

THE EFFECT OF USING BAMBOOZLE ON STUDENTS' SPEAKING SKILLS IN THAILAND'S EFL CLASSROOM

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Article Info	Abstract
Article History Received: August 2025 Revised: August 2025 Accepted: September 2025 Published: October 2025	<i>Improving students' speaking skills is essential in English language learning, yet many students continue to struggle with vocabulary, pronunciation, and confidence in speaking. This study aims to investigate the effectiveness of Bamboozle, a game-based digital learning platform, in enhancing the speaking skills of third-grade students at Suranaree Wittaya School, Thailand, during the 2022/2023 academic year. Employing a quantitative pre-experimental design, the study involved 29 students who were assessed using a pre-test and post-test. The speaking performance was measured based on a rubric covering segmental and suprasegmental aspects. The results showed a significant increase in students' speaking scores, with the mean score rising from 55.93 to 79.76. The Wilcoxon Signed Rank Test confirmed the statistical significance of the improvement ($p = 0.000$). Beyond statistical significance, the results highlight the pedagogical value of integrating game-based digital tools into EFL instruction. Bamboozle's interactive features such as competitive gameplay, visually engaging design, and real-time teacher feedback proved effective in stimulating motivation, encouraging participation, and reinforcing pronunciation practice. These outcomes suggest that Bamboozle can serve not only as a supplementary activity but also as a structured component of communicative language teaching. The study further implies that similar digital platforms hold potential for improving speaking accuracy and fluency in diverse EFL contexts. Accordingly, this research contributes to the growing evidence that game-based learning can bridge the gap between student engagement and measurable learning outcomes in language education.</i>
Keywords Bamboozle; English education; Game-based learning; Speaking skills;	
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INTRODUCTION

Speaking is a communication process that conveys messages from individuals to other individuals verbally or nonverbally, and it is used and spoken throughout the world. Communication skills, especially speaking skills, are important in language teaching. However, many students have problems improving their speaking skills. The problems faced by students in improving their speaking skills are feeling nervous and embarrassed when speaking in class, lack of confidence in answering, nervousness during presentations and lack of appropriate vocabulary and correct grammar. when talking. Riswandi (2016) believes that the strategies used by teachers in teaching language skills in class seem monotonous due to the lack of facilities that support students to speak actively in class. However, these problems can be faced by using new methods of teaching speaking skills by utilizing technological developments

Technological advancements have significantly contributed to simplifying everyday activities and enhancing overall convenience. These innovations offer a wide range of advantages and exert a positive influence across various sectors, including education. In the educational context, both teachers and students benefit from the integration of technology, as it enables more efficient learning processes by facilitating access to diverse instructional resources. Moreover, the use of engaging digital tools promotes a more enjoyable and accessible learning experience. The continuous progress in information and communication technology (ICT) plays a crucial role in fostering interactive and dynamic learning environments through its appealing and user-friendly features (Raja & Nagasubramani, 2018). Advancements in information and communication technology have expanded the range of tools available to support language acquisition, particularly in enhancing learners' speaking abilities. These technological innovations offer valuable resources that facilitate more effective and engaging language learning experiences, enabling students to develop their oral communication skills through interactive and accessible digital platforms. (Aeni et al., 2024).

One technology that can be used to improve students' speaking skills is Baamboozle. Aeni et al., (2024) states that bamboozles can be used as a medium to improve thinking, understanding and grammar skills. Bamboozle can increase the relevance of their broader vocabulary studies to connect various aspects of language learning by including these elements in the game. English language acquisition can be effectively supported through the use of educational games. Specifically, Bamboozle offers a platform that facilitates the enhancement of students' speaking proficiency by helping them expand their vocabulary and grasp grammatical structures through interactive gameplay. Consequently, Bamboozle may be regarded as a valuable instructional tool that educators can employ to foster students' overall language development, with particular emphasis on improving their speaking abilities.

