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IMPLEMENTING A GAMIFIED ESP SPEAKING INSTRUCTIONAL FRAMEWORK FOR NURSING STUDENTS USING SPINNING WHEEL MEDIA: A QUALITATIVE CASE STUDY

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ABSTRACT. This study investigated the implementation of a gamified English for Specific Purposes (ESP) speaking instructional framework using spinning wheel media among nursing students. A qualitative case study approach was conducted involving 25 nursing students at STIKES Bina Usada Bali. Data were gathered over five instructional sessions through classroom observations, semi-structured interviews, and document analysis, followed by thematic analysis. The analysis revealed five themes: students' engagement, speaking anxiety, speaking confidence, the relevance of nursing-based communication tasks, and classroom participation. The findings suggested that students perceived the randomized speaking prompts as engaging and considered nursing-related scenarios relevant to their prospective professional communication needs. Some participants further described feeling more comfortable and confident through repeated opportunities to practice speaking. Drawing on the classroom implementation, the study identified six related instructional components: context-based nursing tasks, randomized prompts, individual speaking performance, peer interaction, constructive feedback, and repeated practice. This study offers practical insights into the integration of gamification in ESP speaking instruction for nursing students. Nevertheless, the findings represent students' experiences and perceptions; they do not demonstrate a causal improvement in speaking proficiency or establish the formal validity of the framework. Future research should investigate the framework in diverse educational contexts and explore its association with objectively assessed speaking outcomes.

Keywords: *English for Specific Purposes, Gamification, Speaking Instruction, Spinning Wheel, Nursing Students, Qualitative Case Study*

ABSTRAK. Penelitian ini mengkaji implementasi kerangka pembelajaran berbicara *English for Specific Purposes* (ESP) berbasis gamifikasi dengan menggunakan media *spinning wheel* pada mahasiswa keperawatan. Penelitian ini menggunakan pendekatan studi kasus kualitatif yang melibatkan 25 mahasiswa keperawatan di STIKES Bina Usada Bali. Data dikumpulkan selama lima sesi pembelajaran melalui observasi kelas, wawancara semi-terstruktur, dan analisis dokumen, kemudian dianalisis secara tematik. Hasil analisis mengidentifikasi lima tema, yaitu keterlibatan mahasiswa, kecemasan berbicara, kepercayaan diri dalam berbicara, relevansi tugas komunikasi berbasis keperawatan, dan partisipasi di kelas. Temuan menunjukkan bahwa mahasiswa memandang prompt berbicara yang dipilih secara acak sebagai aktivitas yang menarik serta menilai skenario berbasis keperawatan relevan dengan kebutuhan komunikasi profesional mereka di masa mendatang. Beberapa partisipan juga mengungkapkan bahwa kesempatan berlatih berbicara secara berulang membuat mereka merasa lebih nyaman dan percaya diri. Berdasarkan implementasi pembelajaran di kelas, penelitian ini mengidentifikasi enam komponen instruksional yang saling berkaitan, yaitu tugas keperawatan berbasis konteks, prompt yang dipilih secara acak, praktik berbicara secara individual, interaksi antarteman, umpan balik konstruktif, dan latihan berulang. Penelitian ini memberikan wawasan praktis mengenai integrasi gamifikasi dalam pembelajaran berbicara ESP bagi mahasiswa keperawatan. Meskipun demikian, temuan penelitian mencerminkan pengalaman dan persepsi mahasiswa, sehingga tidak membuktikan adanya peningkatan kemampuan berbicara yang disebabkan secara kausal oleh penerapan kerangka tersebut ataupun menetapkan validitas formal kerangka pembelajaran. Penelitian selanjutnya perlu mengkaji penerapan kerangka ini dalam berbagai konteks pendidikan serta hubungannya dengan hasil penilaian kemampuan berbicara yang diukur secara objektif.

