

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdelhafidBoussouf University Center - Mila



Institute of Letters and Languages
Department of Foreign Languages
Section: English

**Investigating Teachers' and Learners' Perceptions: Utilizing Gamification-based
Techniques to Promote Speaking Performance**

A Case Study of First- Year University Students at Abdelhafid Boussouf University
Center

A Dissertation Submitted in Partial Fulfillment for the Requirements
of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Fatima KRIKA
- 2) Ikrame MECHEKEF

Supervisor:

Dr. Assia AZZIOUI

Board of Examiners:

Chairman: Prof. Leila BELLOUR

Supervisor: Dr. Assia AZZIOUI

Examiner : Dr. Yamina BENNANE

2024

**Investigating Teachers' and Learners' Perceptions: Utilizing Gamification-based
Techniques to Promote Speaking Performance**

A Case Study of First- Year University Students at Abdelhafid Boussof

University Center

Dedication

I want to express my gratitude to God for providing me with the strength and ability to complete this challenging task during difficult times. There was a time when I thought it would be impossible to work on my master's thesis, but God's kindness and mercy helped me overcome all obstacles.

I dedicate my dissertation work to my parents. To the memory of my father Abd Elhadi. I am deeply grateful to my loving and beautiful mother Djanat who has offered constant support during my research journey. Her words of encouragement and prayers were very important in helping me successfully complete my work. Mom and Dad, I aspire to make you proud as much as I am proud to have you as my parents.

To my dear sisters Marwa and Lamia your kind words have a way of easing all my worries and stress.

I also dedicate this dissertation to my lovely uncles and aunts on both my fathers' and mothers' sides, and to my cousins your support means a lot to me!

To all my friends, teachers, and students your support means a lot to me!

To my supervisor, D. Assia Azzoui, for her patience, efforts and help.

To myself.

Fatima

Above all I thank Allah the Almighty for giving me the strength and patience to undertake and complete this work.

I would like to dedicate this work to the memory of my dear father, who left this world too soon but left profound impact on my life. You taught me the true meaning of love, sacrifice, honesty, and loyalty. Your constant spirit, wisdom, and unconditional love have been my guiding light throughout this journey. The values you instilled in me have been the foundation upon which I have built this achievement. To my gorgeous mother Messouda who has not only been my mother but also my father figure, your strength, endless love, and prayers have guided me through life's challenges. Your sacrifices and selflessness have shaped me

into the person I am today. Mom and Dad I hope, I hope that I can make you proud the same way I am proud of you being my parents.

I would like to thank my beloved brother Nafaa and my lovely Sisters Hamida, Hadjer, and Razika for their support, love, and encouragement. I would also want to thank my sister's husband Karim and our family's little angels Djaouad Edine, Mohamed, and Loudjain for their love and support.

My best friends Meroua, Asma, Safa, Zineb, Nihad, Faryel, and Dounia with whom I share laughter, tears, and countless unforgettable moments.

To my partner Fatima, the person with whom I have accomplished this work.

Ikrame

Acknowledgments

In the Name of ALLAH, the Most Gracious, the Most Merciful

After all, none of this would have been achieved without ALLAH's support and guidance. Foremost praise is to our Lord, ALLAH.

We seize this opportunity to express our sincere appreciation to our supervisor, Dr. AZZIOUI Assia, for her constant support, time, and efforts spent in correcting this work. We wholeheartedly hope she attains all her aspirations in both her professional and personal life.

We would like to express our deep gratitude to the honorable members of the jury, who kindly accepted to examine our work and whose comments and observations will be followed to polish this paper.

We extend our sincere appreciation to the First-year English students at the Department of Foreign Languages, University of Mila, as well as to all the Oral Expression teachers who readily supported us in completing our fieldwork.

ABSTRACT

Motivation and engagement are crucial factors in language learning, particularly in the development of speaking skills. Language learners thrive in environments where they are actively engaged and motivated to participate in speaking activities. Recognizing the significance of these factors, the current study attempts to investigate the teachers' and learners' perceptions of the use of gamification-based techniques to improve speaking skills. Accordingly, three research questions are raised: (1) What are the views of EFL teachers and learners at Mila University Center regarding the integration and the effectiveness of gamification in their teaching and learning process, particularly in enhancing speaking skills?

