation driven by the COVID-19 pandemic, which generated an urgent need for motivating digital tools for language teaching, including oral communicative competence.

Gaps Detected

It is significant that keywords such as "oral communication", "speaking skills", "oral competence" or "pronunciation" do not appear among the five most frequent terms. This reveals a fundamental gap: although gamification is widely studied in relation to language learning, the specific dimension of oral communicative competence has received

insufficient attention. Research tends to approach language learning in a generic way, without sufficiently differentiating between specific language skills.

On the other hand, it is revealing that the most recent growth continues to be concentrated in the same general terms ("Gamification", "Language learning", "E-learning") without the appearance of specific terms related to oral production. This indicates that, despite the accelerated growth of the field, research on gamification for the development of oral communicative competence remains an underserved niche. This absence represents both a void and an opportunity to position original research that specifically addresses this thematic intersection.

Conclusions and Recommendations

This chapter synthesizes the main contributions of the monograph based on the critical analysis of the studies reviewed and establishes conclusions consistent with the objectives set. Likewise, the limitations of the study are recognized and pedagogical recommendations and research projections are proposed that contribute to the strengthening of English teaching in elementary school through gamification strategies.

Conclusions

This documentary review allows us to conclude that gamification is an effective pedagogical strategy for the development of communicative competence in English in elementary school students when it is implemented with didactic intentionality and curricular coherence. The studies analyzed agree that the incorporation of game mechanics increases students' oral participation, fluency, and communicative confidence (Al-Jamili et al., 2024; Casanova-Mata, 2023; Ismayilli et al., 2025). In a convergent way, this research shows that gamified environments favor a more frequent and spontaneous use of the language compared to traditional methodologies, which confirms that oral production improves when learning is situated in dynamics of challenge, cooperation and clear communicative purpose.

In relation to motivation, the findings show a solid agreement among the authors that gamification strengthens intrinsic motivation by satisfying needs for autonomy, competence and social relationships, as proposed by the theory of self-determination (Güzel & Yilmaz, 2025; Meccawy et al., 2023; Waluyo et al., 2024). Likewise, Tayeh et al. (2024) and Rojabi et al. (2022) report significant increases in commitment and persistence in communicative tasks when point, level, and immediate feedback systems are integrated.

These coincidences support that gamification not only increases momentary interest, but also promotes sustained involvement in speaking and listening activities.

Another relevant finding shared by various studies is the reduction of the affective filter and communicative anxiety in gamified environments. Amnouychokanant (2025) and Yu and Abdullah (2025) agree that the incorporation of playful dynamics reduces the fear of error and strengthens the confidence to intervene orally. Similarly, Zhao and McClure (2024) show that gamified virtual spaces promote an emotionally safe climate that facilitates interaction. These conclusions are aligned with the communicative approach and the sociocultural perspective of learning, by demonstrating that a positive emotional environment favors the negotiation of meanings and the joint construction of knowledge (Perry, 2021; Hanghøj et al., 2022).

Regarding learning environments, recent literature shows consensus that both digital and non-digital gamification can be effective when articulated with clear communicative objectives (Zhang & Hasim, 2023; Patrocinio-Braz & Martin-Del-Pozo, 2025). Research such as that by Phanwiriyarat et al. (2025) and Zadi et al. (2021) highlights the potential of digital environments to offer immediate feedback and immersive experiences, while Xavier (2020) and Rulyansah et al. (2023) demonstrate that face-to-face dynamics based on role-playing and narratives also strengthen oral interaction. This convergence shows that the key lies not exclusively in technology, but in pedagogical design and in the coherence between game mechanics and communicative goals.

Finally, the studies analyzed agree that gamification favors not only oral production, but also the development of superior cognitive skills and intercultural communicative competence when authentic and collaborative tasks are integrated (Junttila et al., 2022;

Esteban, 2024; Min et al., 2025). However, some authors warn that its effectiveness depends on the balance between competition and cooperation, as well as the mediating role of the teacher to prevent the playful dynamic from overshadowing linguistic objectives (Bakan et al., 2022; Tan, 2018). In summary, the empirical evidence reviewed shows a broad consensus that gamification works as a strategy to enhance communicative competence in primary school, as long as its implementation is planned, reflexive and aligned with the communicative approach.

Limitations of the study

This study, based on a documentary review approach, presents several limitations that should be acknowledged in order to contextualize the scope and interpretation of the findings.

First, one of the main limitations is related to the nature of the literature review itself. Although a systematic search was conducted in the Scopus database and supported by tools such as ASReview and Zotero, the selection of studies depended on predefined keywords and inclusion criteria. This may have excluded relevant research published in other databases or studies that addressed gamification and communicative competence using different terminology. Therefore, the findings are limited to the scope of the selected corpus and may not fully represent the entire body of existing literature.

Second, there is a potential bias in the study selection process. Despite the use of AI-assisted tools such as ASReview to reduce subjectivity, the inclusion and exclusion of documents ultimately involved human judgment. This may have influenced the prioritization of certain studies over others, particularly those that explicitly focused on

positive outcomes of gamification. As a result, the analysis may reflect a tendency toward studies reporting successful implementations, while studies with neutral or negative findings may be underrepresented.

Another important limitation lies in the dependence on the pedagogical design described in the analyzed studies. The effectiveness of gamification as a strategy is closely linked to how it is implemented, including the selection of game mechanics, alignment with learning objectives, and the role of the teacher as a facilitator. Consequently, the positive outcomes reported in the literature cannot be generalized to all educational contexts, as variations in instructional design may lead to different results.

Furthermore, the study does not include direct classroom implementation or empirical data collection. As a documentary review, the conclusions are based on secondary data rather than firsthand observation or intervention. This limits the ability to validate the findings in a specific local context, such as the educational realities of Colombian primary schools, where factors such as infrastructure, class size, and access to technology may influence the applicability of gamification strategies.

Finally, there are practical limitations related to the implementation of gamification in real-world educational settings. Teachers may face challenges such as limited time for planning, lack of training in gamified methodologies, or insufficient technological resources. Additionally, managing classroom dynamics in gamified environments requires careful balance to ensure that game elements support, rather than distract from, learning objectives. These factors may affect the feasibility and sustainability of gamification as a pedagogical strategy.

Pedagogical Recommendations

Based on the findings of this monograph, it is recommended that English teachers in elementary school integrate gamification strategies in a systematic and planned manner, ensuring their coherence with curricular objectives and student needs. It is essential that gamified activities promote the meaningful use of language and are not limited to the mechanical repetition of content.

It is also recommended to combine digital and non-digital gamification strategies, in order to diversify learning experiences and ensure the inclusion of students with different learning styles and rhythms. The use of role-playing, collaborative missions, and playful narratives can be especially effective in fostering oral production and communicative interaction.

It is also suggested that teachers receive continuous training in the design and implementation of gamified strategies, as well as in the pedagogical use of technological tools. The role of the teacher as a mediator is key to guiding learning, providing timely feedback, and ensuring a safe and motivating classroom environment.

Projections for Future Research

Based on the results of this documentary review, it is proposed that future research develop empirical studies that analyze the impact of gamification on the development of communicative competence in English in specific contexts of elementary school. Quasi-experimental or research-action studies would allow a more precise evaluation of the effects of this strategy on oral and written production.

It is also suggested to deepen the analysis of the use of artificial intelligence in gamified environments for the teaching of English, especially in relation to the personalization of learning and adaptive feedback. Finally, it is recommended to explore the longitudinal impact of gamification on the development of communicative competence, in order to identify its long-term effects on foreign language learning in basic education.

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