ORATIO: A Gamified Educational Board Game Prototype for Developing Oral Reporting Skills in Higher Education

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ABSTRACT

ORATIO (Oral Reporting Interactive Tool for Innovative Oral Communication) is a functional gamified educational board game prototype developed to support oral reporting skills among Degree students enrolled in the English for Oral Reporting (LCC402) course at Universiti Teknologi MARA (UiTM). Oral reporting requires learners to interpret graphical information accurately, organise ideas logically, and communicate findings confidently using appropriate academic language. However, students often experience difficulties in describing trends, making comparisons, explaining relationships between variables, and presenting graphical information fluently. To address these challenges, the ORATIO prototype was designed to transform conventional oral reporting activities into an engaging and collaborative learning experience through authentic graph interpretation tasks, structured oral presentation activities, gamified gameplay, and formative assessment. The prototype comprises a presentation-themed board, four categories of task cards, namely Trend Description, Comparison, Relationship Explanation, and Presentation Challenge together with gameplay mechanics, an assessment rubric, and a facilitator guide aligned with the learning outcomes of the LCC402 course. The prototype is intended to encourage repeated speaking practice, collaborative learning, and immediate formative feedback while supporting the development of learners' confidence, oral fluency, reporting vocabulary, and analytical communication skills. Its flexible design, portability, and adaptability provide strong potential for future refinement, pilot implementation, wider institutional adoption, and commercialisation.

Keywords: Gamification; Oral Reporting; Educational Board Game; Higher Education; Communicative Competence

INTRODUCTION

Effective oral communication is increasingly recognised as an essential graduate competency in higher education (Chan et al., 2024). In addition, Laura-De La Cruz et al. (2023) highlighted that gamified learning environments can enhance students' communication skills and classroom engagement. University students are increasingly expected to demonstrate strong communication, critical thinking, and presentation skills to meet higher education and workplace expectations. Within English language education, oral reporting requires learners to interpret visual texts and graphical information accurately before communicating their findings effectively. Judelin (2024) emphasised that visual text interpretation is an essential component of higher education learning and critical communication.

In the English for Oral Reporting (LCC402) course at Universiti Teknologi MARA, students are required to interpret graphs, describe trends, compare datasets, explain relationships, and present visual information orally. Nevertheless, many students experience difficulties in selecting appropriate reporting vocabulary, organising information coherently, and delivering spontaneous presentations confidently. Razawi et al. (2023) highlighted that limited speaking confidence and motivation remain common challenges among

Malaysian ESL learners, particularly during oral communication activities. Abdul Rahim et al. (2023) demonstrated that Malaysian ESL learners frequently experience speech anxiety during oral presentations, while Rahman et al. (2025) further highlighted that limited speaking practice and presentation anxiety reduce learners' confidence and participation. Similarly, Som and Soekarno (2024) demonstrated that gamified learning environments provide more opportunities for active participation and communicative language practice among ESL learners.

Correspondingly, classroom observations in the English for Oral Reporting (LCC402) course indicate that while conventional teaching methods provide guided practice, opportunities for repeated oral reporting and immediate formative feedback remain limited, reducing students' engagement and communicative development.

To address these challenges, ORATIO was developed as a functional gamified educational board game prototype designed to support the learning outcomes of the English for Oral Reporting (LCC402) course. The prototype is designed to transform traditional oral reporting activities into an engaging, collaborative, and student-centred learning experience where students interpret authentic graphical information, communicate their findings, and receive continuous formative feedback through structured gameplay.

By integrating graph interpretation, oral communication, gamification, and formative assessment within a single educational innovation, ORATIO is expected to support the development of students' confidence, fluency, analytical thinking, and overall oral reporting competence. The design of ORATIO is further informed by research highlighting that gamification promotes learner engagement, collaborative learning, and meaningful communication in higher education (Laura-De La Cruz et al., 2023; Chan et al., 2024).

PRODUCT DESCRIPTION & METHODOLOGY

Product Overview

ORATIO is a gamified educational board game prototype developed for Degree students enrolled in the English for Oral Reporting (LCC402) course at Universiti Teknologi MARA (UiTM). The prototype was designed to address students' challenges in graph interpretation and oral reporting while directly supporting the course learning outcomes related to data interpretation, communicative competence, and presentation skills.