Many studies have been conducted on Bamboozle games in learning activity (Raza et al., 2021; Saud et al., 2022; Lestari et al., 2024; Wardani & Kiptiyah, 2024; Nandhini, 2024; Wulandari et al., 2024). They state that the study uses Bamboozle games. One among them is (Raza et al., 2021) critical analysis of current affairs on Pakistani television news channels, "A Mirror or Bamboozle of the Society," found that most respondents supported the idea that these shows reflect society, despite their dislike for how they highlight issues. In contrast to (Saud et al., 2022) discussion of using Bamboozle and Quizziz to engage EFL students in online classes, the authors discovered that students were enthusiastic about learning writing and expected teachers to gain insights and prior knowledge when designing ELF models for online classes. In another one, (Wardani & Kiptiyah, 2024) discovered that employing Bamboozle media in a game-based learning paradigm with artificial intelligence increased student engagement and learning outcomes. Furthermore, (Nandhini, 2024) talk about the design of learning tools based on game-based learning, supported by Bamboozle educational game online gastrointestinal materials, that would enhance students' academic results. The writers encountered that the game-based learning tools generated with Bamboozle games are extremely valid, practical, and efficient. Moreover, (Wulandari et al., 2024) suggest employing Bamboozle games to enhance students' vocabulary and comprehension of narrative texts and the writers discovered that bamboozle games significantly improved vocabulary in the experiment group, while the control group showed similar results, indicating their potential to enhance comprehension of narrative texts.

Nevertheless, the majority of prior research has primarily focused on vocabulary, engagement, or reading comprehension, with limited attention given to its role in improving speaking skills particularly accuracy and fluency. Speaking, however, requires more than vocabulary knowledge; it also involves both segmental aspects (vowel and consonant articulation) and suprasegmental features (intonation, word stress, sentence stress, and fluency). This study is therefore distinctive in that it specifically investigates the effectiveness of

Bamboozle in enhancing students' speaking performance, with an emphasis on accuracy and fluency areas that have received relatively little attention in earlier studies.

In light of these considerations, the present study seeks to address the following research questions:

- 1) Does the use of Bamboozle significantly improve the speaking skills of students at Suranaree Wittaya School, Thailand?
- 2) How does Bamboozle enhance students' speaking accuracy and fluency in the speaking classroom?

RESEARCH METHOD

Design of Study

Building on this foundation, the present study employs a quantitative approach to obtain objective, measurable evidence regarding the relationships among the variables under investigation. In line with Sugiyono (2018), the target population is clearly delimited and a representative sample is drawn using transparent criteria and procedures. Data are gathered with standardized instruments whose validity and reliability are established through expert judgment, pilot testing, and internal consistency indices (e.g., Cronbach's alpha). Variables are operationalized into observable indicators and coded numerically to enable statistical analysis. Guided by A. S. Fatimah et al. (2023), statistical techniques—descriptive statistics to profile respondents and inferential tests to examine hypotheses—are used to estimate the effects of student personality and school environment on moral outcomes. Because the design is pre-experimental, the study may use formats such as one-group pretest–posttest or static-group comparison to evaluate an instructional treatment's feasibility and efficacy (Sugiyono, 2017). Assumption checks (normality, linearity, and homogeneity of variance), effect sizes, and confidence intervals accompany p-values to provide a robust interpretation. Threats to validity (history, maturation, selection) are acknowledged and mitigated through careful procedures and triangulation with ancillary evidence. Ethical safeguards—consent, assent when appropriate, anonymity, and data security—govern all stages of the research. Findings are reported transparently.

Participants

Participants were third-grade students at Suranaree Wittaya Middle School, Thailand. The accessible population comprised one intact class ($n = 29$) within a grade that is organized into nine sections. Consistent with Sugiyono (2018), the sample constituted a smaller unit drawn from the target population and was treated as an experimental group without a parallel control section. The class included 19 female (65%) and 10 male (35%) learners. Most students (25) lived in Mueang Nakhon Ratchasima District, with four commuting from Kham Thale So; Thai was their L1, while English functioned as an additional language after Thai and, for some, a regional dialect. These profiles illuminate the sociolinguistic ecology in which speaking develops—home exposure is limited, peer talk is primarily in Thai, and English use is concentrated in formal lessons. Eligibility required regular attendance and parental consent; students with extended absences or special pull-out programs were excluded from analysis. The intact-class design minimized disruption to school timetables and preserved naturalistic peer interaction. All 29 students received the same intervention—game-based speaking activities via Bamboozle—delivered during scheduled English periods. Demographic and attendance records were carefully collected at baseline to describe the cohort, support subgroup analyses, and interpret differential responsiveness to the speaking treatment.