(2) According to teachers' and learners' views, Does the use of gamification affect students' motivation and engagement in the classroom, and how does this impact their speaking proficiency and confidence? (3) What are the most commonly used gamification activities by teachers at Mila University Center, and how are these activities specifically linked to the development of students' speaking skills? To answer the research questions, the data are gathered through two questionnaires administered to Sixty First-year students of English and Ten EFL teachers at the Department of Foreign Languages, Mila University Centre. The results show that both teachers and learners believe that it is useful to use gamification for enhancing speaking abilities. They consider it a valuable tool for enhancing various aspects in the speaking like motivation, engagement, fluency, learning environment, and self-confident. Teachers also show that the most frequently used gamification techniques are vocabulary games and role-playing games. Based on the study findings, it is recommended that teachers strategically integrate gamification techniques into their Oral Expression classes to enhance students' motivation, engagement, and speaking proficiency.

KeyWords: Gamification-based techniques, Speaking Skills, Language learning, Perceptions, EFL teachers/learners

List of Abbreviations

Apps: Applications

ARCS: Attention, Relevance, Confidence, and Satisfaction

EFL: English as a Foreign Language

GT: Gamification-based techniques

L2: Second Language

Q: Question

RPGs: Role-Playing Games

SDT: Self-Determination Theory

TLP: Teaching and Learning Processes

TRPs: Transition-Relevance Points

VR: virtual reality

List of Figures

Figure 01: Educational Gamification Five Step Model.....	37
Figure 02: Student’s Assessment of English Proficiency.....	42
Figure 03: Years of Studying English.....	43
Figure 04: The Students’ Attitudes Towards The Joy of Learning English.....	43
Figure 05: Learners’ Attitude about The Importance of Learning English.....	44
Figure 06: Students’ Participation Frequency in Language Learning Activities.....	45
Figure 07: Students’ Confidence Levels of Their English Speaking Ability.....	46
Figure 08: Students’ Opinions about The Reasons that Influence Their Ability to Speak Effectively.....	47
Figure 09: Students’ Preparation for Speaking Activities.....	48
Figure 10: Percenteges of Students Who Play Game.....	49
Figure 11: Students’ Participation Frequency in Language Learning Classes.....	49
Figure 12: Students’ Motives to Engage in Gaming.....	50
Figure 13: Students’ Experiences With Gamified Learning Activities.....	51
Figure 14: Students’ Preferences Concerning Incorporating Gamification into The Lessons	52
Figure 15: Students’ Perceptions about the Most Effective Gamfied Activities.....	53
Figure 16: Gamification Elements That Make Learning an Enjoyable Experience.....	54
Figure 17: Elements That make Students’ Engaged in The Lessons.....	54
Figure 18: Students’ Attitudes about The Effectiveness of Gamification-Based Techniques in Improving students’ Speaking Skills.....	56

Figure 19: Students' Interest in Participating in Language Learning Activities That Involve The Use of Gamification- Based Techniques.....	57
Figure 20: Teachers' Scientific Degree.....	58
Figure 21: Teachers' Years of Experience.....	58
Figure 22: Teachers' Impression about Their Students' Speaking Performance.....	59
Figure 23: Students' Participation Frequency in Class.....	60
Figure 24: Students' Reasons For Reluctance in The Participation.....	60
Figure 25: Teachers' Challenges in Enhancing Students' Speaking Performance.....	61
Figure 26: The Use of Gamification to Enhance English Language Learning Classes.....	62
Figure 27: Teachers' Gamification Strategies Used in The Classroom.....	63
Figure 28: Teachers' Opinions about The Impact of Gamification on Enhancing Students' Speaking Skills.....	65
Figure 29: Teachers' opinions about the benefits of using gamification.....	66
Figure 30: Teachers' opinions about how gamification cater to the specific requirements of the students.....	67
Figure 31: Teachers' Opinions about The Most Effective Gamified Activities or Digital Platforms.....	68
Figure 32: Teachers' Observation for Students' Motivation and Engagement.....	69
Figure 33: Teachers' Assessement of The Effectiveness of Gamification in Improving Students' Proficiency.....	70