Unlike traditional worksheet-based activities, the ORATIO prototype integrates authentic graph interpretation with structured oral communication tasks, enabling learners to analyse visual information, organise ideas logically, and present findings in an engaging learning environment. As highlighted by Judelin (2024), visual interpretation is an essential component of effective communication in higher education, making authentic graph-based activities particularly relevant for oral reporting instruction.

Chan et al. (2024) reported that gamified learning environments encourage active participation, learner engagement, and meaningful interaction. Guided by these principles, ORATIO adopts a Presentation Journey concept in which learners progressively complete oral reporting challenges by describing trends, making comparisons, explaining relationships, and responding to presentation scenarios.

The ORATIO prototype comprises a presentation-themed game board, four categories of oral reporting task cards, dice, player tokens, an assessment rubric, and a facilitator guide. Each component was intentionally designed to encourage repeated speaking practice, collaborative learning, and immediate formative feedback. Through structured gameplay, learners repeatedly apply reporting vocabulary, analytical thinking, and presentation skills while interacting with peers in a supportive classroom environment.

Prototype Status

At the time of submission, ORATIO has been developed as an educational board game prototype consisting of the presentation board, four categories of task cards, gameplay mechanics, player tokens, dice, an

assessment rubric, and a facilitator guide. The prototype is currently ready for pilot classroom implementation and user evaluation to inform future refinement and wider educational application.



Figure 1. Complete ORATIO Educational Board Game Package

Figure 1 illustrates the functional ORATIO prototype, including the presentation board, task cards, player tokens, dice, and supporting instructional materials developed for pilot classroom implementation.

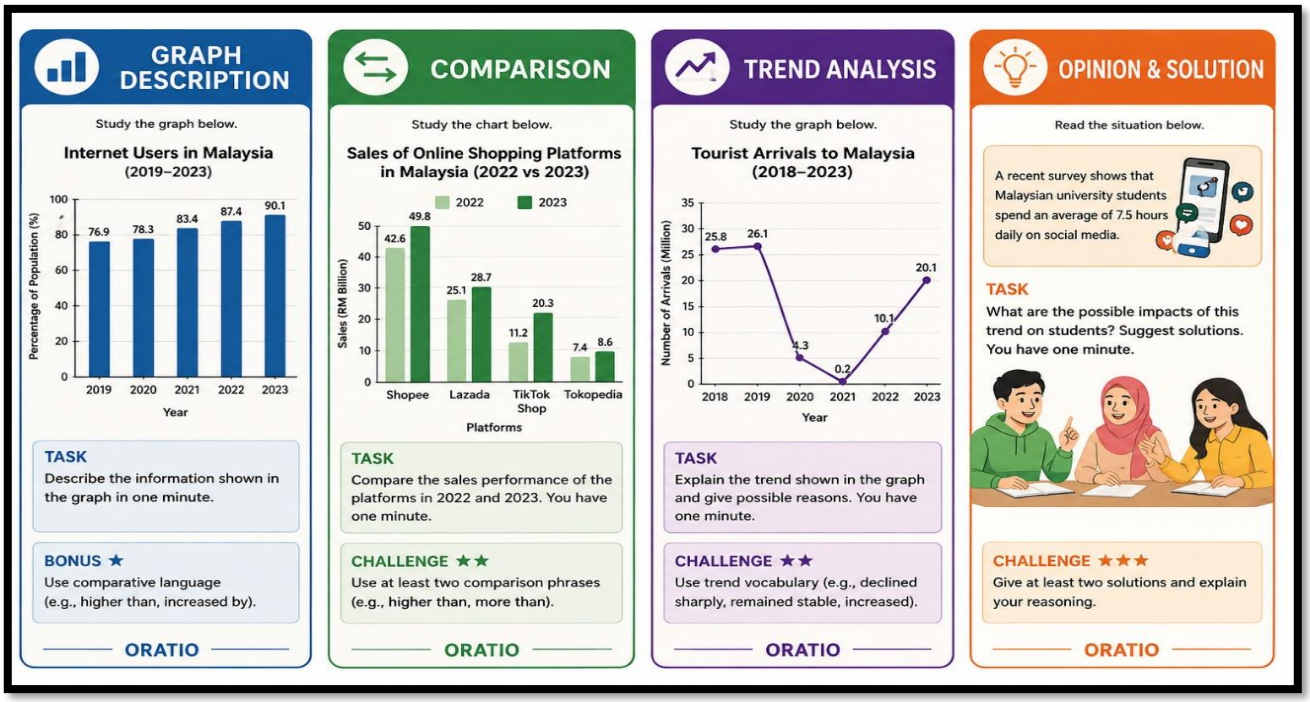


Figure 2. Sample ORATIO Task Cards Representing the Four Gameplay Categories

Figure 2 presents one sample task card from each of the four gameplay categories incorporated in the ORATIO prototype: Trend Description, Comparison, Relationship Explanation, and Presentation Challenge. Each card is designed to promote graph interpretation, oral communication, critical thinking, and

collaborative learning while supporting the learning outcomes of the English for Oral Reporting (LCC402) course.