Kata Kunci: *English for Specific Purposes,* Gamifikasi, Pembelajaran Berbicara, *Spinning Wheel*, Mahasiswa Keperawatan, Studi Kasus Kualitatif.

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INTRODUCTION

English for Specific Purposes (ESP) is a crucial component of nursing education because nursing students must be able to communicate successfully in professional and clinical contexts. Healthcare communication extends beyond general language competence, encompassing the ability to deliver information clearly and accurately, explain procedures, address patients' concerns, and interact appropriately with patients, their families, and other healthcare professionals. In clinical practice, effective communication contributes significantly to the quality and safety of patient care. Consequently, enhancing nursing students' English communication competence is vital for equipping them with the skills necessary for professional practice, particularly in healthcare settings characterized by increasing international collaboration and cultural diversity. (World Health Organization, 2021).

Although English communication skills are essential in nursing education, many students encounter challenges when participating in English-speaking activities. Insufficient exposure to authentic communication, low self-confidence, and fear of making linguistic errors may reduce their willingness to engage in speaking practice. Furthermore, traditional language teaching approaches often prioritize grammatical rules and memorization over the practical use of language for meaningful interaction. Consequently, students may demonstrate an understanding of English grammar and sentence structures but struggle to communicate spontaneously in professional contexts. Moreover, anxiety and limited confidence in speaking have been recognized as significant factors that affect learners' engagement, participation, and overall performance in foreign language learning. (MacIntyre, P. D., Gregersen, T., & Mercer, 2020)(Zhang, 2022).

These difficulties emphasize the importance of implementing ESP instruction that enables students to practice English through activities aligned with their professional requirements. Within nursing education, speaking practice can be designed around clinical scenarios, including welcoming and interviewing patients, identifying symptoms, describing medical procedures, providing instructions, and interacting with patients and healthcare personnel.

(Ellis, 2020) highlights the role of meaningful communicative tasks in task-based language teaching, whereby learners develop their language abilities through purposeful interaction. Likewise, simulation-based learning provides nursing students with opportunities to rehearse communication skills in environments that reflect real-world clinical practice (Cant, R.P., & Cooper, 2020). These perspectives indicate that ESP speaking instruction can be strengthened by incorporating learning experiences that integrate language practice with realistic nursing situations.

In addition to contextualized instruction, interactive and learner-centered teaching strategies have gained increasing recognition in language education. One approach that can enhance classroom learning is gamification, which involves incorporating game-based elements into non-game environments to promote learner participation and engagement (Deterding, S., Dixon, D., Khaled, R., & Nacke, 2011). In educational contexts, these elements can introduce challenges, encourage interaction, provide feedback, and create opportunities for learners to participate actively in the learning process. Previous research has demonstrated the potential of gamified learning environments to foster student engagement and active involvement (Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, 2023) Furthermore, gamification has been explored as a strategy for influencing learners' attitudes and engagement in educational settings (Toda, A.M., Valle, P.H.D., & Isotani, 2021). In language instruction, gamified activities may also establish a more supportive and less intimidating learning atmosphere, encouraging students to participate more confidently and practice the target language more frequently.

The spinning wheel is a practical and accessible tool for integrating gamification into classroom speaking activities. By incorporating random selection, this medium introduces an element of unpredictability in determining students' turns or the speaking tasks they must complete. This uncertainty may help maintain students' attention and encourage active involvement throughout the learning process. Moreover, random task selection can promote spontaneous language production by requiring students to formulate responses without depending solely on prior preparation. This feature is particularly relevant to ESP nursing, where effective clinical communication requires students to respond appropriately to various situations and communication cues. Accordingly, spinning wheel media can serve as a

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straightforward instructional tool for integrating student participation, spontaneous responses, and contextualized speaking practice in ESP classrooms.

