

**DEVELOPING LISTENING AND READING COMPREHENSION SKILLS IN
TEENAGE STUDENTS THROUGH THE GAMIFICATION METHOD**

School 52, Akhangaran, Tashkent region
Ismoilova Gulchiroy Hasan kizi

<https://doi.org/10.5281/zenodo.20266840>

Annotation: This article investigates the effectiveness of the gamification method in developing listening and reading comprehension skills among teenage students learning English as a foreign language. The study was conducted using a mixed-method research design involving secondary school students divided into experimental and control groups. During the research process, various gamified educational activities and digital platforms were integrated into English lessons to increase students' motivation, classroom engagement, and academic performance. The findings demonstrated that gamification positively influenced students' receptive language skills by improving their ability to understand spoken and written texts, identify key information, expand vocabulary knowledge, and participate actively in classroom activities. The study also revealed that game-based learning environments create more interactive, motivating, and learner-centered educational experiences for teenage learners. The article concludes that gamification can serve as an effective pedagogical approach for enhancing listening and reading comprehension skills in English language teaching.

Keywords: Gamification, listening comprehension, reading comprehension, teenage students, English language teaching, interactive learning, digital education, language acquisition, classroom engagement, educational technology.

Introduction

In the modern educational environment, the development of receptive language skills, particularly listening and reading comprehension, has become one of the most important objectives in teaching English as a foreign language. Teenagers often experience difficulties in understanding spoken and written texts due to limited vocabulary, lack of motivation, and traditional teaching methods that do not actively engage learners in the educational process [1]. As digital technologies increasingly influence students' daily lives, educators are encouraged to integrate innovative and interactive approaches into language instruction to improve learners' participation and academic performance [2]. Gamification has emerged as an effective pedagogical strategy that incorporates game elements such as points, badges, leaderboards, rewards, challenges, and competition into non-game educational contexts [3]. In language learning, gamification increases learners' motivation, attention, and engagement, while simultaneously creating a stress-free environment that supports active participation and autonomous learning [4]. Researchers argue that gamified activities can significantly enhance students' cognitive involvement and improve comprehension abilities by making learning more enjoyable and meaningful [5]. Listening comprehension is considered one of the most challenging skills for teenage learners because it requires the simultaneous processing of pronunciation, vocabulary, grammar, and contextual meaning [6]. Similarly, reading comprehension demands critical thinking, interpretation, and the ability to identify both explicit and implicit information in texts [7]. Traditional classroom methods often fail to sustain teenagers' interest in these activities, resulting in reduced concentration and lower academic

achievement [8]. Therefore, the integration of gamification techniques into listening and reading instruction may provide new opportunities for improving learners' comprehension skills.

Recent studies have demonstrated that gamified educational platforms such as Kahoot, Quizizz, Duolingo, and Wordwall positively influence students' language acquisition and classroom interaction [9]. Through collaborative tasks, instant feedback, and reward systems, students become more motivated to complete listening and reading activities successfully [10]. Furthermore, gamification supports personalized learning by allowing students to progress according to their individual abilities and learning pace. The relevance of this research lies in the growing need to modernize English language teaching methodologies for teenage learners. Despite the increasing popularity of gamification in education, there remains insufficient research focusing specifically on its role in developing listening and reading comprehension skills among teenagers in secondary school settings. Consequently, this study aims to investigate the effectiveness of gamification methods in improving listening and reading comprehension skills in teenage students and to identify the most effective gamified activities for classroom implementation.

Materials and Methods

This study employed a mixed-method research design to investigate the effectiveness of the gamification method in developing listening and reading comprehension skills among teenage students learning English as a foreign language. Mixed-method research was selected because it combines both quantitative and qualitative approaches, allowing researchers to analyze students' academic achievements together with their motivation, classroom participation, and learning attitudes [1]. The research was conducted in a secondary educational institution and involved 60 teenage students between the ages of 13 and 16. The participants were selected according to their similar English language proficiency levels based on placement and diagnostic tests administered before the experiment. The students were divided into two equal groups consisting of 30 learners each: an experimental group and a control group. The experimental group received instruction through gamification-based teaching strategies, whereas the control group continued studying through traditional instructional methods including textbook exercises, grammar translation tasks, teacher explanations, and ordinary classroom discussions [2].