Treatment of research

This study implemented a quiz to assess and measure students' understanding of active and passive voice within the context of English language learning. The quiz consisted of several

questions, which are presented in detail in Table 1, and was conducted through a web-based game platform known as Bamboozle.

Table 1
The List of Question in Bamboozle

Point of activities	Question	Answer
Change the sentence into passive voice	The teacher praised him.	He was praised by the teacher.
	Keity posted the picture.	The picture was posted by Keity.
	People speak English all over the world.	English is spoken all over the world.
	The teacher asked him to leave the classroom.	He was asked by the teacher to leave the classroom.
	Some people adopt baby macaques.	Baby macaques are adopted by some people.
	Naruto took the selfie.	The selfie was taken by Naruto.
	The farmer milks the cows twice a day.	The cows are milked twice a day.
	J.K. Rowling wrote the book.	The book was written by J.K. Rowling.
	The whole class got good grades on the test.	Good grades were gotten by all the class.
	She solved all her problems.	All her problems were solved.
	Nancy writes beautiful poems.	Beautiful poems are written by Nancy.
	They serve breakfast in the dining room.	Breakfast is served in the dining room.
	Breno drew the Móna Brisa.	The Móna Brisa was drawn by Breno.
Change the sentence into active voice	I was not selected to participate in the TV Show.	They didn't select me to participate in the TV show.
	My wife was promoted at her job.	My wife's company promoted her.
	The shutter was pressed by Naruto.	Naruto pressed the shutter.
	This letter was delivered today.	The mailman delivered this letter today.
	Important information about the job is provided by the school.	The school provides important information about the job.

Based on Table 1 above, all 17 available questions can be accessed through the “study” menu. This menu displays the entire set of questions without providing the answers, requiring students to analyze and respond based on what they have learned. In the game implementation, a competitive system is applied, involving two students selected from the class. Each student is required to choose one out of 16 available boxes. Among these, 12 boxes contain questions worth 10 to 25 points for correct answers, while the remaining 4 are special boxes that either add to or deduct from the student's score. The student whose turn it is must answer the question within 10 seconds; if they fail to do so, the opportunity is passed to their opponent.

Instrument of research

The use of the Bamboozle quiz in a competitive format stimulates students' competitive spirit, encouraging them to perform their best in order to achieve the highest score. However, the researcher did not use the quiz scores directly as the results for the pre-test or post-test.

Instead, the pre-test and post-test were conducted through a reading aloud activity involving all 17 available questions.

Students' speaking performance was assessed using a speaking rubric that measured both segmental (vowels and consonants) and suprasegmental aspects (intonation, word stress, sentence stress, and fluency). To ensure validity, the rubric was developed by adapting established frameworks from Djiwandono (2008), Shohamy & May (2017), and Burns (2012), aligning the criteria with the objectives of this study. Content validity was confirmed through expert judgment by two English language instructors, who reviewed the rubric for its appropriateness and coverage. To ensure reliability, inter-rater reliability was applied by involving two independent raters in the scoring process. The raters' scores were compared, and discrepancies were discussed until consensus was reached, thus minimizing subjective bias. The assessment of students' speaking scores was based on the scoring rubric presented in Table 2.