The effectiveness of interactive learning media has also been explored in the researchers' previous studies. Previous studies undertaken by the researcher indicate the efficacy of novel educational approaches in improving language abilities. (Purwaningsih, NK & Dewi, 2023) reported that interactive media, including Catur Jantra and string-based activities, facilitated communicative speaking practice through collaborative learning. Another study by (Purwaningsih et al., 2024) found that the use of spinning wheel media supported speaking activities by encouraging students' interest and participation. Similarly, Furthermore, (Purwaningsih, NK & Dewi, 2025) reported that blended learning using the Match Up application supported the development of nursing students' English vocabulary. Collectively, these findings suggest that interactive, game-based, and technology-supported approaches can contribute to language learning. Nevertheless, the existing studies primarily investigated individual media or specific instructional activities, leaving room for further exploration of how these elements can be integrated into a structured and recurring instructional framework for ESP speaking development.

Despite the growing interest in gamification in educational settings, further qualitative investigation is needed to understand how learners experience and engage with gamified speaking activities within specific professional learning environments. In particular, insufficient attention has been directed toward the implementation of an organized gamified speaking framework that combines random task selection with authentic nursing communication scenarios. While quantitative research can provide insights into learning outcomes and engagement levels, qualitative approaches offer a more comprehensive understanding of students' experiences, their responses to speaking opportunities, and the ways in which instructional components function in actual classroom settings. Accordingly, a qualitative case study provides a suitable methodological approach for exploring the implementation of a gamified ESP speaking instructional framework within its natural teaching and learning context.

To address this research gap, the present study investigates the implementation of a gamified ESP speaking instructional framework using spinning wheel media among nursing students.

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The spinning wheel offers an accessible tool for integrating game-based elements into classroom instruction by introducing randomization and unpredictability, which may encourage student engagement and spontaneous participation. Furthermore, random selection can provide students with more equitable opportunities to participate in speaking activities. Previous research has explored the role of unpredictability in promoting learners' attention and motivation (Hamari, J., 2021). Nevertheless, the application of spinning wheel media in ESP nursing education remains insufficiently investigated, particularly through qualitative research that examines students' experiences in depth.

Rather than presenting the framework as a fully developed and validated instructional model, this study examines its classroom implementation and explores students' experiences throughout the learning process. The framework consists of interconnected components, including contextualized nursing speaking tasks, randomized prompts, individual speaking performance, peer interaction, supportive feedback, and repeated practice. Through classroom observations, semi-structured interviews, and document analysis, the study explores students' engagement, speaking anxiety, confidence, contextualized learning experiences, and participation during the implementation of the framework.

The study is guided by the following research question: How do nursing students experience the implementation of a gamified ESP speaking instructional framework using spinning wheel media in an ESP classroom?

The contribution of this study lies in identifying the instructional elements and classroom processes involved in implementing a gamified ESP speaking framework. Drawing on qualitative evidence gathered during classroom activities, the study outlines a recurring instructional sequence rather than claiming to establish a fully validated teaching model. The framework illustrates how contextualized nursing tasks, randomized spinning-wheel prompts, individual speaking performance, peer interaction, constructive feedback, and repeated practice can be interconnected within ESP instruction. From a pedagogical perspective, the study extends the discussion of ESP teaching by illustrating how an accessible gamified tool can be combined with professional communication tasks to facilitate active participation and context-specific speaking practice. In practical terms, the findings may offer English lecturers in nursing programs a flexible instructional framework

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for designing engaging speaking activities that encourage student involvement and provide repeated opportunities to practice English in nursing-related situations.

METHODOLOGY

Research Design

This study employed a qualitative case study design to investigate the classroom implementation of a gamified English for Specific Purposes (ESP) speaking instructional framework supported by spinning wheel media. The study was conducted in one ESP nursing class at STIKES Bina Usada Bali across five instructional sessions. It focused on students' experiences, classroom participation, engagement, speaking anxiety, confidence, and contextualized learning rather than measuring the framework's effectiveness or validating a formal instructional model.