Table of Contents

Dedications.....	2
Acknowledgements.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Figures.....	7
Table of Contents.....	9

General Introduction

1. Background of the study.....	12
2. Statement of The Problem.....	13
3. Aim of the Study.....	14
4. Significance of the study.....	14
5. The Research Questions.....	14
6. Research Methodology.....	15
7. Structure of The Dissertation.....	15

Chapter One: Literature Review

Introduction.....	16
-------------------	----

Section One: Speaking Performance

1.1.1. Definition of Speaking Skill.....	17
1.1.2. The Importance of Speaking Skill.....	17

1.1.3. Types of Speaking.....	18
1.1.4. Speaking Sub Skills.....	19
1.1.5. Students' Problems in Speaking.....	21
1.1.6. Teacher's Role Inside The Classroom.....	25
1.1.7. Learning Speaking Activities.....	27

Section Two: The Use of Gamification in Higher Education

1.2.1. Definitions of Gamification.....	27
1.2.2. Gamification Vs Game Based- Learning.....	28
1.2.3. The Importance of Integrating Gamification in Higher Education.....	29
1.2.4. Gamification Impact on Students' Motivation, Engagement and Performance.....	30
1.2.5. Game Design Elements Framework of Gamification.....	32
1.2.6. Apps of Gamification.....	33
1.2.7. Gamification-Based Techniques.....	34
1.2.8. How to Use Gamification.....	36
Conclusion.....	37

Chapter Two: Research Fieldwork

Introduction.....	38
-------------------	----

Section One: Research Design

2.1.1. Population and Sampling	39
2.1.2. Data Collection Tools.....	39
2.1.2.1. The Students' Questionnaire.....	39

2.1.2.1.1. Administration of The Students' Questionnaire.....	39
2.1.2.1.2. Description of The Students' Questionnaire.....	39
2.1.3.2. The Teachers' Questionnaire.....	40
2.1.3.2.1. Administration of The Teachers' Questionnaire.....	40
2.1.3.2.2. Description of The Teachers' Questionnaire.....	41

Section Two: Analysis And Discussion

2.2.1. Analysis and Interpretation of The Students' Questionnaire.....	42
2.2.2. Analysis and Interpretation of The Teachers' Questionnaire.....	58
2.2.3. Discussion of The Main Findings	69
2.2.3.1. Discussion of The Students' Questionnaire Findings.	69
2.2.3.2. Discussion of The Teachers' Questionnaire Findings	70
2.2.4. Limitations and Recommendations.....	72
2.2.4.1. Limitations of The Study.....	72
2.2.4.2. Recommendations for Pedagogy.....	73
2.2.4.3. Recommendations for Students.....	73
2.2.4.4. Recommendations for Teachers.....	73
Conclusion.....	74
General Conclusion.....	75
References.....	76

Appendices

ملخص

Résumé

General Introduction

1. Background of The Study

As technology advances, there is a growing requirement for individuals to learn English as a foreign language in today's educational setting. To cater to this demand, teaching strategies must adapt to contemporary techniques such as microlearning. This method involves breaking down information into small segments that align with learners' cognitive capacities and often incorporates tools like mobile phones and computers, as described by Major and Calandrino (2018). Another approach, known as gamification, integrates elements of game design into non-gaming contexts to enhance motivation and engagement in language learning, as demonstrated in research by Banfield and Wilkerson (2014) and defined by Werbach and Hunter (2012).

Researchers such as Deterding et al.(2011) and Hamari et al. (2014) have shown a growing interest in using gamification as a pedagogical method to enhance motivation and, consequently, improve learning, as it has benefits such as increased motivation and enjoyment for learners. Studies conducted by various researchers between 2010-2021 have demonstrated the positive impact of integrating gamification in language teaching, with evidence of improved syntactic knowledge and overall positive feedback from students in English classrooms. Additionally, systematic reviews by Sailer and Homner (2020) and Caponetto et al. (2014) have highlighted the rising popularity and effectiveness of gamification in teaching English as a Foreign Language post-2015.