Product Specifications

Target Users	Degree students
Number of Players	3–5
Duration	30–45 minutes
Components	Board, Cards, Dice, Tokens
Assessment	Lecturer Rubric
Learning Mode	Collaborative
Course	English for Oral Reporting (LCC402)

Table 1. Alignment Between ORATIO Components and LCC402 Learning Outcomes

Trend Description Cards	Describe graphical trends accurately	Trend vocabulary, analytical speaking
Comparison Cards	Compare data using appropriate language	Comparative language, critical analysis
Relationship Explanation Cards	Explain relationships between variables	Analytical reasoning, communication accuracy
Presentation Challenge Cards	Deliver oral presentations confidently	Fluency, confidence, presentation skills
Assessment Rubric	Monitor oral communication performance	Formative assessment and feedback

Gameplay

The ORATIO prototype is designed for pilot classroom implementation involving three to five players and one facilitator or lecturer. The gameplay is structured to encourage active participation, collaborative learning, and repeated oral reporting practice within a supportive learning environment.

During gameplay, each player rolls the dice and moves along the Presentation Journey board. Upon landing on a designated space, the player draws the corresponding task card and completes the assigned oral reporting task within one minute.

Each task requires learners to interpret authentic graphical information, organise ideas logically, and communicate their findings using appropriate reporting language. Immediate formative feedback is provided by peers and the lecturer through a simplified assessment rubric focusing on vocabulary, fluency, organisation, pronunciation, and confidence. This design reflects the principles of formative assessment and gamified language learning highlighted by Laura-De La Cruz et al. (2023).

Such supportive and low-anxiety learning environments have been shown to encourage students to participate more confidently in oral communication activities (Abdul Rahim et al., 2023). The gameplay continues until participants reach the destination, *Master Presenter*, symbolising successful completion of the oral reporting journey. Upon completion, the facilitator conducts a reflection and feedback session to reinforce learning outcomes and identify areas for further improvement.

The gameplay mechanics were intentionally designed to provide repeated opportunities for oral communication, collaborative interaction, and immediate formative feedback while maintaining an engaging and low-anxiety learning environment.