Research Setting and Participants

The study involved 25 nursing students taking an ESP course at STIKES Bina Usada Bali. Participants were recruited through purposive sampling, with selection based on their direct involvement in the classroom learning activities. Consideration was given to students' participation in speaking tasks and their basic to intermediate levels of English proficiency. The selection process was intended to obtain detailed, context-specific insights into students' experiences rather than to achieve statistical generalizability.

Instructional Framework and Procedure

The instructional framework combined nursing-specific speaking tasks with spinning wheel media to promote student participation and facilitate English practice in relevant clinical contexts. The framework consisted of six interconnected elements: (1) nursing-related communicative tasks, (2) prompts selected through a randomized spinning wheel, (3) individual speaking activities, (4) peer interaction, (5) constructive and supportive feedback, and (6) opportunities for repeated speaking practice. The implementation of these components was observed across five instructional sessions to examine how the framework functioned within the classroom and how its different elements were integrated into the teaching and learning process.

Data Collection

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Data were gathered using three methods: classroom observation, semi-structured interviews, and document analysis. Classroom observations took place over five instructional sessions, with an observation checklist and field notes used to record students' engagement, participation, interactions, and responses to the speaking tasks. Semi-structured interviews, each lasting approximately 15–20 minutes, were conducted with selected participants to gain deeper insights into their experiences and perceptions of the learning activities. Additionally, relevant instructional documents were reviewed to provide contextual information and support the interpretation of how the framework was implemented in the classroom.

Data Analysis and Trustworthiness

The collected data were examined using thematic analysis based on the framework proposed by (Braun, V., & Clarke, 2006). The analytical process consisted of six stages: familiarization with the data, generation of initial codes, identification of potential themes, review of themes, definition and naming of themes, and interpretation of the findings. Particular attention was given to recurring patterns concerning student engagement, speaking anxiety, confidence, contextualized learning, and classroom participation. To enhance the trustworthiness of the findings, data triangulation, member checking, peer debriefing, and thick description were employed where applicable and implemented during the research process.

Methodological Limitations

This study was conducted with 25 nursing students from a single class at one institution over five instructional sessions, which represents a limitation in the scope of the research. Consequently, the findings offer context-specific insights into the implementation of the instructional framework but do not establish its causal effectiveness or support statistical generalization to broader student populations.

RESULTS

Implementation of the Gamified ESP Speaking Instructional Framework

The gamified ESP speaking instructional framework was carried out over five teaching sessions with 25 nursing students at STIKES Bina Usada Bali. Throughout the sessions, spinning wheel media was incorporated into nursing-related speaking activities to enable

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students to practice English within contexts relevant to professional healthcare communication.

The analysis examined five key aspects of students' learning experiences: engagement, speaking anxiety, confidence, contextualized learning, and classroom participation. The qualitative findings revealed five major themes: (1) gamification as a means of enhancing student engagement, (2) speaking anxiety within a supportive learning environment, (3) the development of speaking confidence through repeated practice, (4) contextualized learning for clinical communication, and (5) student participation and peer interaction.

These themes reflect students' expressed experiences and recurring patterns identified through classroom observations. Collectively, they provide an understanding of how students perceived and engaged with the instructional activities throughout the implementation of the gamified ESP speaking framework.

Student Engagement through Gamification

The findings revealed that students regarded the spinning wheel activities as enjoyable and engaging. The random assignment of speaking tasks generated a sense of anticipation, as students were uncertain about which task they would be asked to perform. This element of unpredictability was also evident in students' descriptions of their classroom experiences.

Student 1 stated:

> "The spinning wheel activity makes the lesson more exciting because we don't know what task we will get. It feels like playing a game, but we are actually learning." (Student 1)

Similarly, Student 2 remarked:

> "I become more active in class because I want to try when my name is called. I think it is fun and not boring like a usual speaking class." (Student 2)

These responses indicate that unpredictability played a meaningful role in shaping students' classroom experiences. The possibility of being selected appeared to encourage them to remain attentive and become more willing to participate in the activities. Thus, the findings suggest that randomized prompts offered an engaging way to structure speaking opportunities and stimulate student involvement in ESP instruction.