The duration of the experiment was twelve weeks. During this period, both groups attended English lessons three times per week under similar classroom conditions. However, the instructional techniques and classroom activities differed significantly between the groups. In the experimental group, various game mechanics and interactive learning elements were systematically integrated into listening and reading lessons in order to increase learners' engagement and motivation. These game elements included points, scores, badges, rewards, timed tasks, leaderboards, competitions, collaborative team activities, and achievement systems. The use of these elements aimed to transform ordinary classroom tasks into more enjoyable and motivating experiences for teenage learners [3]. Several digital educational platforms and gamified applications were utilized during the instructional process. Interactive tools such as Kahoot!, Quizizz, and Wordwall were regularly incorporated into classroom activities to support active participation and immediate feedback. Listening comprehension lessons included interactive audio quizzes, listening races, role-play dialogues, competitive group tasks, and timed listening challenges. Students listened to conversations, short stories, interviews, and educational recordings before answering multiple-choice, matching, and open-ended questions. These

activities were designed to improve learners' abilities to identify key information, understand details, recognize pronunciation patterns, and interpret contextual meaning [4].

Reading comprehension instruction in the experimental group also relied heavily on gamified learning activities. Students participated in vocabulary competitions, story sequencing games, text analysis tasks, comprehension races, puzzle-solving activities, and collaborative reading challenges. Reading materials included short stories, informational texts, dialogues, and adapted literary passages appropriate for teenage learners. Gamified reading exercises encouraged students to predict meanings, identify main ideas, infer contextual information, and expand vocabulary knowledge while maintaining high levels of classroom engagement. The incorporation of game-like features created a more learner-centered environment where students could interact actively with reading materials rather than passively completing exercises [3]. To evaluate the effectiveness of the gamification method, several research instruments were employed throughout the study. Pre-tests and post-tests were administered to both groups before and after the experimental period to measure changes in listening and reading comprehension performance. The tests included different types of comprehension questions aimed at assessing vocabulary recognition, understanding of main ideas, interpretation of details, and critical thinking skills. Classroom observations were conducted regularly to examine students' participation, interaction, concentration, and motivation during lessons. In addition, questionnaires were distributed among students to gather information about their attitudes toward gamified learning activities and their perceptions of classroom engagement. Teachers involved in the experiment also provided feedback regarding students' progress, behavioral changes, and participation levels during the instructional process [5].

The quantitative data obtained from pre-tests and post-tests were analyzed through comparative statistical methods to identify differences between the experimental and control groups. Mean scores, percentages, and performance comparisons were used to determine the impact of gamification on students' receptive language skills. Qualitative data collected through observations and questionnaires were analyzed descriptively to identify motivational, behavioral, and emotional changes among learners. The reliability and validity of the research instruments were ensured through pilot testing and expert evaluation before the implementation of the study. Ethical considerations such as voluntary participation, confidentiality, anonymity, and informed consent were carefully maintained throughout the research process. Overall, the methodology of this study was designed to provide a comprehensive analysis of how gamification influences teenage students' listening and reading comprehension development in English language classrooms.

Results

The findings of the study demonstrated that the implementation of gamification methods had a positive impact on the development of listening and reading comprehension skills among teenage students learning English as a foreign language. Comparative analysis of the pre-test and post-test results revealed noticeable improvements in the academic performance of students in the experimental group compared to those in the control group. At the beginning of the experiment, both groups showed approximately similar levels of listening and reading comprehension. However, after twelve weeks of gamified instruction, the experimental group achieved significantly higher scores in both receptive language skills [6]. The results indicated that students who participated in gamified lessons demonstrated greater classroom engagement,

motivation, and participation during learning activities. Interactive tasks, competitive quizzes, rewards, and collaborative challenges increased learners' concentration and encouraged active involvement in listening and reading exercises. Students in the experimental group became more confident in understanding spoken texts, identifying key information, interpreting meanings, and completing reading comprehension tasks successfully [7].