Table 2
Speaking Scoring Rubric

Speaking Scoring Rubric				
Theory	Aspect		Indicators	Score
Djiwandono, (2008), Shohamy & May, (2017), and Burns, (2012)		Vowel	Vowel articulation is accurately maintained across all spoken sentences.	5
			Approximately 80 percent of the uttered sentences demonstrate correct vowel pronunciation.	4
			Correct vowel articulation is evident in about 60 percent of the total spoken content.	3
			Only 40 percent of the sentences reflect accurate vowel production.	2
			Accurate pronunciation of vowels is limited to roughly 20 percent of the verbal output.	1
	Segmental			
Djiwandono, (2008), Shohamy & May, (2017), and Burns, (2012)		Consonant	Consonant sounds are consistently produced with precision across all spoken sentences.	5
			Approximately 80 percent of the sentences exhibit accurate consonant pronunciation.	4
			Accurate articulation of consonants is observed in around 60 percent of the overall speech.	3
			Only 40 percent of the utterances display correct consonant pronunciation.	2
			Consonant articulation is accurately achieved in merely 20 percent of the spoken output.	1
Burns, (2012)	Supra-segmental	Link words	Accurate pronunciation is demonstrated across all connected speech patterns, including consonant-consonant (identical), consonant-consonant (similar), consonant-vowel, and vowel-vowel links.	5
			The speaker is able to articulate all three types of word linking: consonant-consonant (identical), consonant-consonant (similar), and consonant-vowel, as well as vowel-vowel connections.	4

Theory	Aspect	Indicators	Score
Harmer, (2008), Shohamy & May, (2017), and Morley, (1991)		Only two of the four linking types—consonant-consonant (identical or similar), consonant-vowel, and vowel-vowel—are pronounced correctly.	3
		Pronunciation accuracy is limited to just one type of connected speech among the four patterns.	2
		No evidence of linking words is present in the spoken production.	1
	Word Stress	Word stress is applied appropriately across all spoken words.	5
		Stress placement is accurate in approximately 80 percent of the total word count.	4
		Around 60 percent of the words are pronounced with correct stress patterns.	3
		Only 40 percent of the words reflect appropriate stress placement.	2
		Fewer than 20 percent of the words demonstrate correct use of word stress.	1
	Sentence Stress	Sentence stress is accurately applied in every spoken sentence.	5
		Approximately 80 percent of the sentences contain appropriate stress placement.	4
		Correct sentence stress is evident in about 60 percent of the overall speech.	3
		Only 40 percent of the sentences are spoken with suitable stress patterns.	2
		Less than 20 percent of the sentences demonstrate appropriate use of sentence stress.	1
Burns, (2012)	Intonations	Intonation rhythm, including the use of rising and falling patterns, is clear and appropriately applied throughout.	5
		Rising and falling intonation is used correctly and clearly, though the overall rhythm may lack smoothness.	4
		Fewer than three intonation errors are present across the entire sentence.	3
		More than five intonation errors occur within the sentence, affecting overall clarity.	2
		Speech is delivered in a flat tone with no evident use of intonation.	1

Data Collection and Analysis

The primary method for gathering data in this study involved administering an oral reading-aloud test. This assessment was carried out in person over four sessions, spanning from September 6 to September 14, 2023. Specifically, the initial session on September 6 served as a pre-test, followed by the first intervention on September 8. A second intervention was implemented on September 13, and the final session on September 14 functioned as a post-test. The evaluation of test performance was guided by criteria outlined in Table 2. Upon completion

of the tests, scoring was conducted using a multiple-rater approach to ensure assessment accuracy. The resulting scores were subsequently examined for both validity and reliability before proceeding to classical assumption testing.

To determine the impact of the instructional intervention, the analysis compared students' performance prior to and following the treatment. This research employed a pre-experimental design, relying on both pre-test and post-test data to assess students' oral proficiency. Statistical analysis was conducted using SPSS version 26, with the choice of hypothesis testing method paired samples t-test for parametric data or the Wilcoxon signed-rank test for non-parametric data based on the results of the assumption tests. Prior to hypothesis testing, a normality test was conducted as indicated in Table 4. The results indicated that the data did not meet the assumption of normality ($p < 0.05$). Consequently, instead of using a parametric paired-samples t-test, the Wilcoxon Signed Rank Test was selected as the more appropriate non-parametric alternative for comparing pre-test and post-test scores. This test was tested the hypotheses were formulated as follows: Null Hypothesis (H_0): There is no significant difference between students' pre-test and post-test speaking scores after the implementation of Bamboozle. Alternative Hypothesis (H_1): There is a significant difference between students' pre-test and post-test speaking scores after the implementation of Bamboozle.