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Speaking Anxiety in a Supportive Learning Environment

The second theme explored students' experiences of speaking anxiety during the instructional activities. One participant reported feeling more at ease when speaking English in a classroom where other students were also participating and occasionally making mistakes.

Student 3 explained:

> "Usually, I feel nervous when speaking English, but with the spinning wheel, I feel more relaxed because everyone is also trying and making mistakes." (Student 3)

This response indicates that the collective nature of the activity may have contributed to the participant's perception of a supportive learning environment. Observing classmates engage in similar speaking tasks appeared to make the experience less intimidating and foster a greater sense of comfort during speaking practice. These findings emphasize the importance of classroom atmosphere in shaping students' willingness to engage in English-speaking activities. Nevertheless, this interpretation is based on the participant's individual account and should not be interpreted as evidence of a measurable reduction in speaking anxiety among all 25 participants.

Speaking Confidence through Repeated Practice

The third theme explored students' perceptions of their speaking confidence. Opportunities to engage in speaking activities repeatedly enabled students to practice communicating their ideas in English, particularly through role-play tasks related to nursing practice.

Student 4 stated:

> "After several meetings, I feel more confident to speak, especially when doing role play as a nurse. I can express my ideas better." (Student 4)

This statement suggests that the participant perceived repeated speaking practice and nursing-related role-play as helpful in developing confidence when communicating in English. The incorporation of familiar professional scenarios appeared to offer a relevant context for practicing clinical communication and expressing ideas more comfortably.

The findings highlight the importance of repeated speaking opportunities in shaping students' perceptions of their learning experiences. However, because the study did not employ standardized speaking assessments or pre-test and post-test comparisons, the results

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reflect students' perceived confidence rather than objectively demonstrated improvements in speaking proficiency.

Contextualized Learning for Clinical Communication

The fourth theme highlighted the perceived relevance of nursing-related speaking activities to students' professional learning requirements. The instructional tasks incorporated clinical communication scenarios that enabled students to practice English in situations closely related to their future nursing responsibilities.

Student 5 remarked:

> "The activities help me practice real situations, like asking patients about their symptoms. It is very useful for my future job." (Student 5)

This response reflects the participant's recognition of the practical value of learning English through nursing-specific scenarios. Instead of concentrating solely on everyday conversational exchanges, the activities allowed students to explore how English could be applied in future interactions with patients in clinical settings. The findings suggest that contextualized speaking tasks helped students relate language learning to their anticipated professional roles. Within the instructional framework, nursing scenarios established the communicative purpose of each activity, while the spinning wheel served as a tool for structuring participation and creating opportunities for students to practice English in professionally relevant contexts.

Participation and Peer Interaction

The fifth theme focused on opportunities for student participation during classroom activities. Based on the classroom observations documented in the original research manuscript, the random selection mechanism created opportunities for students who were generally less active to engage in speaking tasks. Rather than depending exclusively on students who volunteered to answer, the spinning wheel enabled participants to be selected to respond to specific speaking prompts. Meanwhile, their classmates could listen to and learn from their peers' responses. This approach provided a more varied structure for organizing classroom participation and encouraged shared attention during speaking activities. The findings indicate that the random selection mechanism served as a practical strategy for creating and distributing speaking opportunities within the observed classroom. Nevertheless, the use of random selection does not necessarily mean that every student

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participated equally or experienced an increase in participation. Accordingly, the results are interpreted as demonstrating the potential of spinning wheel media to facilitate broader classroom involvement rather than establishing that equal participation was achieved among all students.

Summary of the Findings

The five themes represent interconnected dimensions of students' experiences during the implementation of the gamified ESP speaking instructional framework.