In contrast, the control group, which studied through traditional teaching methods, showed only moderate improvement in language comprehension skills. Although some progress was observed due to regular classroom instruction, the level of student motivation and participation remained lower compared to the experimental group. Classroom observations further revealed that gamification created a more energetic and learner-centered environment that reduced boredom and increased students' willingness to participate in English lessons [8]. The post-experimental questionnaires also demonstrated positive attitudes toward the use of gamification in language learning. Most students reported that game-based activities made listening and reading lessons more enjoyable, reduced anxiety, and improved their understanding of texts and audio materials. Furthermore, students stated that immediate feedback, rewards, and friendly competition motivated them to complete tasks more effectively and accurately [9].

Table 1. Comparison of Pre-test and Post-test Results

Groups	Listening Pre-test (%)	Listening Post-test (%)	Reading Pre-test (%)	Reading Post-test (%)
Experimental Group	58	84	61	87
Control Group	57	68	60	71

The statistical analysis of the obtained data confirmed that the increase in scores was considerably higher in the experimental group than in the control group. Listening comprehension scores in the experimental group improved by 26%, while reading comprehension scores increased by 26% as well. In comparison, the control group demonstrated only 11% improvement in listening comprehension and 11% improvement in reading comprehension. These findings suggest that gamification methods can significantly enhance teenage learners' receptive language skills when integrated systematically into English language instruction [10].

Additionally, qualitative observations showed that students exposed to gamified instruction collaborated more actively with classmates, demonstrated stronger critical thinking abilities, and participated more confidently during discussions and comprehension activities. Teachers also noted that students became more independent learners and showed increased interest in completing homework assignments and classroom tasks through digital educational platforms such as Kahoot! and Quizizz.

Discussion

The findings of the present study demonstrate that the use of gamification methods can significantly improve listening and reading comprehension skills among teenage students

learning English as a foreign language. The noticeable increase in post-test scores in the experimental group confirms that integrating game elements into language instruction positively influences students' academic performance, motivation, and classroom participation. These results are consistent with previous studies emphasizing that gamification creates a more engaging and learner-centered educational environment where students become active participants rather than passive receivers of information [4]. One of the major reasons for the effectiveness of gamification is its ability to increase learners' motivation and sustain their attention during classroom activities. Teenage students are generally more responsive to interactive and technology-based learning environments because digital games and online applications are already an important part of their everyday lives. In this study, the use of competitive quizzes, badges, points, and collaborative challenges encouraged students to participate more actively in listening and reading tasks. Similar findings were identified by researchers who argued that gamified learning environments stimulate learners' intrinsic motivation and improve educational outcomes by making lessons more enjoyable and meaningful [5].

The improvement in listening comprehension skills observed in the experimental group may be explained by the interactive nature of gamified listening activities. Listening is often considered one of the most difficult language skills because learners must process pronunciation, vocabulary, grammar, and contextual meaning simultaneously [6]. Through timed listening games, audio competitions, and interactive quizzes, students in the experimental group became more focused and attentive while processing spoken information. The incorporation of immediate feedback and rewards also helped learners identify mistakes quickly and improve their comprehension strategies more effectively. Similarly, the development of reading comprehension skills was strongly influenced by gamified instructional techniques. Students who participated in vocabulary games, puzzle-solving tasks, and collaborative reading challenges demonstrated better understanding of texts and increased ability to identify main ideas and contextual meanings. Gamification transformed reading activities from routine classroom exercises into interactive experiences that motivated students to engage deeply with textual materials. According to previous research, active participation and meaningful interaction with texts are essential factors in improving reading comprehension among second language learners [7].