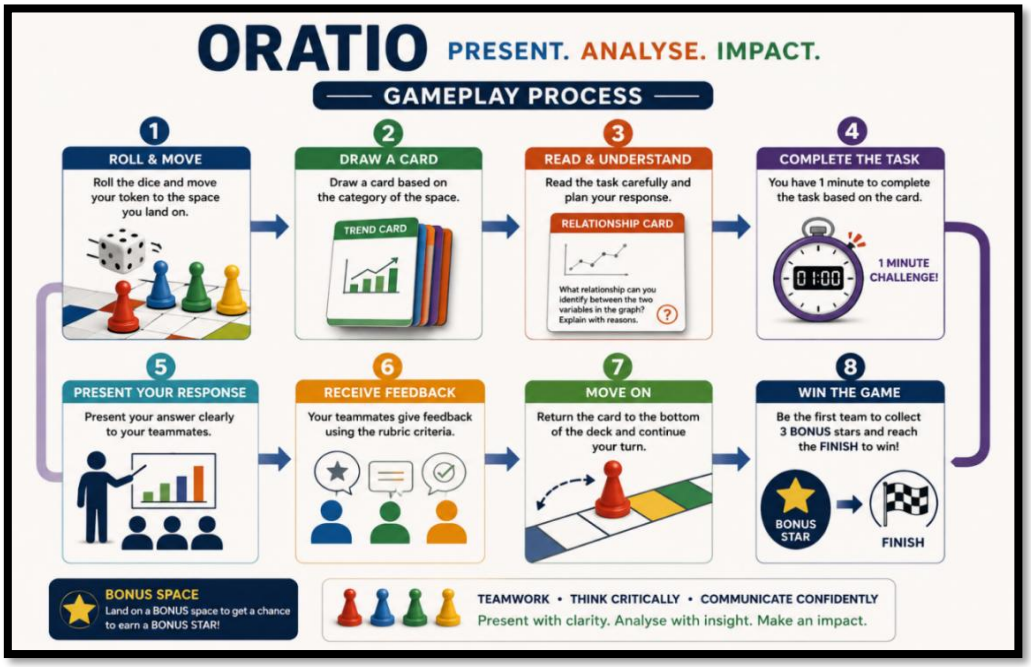


Figure 3. Gameplay Flow of ORATIO

Figure 3 illustrates the proposed sequence of gameplay activities, beginning with task allocation and progressing through oral reporting, formative feedback, and reflective learning.

Potential Findings & Commercialisation

Educational Impact

Based on the literature on gamified language learning, ORATIO is expected to positively influence students' oral reporting performance by providing a structured yet engaging environment for repeated speaking practice (Rahman et al., 2025; Som & Soekarno, 2024). This design is expected to reduce presentation anxiety while promoting greater speaking confidence, which is consistent with the findings of Abdul Rahim et al. (2023). The one-minute presentation challenge is also expected to encourage spontaneous communication while reducing dependence on memorised scripts.

The collaborative gameplay is also expected to promote classroom participation and peer learning. As learners observe, evaluate, and respond to one another's presentations, they are exposed to diverse reporting strategies and language expressions. This process creates opportunities for immediate feedback and reflection, allowing both lecturers and learners to identify strengths and areas for further improvement.

From a pedagogical perspective, the ORATIO prototype is designed to function as both a learning aid and a formative assessment tool. The integrated assessment rubric enables lecturers to monitor learners' vocabulary usage, organisation of ideas, presentation delivery, pronunciation, and confidence while maintaining an engaging and low-anxiety learning environment.

Table 2. Expected Educational Impact of ORATIO

Graph Interpretation	More accurate interpretation of graphs
Reporting Vocabulary	Appropriate reporting expressions
Fluency	More spontaneous speaking
Confidence	Reduced presentation anxiety
Collaboration	Increased peer interaction

Commercialisation Potential

ORATIO possesses strong commercialisation potential due to its modular design, portability, and adaptability for different educational contexts. The prototype has the potential to be adopted in English communication courses, presentation skills training, foundation programmes, diploma programmes, and undergraduate language courses with minimal modification. Its reusable learning materials and low production cost make it suitable for large-scale classroom implementation while reducing the need for repeated printing of conventional worksheets.

The innovation also offers opportunities for future product expansion. Additional task card packs can be developed to accommodate different proficiency levels, specialised English courses, and discipline-specific communication contexts. Furthermore, integrating QR codes, digital resources, and mobile-based learning support could extend ORATIO into hybrid and online learning environments, increasing its accessibility and educational value.

Beyond institutional adoption, ORATIO has the potential to be marketed as a teaching and learning toolkit for universities, language centres, teacher training programmes, and professional communication workshops. Consistent with Zolfaghari et al. (2025), the integration of digital technologies and gamified learning environments provides opportunities for ORATIO to evolve into a scalable educational innovation suitable for wider implementation in higher education.

Overall, the ORATIO prototype is well-positioned for pilot classroom implementation, future refinement, and wider adoption across higher education institutions due to its modular design, adaptability, and scalability.

NOVELTY & RECOMMENDATIONS

ORATIO distinguishes itself from existing oral reporting instructional practices by integrating graph interpretation, gamification, collaborative learning, and formative assessment into one curriculum-aligned educational innovation. Its four specialised task card categories provide systematic practice using authentic university-related contexts, making the product both educationally meaningful and scalable (Prameswari et al., 2024).

Worksheet-based	Interactive board game
Teacher-centred	Student-centred
Single presentation	Repeated oral practice
Delayed feedback	Immediate feedback

Future development of the ORATIO prototype includes developing additional task card packs for different proficiency levels, integrating QR codes for digital learning resources, and adapting ORATIO for other communication-related courses. These enhancements will expand the innovation's educational impact while increasing its potential for wider institutional adoption and commercialisation (Zolfaghari et al., 2025). Overall, ORATIO demonstrates strong potential as an innovative teaching and learning tool that aligns with current higher education practices while providing an engaging platform for developing oral reporting skills.

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