Table 1. Summary of Themes and Key Findings from the Qualitative Analysis

Theme	Key Finding
Student engagement	Students described the randomized speaking activities as enjoyable and engaging.
Speaking anxiety	One participant reported feeling more comfortable speaking when classmates were also participating.
Speaking confidence	A participant associated repeated speaking practices and nursing role-play with greater confidence.
Contextualized learning	Students perceived nursing-related scenarios as relevant to their future professional communication needs.
Participation and peer interaction	Random selection created opportunities for wider classroom participation and encouraged students to pay attention to their peers.

Overall, the findings indicate that the instructional framework offered a structured way to integrate randomized prompts, individual speaking opportunities, nursing-related tasks, and classroom interaction. The qualitative evidence provides insights into how students experienced these interconnected activities within the context of ESP nursing instruction.

The findings provide a basis for exploring the connections between the instructional components and students' reported learning experiences. However, they do not provide evidence of a causal relationship between the framework and improvements in speaking proficiency, nor do they constitute formal validation of the instructional framework.

DISCUSSIONS

Interpretation of Findings and Comparison with Previous Studies

This study examined how a gamified English for Specific Purposes (ESP) speaking instructional framework incorporating spinning wheel media was implemented in a nursing classroom. The analysis identified five key themes: student engagement, speaking anxiety,

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speaking confidence, contextualized nursing communication, and classroom participation. Overall, students' accounts indicated that the instructional activities offered an engaging and professionally relevant environment for practicing English. Nevertheless, the findings primarily represent students' perceptions and experiences and should not be interpreted as evidence of measurable improvements in their English-speaking proficiency.

The findings related to student engagement can be interpreted through the concept of gamification, which involves applying game-design elements in non-game settings (Deterding, S., Dixon, D., Khaled, R., & Nacke, 2011). The unpredictable nature of the spinning wheel appeared to contribute to students' interest in speaking activities by introducing an element of anticipation into the learning process. This observation aligns with broader discussions of gamified learning and its potential to promote student engagement (Zainuddin, Z., Shujahat, M., Haruna, H., & Chu, 2023). However, students' engagement should not be attributed exclusively to the spinning wheel, as other factors, including the relevance of nursing-related tasks and opportunities for classroom interaction, may also have shaped their learning experiences.

Students also described feeling more comfortable participating when participating in English-speaking activities. This finding relates to research on foreign language anxiety, which identifies anxiety as an important factor influencing language learning experiences (Zhang, 2022). Furthermore, participants associated repeated opportunities to practice speaking with greater confidence in expressing themselves in English. Nevertheless, as the study did not employ quantitative measures of speaking anxiety or proficiency, these results reflect students' perceived experiences rather than objectively verified improvements in their emotional responses or speaking abilities.

The perceived relevance of nursing-specific speaking tasks emerged as another significant finding. Students acknowledged the practical value of rehearsing clinical communication scenarios, including asking patients about their symptoms. This observation reflects the fundamental orientation of English for Specific Purposes toward addressing learners' academic and professional requirements (Dudley-evans et al., 1998). It is also consistent with task-based language teaching, which prioritizes purposeful communication and meaningful language use (Ellis, 2020). Taken together, the findings indicate that integrating

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gamified task selection with nursing-related scenarios offers a potential way to align classroom speaking activities with the professional communication demands that students may encounter in their future nursing careers.

Contribution of the Instructional Framework

This study offers a practical synthesis of six interrelated instructional elements: nursing-related contextualized tasks, randomized prompts, individual speaking activities, peer interaction, constructive feedback, and repeated practice. Collectively, these elements outline an approach to organizing gamified speaking activities within an ESP nursing classroom.