The acceptance or rejection of these hypotheses will provide statistical evidence to address the research questions. Specifically, testing H_0 and H_1 allows the study to determine whether Bamboozle significantly improves students' overall speaking skills (RQ1). Furthermore, by examining rubric-based scores across segmental and suprasegmental features, the analysis will also contribute to understanding how Bamboozle affects students' speaking accuracy and fluency (RQ2).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of the study indicate a difference in students' speaking skills in pronouncing the provided sentences between the pre-test and post-test. This difference can be observed in Table 3.

Table 3
Students' Speaking Skills

Descriptive of Test Result					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	29	40	68	55.93	8.916
Post-test	29	70	92	79.76	5.520

Referring to Table 3, which outlines the descriptive statistics for both pre-test and post-test scores in students' speaking performance, a clear improvement is observed following the application of the Bamboozle-based instructional approach. The average score prior to the intervention was 55.93 with a standard deviation of 8.916. After the intervention, the mean increased substantially to 79.76, accompanied by a lower standard deviation of 5.520, suggesting reduced variability in students' performance. Additionally, there was a positive shift in score range the minimum score improved from 40 to 70, and the maximum from 68 to 92 demonstrating consistent gains across participants. These results suggest that Bamboozle contributed positively to enhancing students' speaking abilities.

To statistically verify the effectiveness of Bamboozle, hypothesis testing was required. The researcher first needed to determine whether to apply a parametric approach (paired sample t-test) or a non-parametric alternative (Wilcoxon signed-rank test). Since parametric tests require data to meet the assumption of normality, a normality test was performed. The findings from this preliminary analysis are reported in Table 4.

Table 4
Result of Normality Test

	Pre-test for Normality	Post-test for Normality
N	29	29
Test Statistic	.166	.172
Asymp. Sig. (2-tailed)	.040 ^c	.028 ^c

Based on Table 4, which presents the results of the normality test for both pre-test and post-test data, it was found that the significance values of Asymp. Sig. (2-tailed) for both datasets were below the critical threshold of 0.05 specifically 0.040 for the pre-test and 0.028 for the post-test. These results indicate that the data from both groups do not eligible the assumption of normality. Therefore, the data are not statistically normally distributed. Consequently, the researcher could not apply a parametric test such as the paired sample t-test to test the hypothesis. Instead, the Wilcoxon Signed Rank Test, a non-parametric alternative, was selected as a more appropriate method for analyzing non-normally distributed data.

Table 5
Result of Wilcoxon Test

	Post-test for Normality - Pre-test for Normality
Z	-4.707
Asymp. Sig. (2-tailed)	.000

Based on Table 5, which displays the results of the Wilcoxon Signed Rank Test, the Z value obtained was -4.707 with a significance level (Asymp. Sig. 2-tailed) of 0.000. This significance value is significantly below the critical threshold of 0.05, that indicate there is a statistically significant difference between the pre-test and post-test scores of students' speaking skills. Therefore, the null hypothesis (H_0), which states that there is no difference in learning outcomes before and after the treatment, is rejected. Conversely, the alternative hypothesis (H_1), which asserts that there is a significant difference, is accepted.

Table 6
Difference Students Score in Pre-test and Post-test

	N	Mean Rank	Sum of Ranks
Negative Ranks	0	.00	.00
Positive Ranks	29	15.00	435.00
Ties	0		
Total	29		

Table 6 presents a comparison of pre-test and post-test scores using the Wilcoxon Signed Rank Test, detailing both the number and direction of students' score changes. The results show that all 29 students experienced an increase in their scores (positive ranks), with a mean rank of 15.00 and a total rank sum of 435.00. There were no students whose scores decreased (negative ranks = 0), nor were there any who had identical scores on both the pre-test and post-test (ties = 0). These findings reinforce the evidence that all participants in the study showed improvement in their speaking skills after engaging in learning activities through the Bamboozle platform.