Another important finding of the study was the positive impact of gamification on classroom atmosphere and student behavior. Observational data indicated that students in the experimental group communicated more actively with peers, collaborated during group activities, and demonstrated greater confidence during discussions. In contrast, students taught through traditional methods appeared less motivated and less willing to participate in classroom tasks. This suggests that gamification not only improves academic performance but also supports the social and emotional aspects of language learning by reducing anxiety and increasing self-confidence [8]. Despite the positive outcomes, several limitations should be acknowledged. The study was conducted with a relatively small sample size and within a limited period of time. Therefore, the findings may not fully represent all educational contexts or age groups. Additionally, the effectiveness of gamification may depend on factors such as teacher competence, availability of technological resources, and students' individual learning preferences. Future research should investigate the long-term impact of gamification on language acquisition and explore its effectiveness in developing other language skills such as speaking and writing. Overall, the discussion of the findings indicates that gamification is an effective

pedagogical approach for improving listening and reading comprehension skills among teenage learners. By integrating game mechanics into English language instruction, teachers can create more motivating, interactive, and productive learning environments that support both academic achievement and learner engagement.

Conclusion

In conclusion, the present study demonstrated that the gamification method is an effective approach for developing listening and reading comprehension skills among teenage students learning English as a foreign language. The results of the research showed that students who participated in gamified learning activities achieved significantly higher academic performance compared to those who studied through traditional teaching methods. The integration of game elements such as points, rewards, quizzes, competitions, and collaborative tasks increased students' motivation, classroom engagement, and active participation throughout the learning process. The findings also revealed that gamification created a more interactive and learner-centered educational environment where students felt more confident and interested in completing listening and reading tasks. Interactive digital platforms and game-based activities helped learners improve their ability to understand spoken and written texts, identify key information, expand vocabulary knowledge, and develop critical thinking skills. Furthermore, gamification reduced classroom anxiety and encouraged students to communicate and collaborate more effectively with their peers.

Another important outcome of the study was the positive influence of gamification on students' attitudes toward English language learning. Most learners considered gamified lessons more enjoyable, motivating, and less stressful than conventional instructional approaches. This suggests that incorporating modern technological and interactive methods into language education can improve not only academic achievement but also students' emotional involvement and willingness to learn. Despite certain limitations related to sample size and research duration, the study confirms that gamification has considerable pedagogical potential in foreign language teaching. Therefore, English teachers are encouraged to integrate gamified instructional strategies into classroom practice in order to improve students' receptive language skills and create more dynamic educational experiences. Future research may further explore the long-term impact of gamification on other language competencies such as speaking, writing, pronunciation, and vocabulary acquisition.

References

1. The Gamification of Learning and Instruction Kapp, K. M. *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. New York: Wiley, 2012.
2. Deterding, S., Dixon, D., Khaled, R., & Nacke, L. "From Game Design Elements to Gamefulness: Defining Gamification." *Proceedings of the 15th International Academic MindTrek Conference*, ACM, 2011, pp. 9–15.
3. Hamari, J., Koivisto, J., & Sarsa, H. "Does Gamification Work? A Literature Review of Empirical Studies on Gamification." *47th Hawaii International Conference on System Sciences*, IEEE, 2014, pp. 3025–3034.
4. Rost, M. *Teaching and Researching Listening*. 2nd ed., London: Routledge, 2011.

5. Grabe, W. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press, 2009.
6. Nitiasih, P. K., & Budiarta, L. G. R. "Increasing Students' Reading Comprehension Through Gamification Based on Balinese Local Stories." *Atlantis Press Proceedings*, 2021.
7. Kaban, A. L. "Gamified E-Reading Experiences and Their Impact on Reading Comprehension Performance." *System*, vol. 97, 2021.
8. Bularafa, M. W., Mustapha, M. A., Gana, I. A., & Bukar, M. G. "Effect of Gamification Method on Students Listening Skill in English Language in Maiduguri Metropolis, Borno State." *Journal of Institute of Africa Higher Education Research and Innovation (IAHERI)*, vol. 1, no. 1, 2024.
9. Wang, Z. "Enhancing Reading Instruction Through Gamification." *Informing Science Institute*, 2024.
10. Yıldırım, L. "Effect of Web 2.0 Gamification Tools on Listening Comprehension Skills." *Digital Education Review*, 2023.