Rather than claiming to establish a formally developed and validated instructional model, the framework provides a description of the instructional process observed during classroom implementation. The findings offer insights into students' experiences of engagement, speaking anxiety, confidence, and the relevance of contextualized learning. Nevertheless, the contributions of peer interaction and supportive feedback should be interpreted cautiously unless supported by sufficient observational evidence documenting their implementation. Accordingly, this study contributes a context-specific account of gamified ESP speaking instruction that may serve as a reference for future classroom-based investigations.

Practical Implications

For lecturers teaching English for Specific Purposes (ESP) in nursing education, spinning wheel media can serve as an accessible instructional tool for organizing speaking tasks and facilitating student participation. However, its pedagogical benefits depend largely on the appropriateness of the selected tasks and the instructional support provided throughout the learning process. Incorporating clinical communication scenarios, such as conducting patient interviews, discussing symptoms, and engaging in nurse–patient interactions, can help align English-speaking activities with students' future professional responsibilities.

Furthermore, lecturers should carefully manage the random selection process to prevent it from creating unnecessary anxiety or pressure among students. Providing clear task instructions, sufficient preparation time, supportive and constructive feedback, and opportunities for respectful peer interaction may contribute to a more comfortable and

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inclusive learning environment. In addition, speaking activities should be evaluated using clearly defined assessment criteria, including comprehensibility, appropriate use of nursing-related vocabulary, and interactional competence. Such assessment practices can help distinguish students' self-reported speaking confidence from their demonstrated communicative performance.

Limitations and Future Research

This study was limited to 25 nursing students from a single institution and covered five instructional sessions. Consequently, the findings provide context-specific insights that may not be directly transferable to other ESP nursing classrooms. In addition, the qualitative research design did not incorporate standardized speaking assessments, pre-test and post-test comparisons, or a control group. Therefore, the study cannot establish a causal relationship between the use of gamification and improvements in students' English-speaking proficiency.

Furthermore, the instructional framework did not undergo formal validation. Its six components should therefore be understood as a practical synthesis of the observed classroom implementation rather than a formally established instructional model. Future research could investigate the framework across multiple institutions, examine its components through more systematic documentation, and integrate qualitative data with objective speaking assessments. Such investigations could determine whether students' positive learning experiences correspond to measurable improvements in speaking performance and whether the skills developed through classroom activities transfer to simulated clinical communication settings.

Overall, this study contributes a qualitative account of implementing a gamified ESP speaking instructional framework in nursing education. The findings illustrate the potential of integrating randomized prompts with contextualized nursing communication tasks to create opportunities for speaking practice, while highlighting the need for further research to examine the framework's applicability and its relationship to students' actual speaking performance.

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CONCLUSIONS

This study investigated the implementation of a gamified English for Specific Purposes (ESP) speaking instructional framework incorporating spinning wheel media among nursing students. The analysis identified five key themes: student engagement, speaking anxiety, speaking confidence, contextualized nursing communication, and classroom participation. Participants' accounts indicated that randomized speaking prompts and nursing-specific tasks created an engaging and professionally relevant environment for English language practice. Additionally, students perceived repeated opportunities to speak as beneficial to their confidence in using English. Nevertheless, these findings reflect participants' reported experiences and perceptions and should not be interpreted as evidence of objectively measured improvements in speaking proficiency.

This study presents a practical instructional framework consisting of six interrelated components: contextualized nursing tasks, randomized prompts, individual speaking performance, peer interaction, constructive feedback, and repeated practice. These components may serve as a reference for ESP nursing lecturers in developing speaking activities that align English language learning with the communication demands of nursing practice. However, as the framework has not undergone formal validation, its applicability to other educational settings remains to be explored.

Future studies should investigate the implementation of the framework across diverse institutions and student populations, incorporate systematic assessments of speaking performance, and examine whether classroom-based practice translates into effective communication in simulated clinical environments. In conclusion, this study contributes a context-specific perspective to gamified ESP instruction by demonstrating how spinning wheel media can be incorporated into nursing-related speaking activities while identifying opportunities for further pedagogical investigation and development.

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