The findings of this study indicate a substantial improvement in students' speaking performance after the implementation of Bamboozle. While the descriptive statistics confirm a numerical increase between pre-test and post-test scores, the most important result lies in the consistency of improvement across all participants. Every student in the sample demonstrated progress, with no negative or stagnant outcomes recorded. This uniform pattern highlights

Bamboozle's effectiveness as an inclusive learning tool that benefits both higher- and lower-achieving students.

Equally significant is the reduction in score variability from the pre-test to the post-test. The decreased standard deviation suggests that Bamboozle not only raised overall performance but also helped to narrow the performance gap among students. This indicates that the platform can support more equitable learning outcomes, ensuring that improvements are not limited to a small subset of learners but are distributed across the class. Another key finding is that the improvement extended beyond general speaking ability to cover both segmental aspects (vowel and consonant articulation) and suprasegmental features (intonation, stress, and fluency). This demonstrates that Bamboozle was effective in addressing multiple dimensions of speaking, moving beyond vocabulary recall toward more holistic oral proficiency.

This outcome confirms the results previously shown in Table 3, which indicated an increase in students' average scores following the implementation of Bamboozle in speaking classes. In other words, the use of Bamboozle has been proven to be significantly effective in enhancing the speaking skills of third-grade students at Suranaree Wittaya School, Thailand. The learning process, presented in the form of an interactive game, not only succeeded in stimulating students' motivation and engagement, but also brought about a tangible improvement in their English language proficiency, particularly in speaking. The Wilcoxon test result serves as valid quantitative evidence supporting the effectiveness of the method employed in this study.

Discussion

In general, game-based learning is considered effective in creating an enjoyable learning atmosphere, stimulating active participation, and encouraging emotional engagement among students. This aligns with the findings of Susanti, (2017) and Yürük, (2020) which demonstrated that the use of Kahoot! a quiz-based platform featuring multiple choice, true/false, sequencing, or short-answer questions in speaking activities can significantly improve students' confidence in speaking English in the classroom. In this context, Bamboozle functions similarly to Kahoot! by incorporating elements of competition, time constraints, and a point-based system, which fosters strong intrinsic motivation in students to perform at their best. Another study by Umairah & Agustina, (2023) supports these findings, showing that the use of Wordwall in English classes helps students expand their vocabulary, understand sentence structure, and practice pronunciation in a fun and engaging setting. Much like Bamboozle, Wordwall allows teachers to create grammar- and speaking-based questions in various interactive formats. Fitriani concluded that interactive, game-based media not only facilitate the delivery of learning materials but also help reduce students' anxiety when speaking. Furthermore, Nawawi et al., (2024), Pertiwi, (2020), and Muslimin & Ivone, (2024) in their study on the effectiveness of Quizizz in teaching speaking, found that this digital quiz application enhances two-way interaction between students and teachers. This is because students are not merely passive recipients of information; rather, they are encouraged to think quickly and deliver responses directly similar to the game-based framework implemented through Bamboozle in this study.

The similarities between Bamboozle and other game-based learning media used in previous studies suggest that competitive elements, engaging visuals, and direct student involvement in answering questions are key factors contributing to the improvement of speaking skills. From the perspective of constructivist learning theory, such an approach aligns with the principle that students actively construct knowledge through interaction with a stimulating and enjoyable learning environment. One of the most influential aspects is the competitive element embedded in Bamboozle. The game is structured as a match between students, featuring a scoring system and time limits, which ignite a sense of competition among

participants. This competitive setting motivates students to study more seriously and remain focused, whether to avoid point deductions or to prevent the embarrassment of losing. This form of healthy competition has been shown to increase students' active participation and foster a readiness to perform in front of others. In the context of language learning, this is particularly valuable for developing students' courage and self-confidence in speaking (Aeni et al., 2023).

In addition, the visually engaging interface of Bamboozle plays a crucial role in capturing students' attention and sustaining their concentration. The combination of vibrant colors, icons, and interactive design elements makes students feel as if they are playing a game rather than participating in a formal classroom activity. This aligns with the principles of multimodal learning theory, which posits that enjoyable visual stimuli can enhance information retention, including aspects such as word pronunciation and sentence structure (D. Fatimah & Purnomo, 2025). Active student involvement is another essential component contributing to the improvement of speaking skills. Within the Bamboozle framework, students are not merely passive respondents; instead, they are directly challenged to articulate their answers correctly within a limited time frame. This setup compels them to repeatedly practice in order to improve their pronunciation. Such practice falls under the category of speaking drills, which have been shown to be highly effective in enhancing pronunciation accuracy, intonation, and speech clarity (Madini et al., 2023; Rahayu et al., 2024).

Furthermore, when students make pronunciation errors, teachers typically provide immediate feedback or correction, which strengthens students' phonological awareness of the words being spoken. This process of corrective feedback, when applied consistently and within an enjoyable learning environment, does not create negative psychological pressure. Instead, it becomes a natural and repetitive part of the learning process. Thus, it can be concluded that the combination of competitive pressure, engaging visual design, active student involvement, and repetitive speaking drills accompanied by direct teacher correction are key factors underlying the effectiveness of Bamboozle as a learning medium in enhancing students' speaking skills.

This study presents a novelty by specifically examining the effectiveness of Bamboozle in enhancing students' speaking skills, including both segmental and suprasegmental aspects, which have been largely overlooked in previous research. Unlike earlier studies that primarily focused on vocabulary development, reading comprehension, or student engagement, this research adopts a pre-experimental design with pre-test and post-test assessments involving third-grade students in Thailand, supported by a comprehensive speaking assessment rubric. Furthermore, the implementation of a competitive game-based learning model with a point system and time constraints introduces a new dimension in fostering students' motivation and self-confidence in speaking English. These elements position this study as a relevant and innovative contribution to the field of technology-enhanced language learning.

The implications of these findings are particularly relevant for classroom practice. The evidence that Bamboozle improves both accuracy and fluency suggests that teachers should not only use the platform as a motivational tool, but also as a structured medium for targeted pronunciation and fluency practice. By integrating competitive, game-based tasks into regular speaking lessons, instructors can reduce students' anxiety, promote active participation, and provide immediate corrective feedback in a supportive environment. This positions Bamboozle as more than just a supplementary activity; it can serve as a central component of communicative language teaching in EFL classrooms. Future research could build on this study by expanding the sample size, applying more rigorous experimental designs, or comparing Bamboozle with other digital learning platforms to identify its relative strengths. Longitudinal studies may also reveal whether the observed improvements in accuracy and fluency are sustained over time and transferable to real-life communication contexts.

In summary, this study demonstrates that integrating game-based platforms such as Bamboozle can create not only a more engaging learning environment but also measurable

improvements in essential speaking skills. The key takeaway is that digital games, when strategically implemented, can bridge the gap between student engagement and actual language performance, offering a powerful approach to fostering oral proficiency in EFL settings.

CONCLUSION

This study has demonstrated that the use of Bamboozle as a game-based learning platform significantly enhances students' speaking skills in English. Through a pre-experimental design involving pre-test and post-test assessments, it was found that there was a substantial improvement in students' speaking performance, with the mean score increasing from 55.93 to 79.76. The Wilcoxon Signed Rank Test further confirmed that this improvement was statistically significant. The effectiveness of Bamboozle can be attributed to its interactive features, such as competitive gameplay, visually engaging interface, and time-bound answering format. Importantly, the results point to the potential of integrating game-based learning more systematically into language curricula. Teachers can adopt Bamboozle not merely as an engaging supplementary activity, but as a structured component of communicative language teaching to reduce speaking anxiety, foster active participation, and reinforce pronunciation practice. The key takeaway is that the use of interactive, game-based platforms such as Bamboozle can bridge the gap between student motivation and measurable learning outcomes. By combining engagement with targeted speaking practice, Bamboozle offers a replicable model for improving oral proficiency in EFL settings. Future research is recommended to test its long-term impact, compare it with other digital tools, and explore its adaptability across different educational levels and linguistic contexts.

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