2. Statement of The Problem

In the realm of language education, learning a Foreign Language (FL) has traditionally focused on the study of grammar, but recent years have seen a shift towards acquiring language skills for social interaction, particularly communication. Effective communication skills are crucial for academic success in language classes, and speaking proficiency is a key component of language acquisition. Many students often lack confidence, fluency, vocabulary, pronunciation, accuracy, motivation, and effective communication strategies in their speaking skills (Brown, 2001; Richards, 2008). Yet traditional methods may not always capture the interest and engagement of students. Exploring alternative strategies is essential not only to foster vocabulary but also to contribute to a more enjoyable learning experience (Harmer, 2007; Ur, 1996). Students of English as a foreign language at Abdelhafid Boussouf University Center are no exception, as many learners encounter challenges in acquiring effective speaking skills. Integrating gamification-based techniques, which is an approach that applies game design elements in non-game contexts to increase engagement and motivation (Deterding et al., 2011), to enhance speaking proficiency might present an innovative approach in language classes. Teachers and learners at Abdelhafid Boussouf university centre will be asked to fill in questionnaires to determine whether and to what extent they use gamification in the Oral Expression classes and their opinions towards the role and importance of gamification in enhancing students' speaking performance.

3. Aim of the Study

The aim of this study is to investigate the teachers' and the students' at Abdelhafid Boussouf University Center perceptions of the effectiveness of incorporating gamification as a microlearning method in Oral Expression sessions to enhance students speaking performance.

4. Significance of the Study

This study is significant as it seeks to enhance the overall effectiveness of language teaching and learning by addressing key challenges in speaking proficiency. It emphasizes the importance of integrating gamification in higher education and its impact on students' speaking skills. Additionally, it aims to raise awareness among teachers about the benefits of gamification-based techniques, ultimately contributing to more effective teaching methods and improved student outcomes.

5. Research Questions

In order to reach our aims, a number of research questions are raised:

1. What are the views of EFL teachers and learners at Mila University Center regarding the integration and the effectiveness of gamification in their teaching and learning process, particularly in enhancing speaking skills?

2. According to teachers' and learners' views, Does the use of gamification affect students' motivation and engagement in the classroom, and how does this impact their speaking proficiency and confidence?

3-What are the most commonly used gamification activities by teachers at Mila University Center, and how are these activities specifically linked to the development of students' speaking skills?

6. Research Methodology

To achieve the research aim and address the research questions, we have opted for a questionnaire as a research tool. The questionnaires are administered to First-year students of English and Oral Expression teachers at Mila University Center.

7. Structure of The Study

This dissertation is divided into two parts, a theoretical and a practical one. The theoretical framework is made up of one chapter that is divided into two sections. The first section is devoted to conceptualize and provide an overview of speaking performance. The second section will deal chiefly with gamification-based techniques and how can incorporating these techniques influence student's speaking proficiency. This section tries to discuss the crucial role of teachers in implementing these strategies, in addition to what techniques and applications could teachers use to develop the students speaking skills and increase its helpful impact. While the second chapter in this work is devoted to practical implications, which is a profound exploration of our variables through the use of students' and teachers' questionnaires along with practical techniques designed to measure the effectiveness of gamification on speaking proficiency. In this chapter we will focus on analyzing and interpreting the data collected from the questionnaires in addition to discussing the obtained results.

Chapter One: Gamification-Based Techniques to Promote Speaking Performance:

Theoretical Insights

Introduction

Language serves as a means of communication, enabling individuals worldwide to express their thoughts and feelings. Consequently, proficiency in major languages, particularly English, is highly desired (Crystal, 2003). To gain proficiency in any language, many scholars, such as John Dewey and Carol Dweck, emphasized the importance of learners' interest and motivation. Hence, the use of gamification in education, especially in language learning, has garnered significant interest due to its potential to enhance students' motivation and engagement. Specifically, integrating gamification strategies into language learning holds promise for enhancing learners speaking proficiency and fostering active participation. Thus, the integration of gamification in the EFL classroom serves not only as a source of enjoyment but also as an effective educational tool, necessitating careful selection by teachers to support learning objectives.

This chapter aims to provide theoretical insights into the use of gamification-based techniques to improve students' speaking skills in language learning. It is divided into two sections. Firstly, the chapter focuses on speaking skills, offering an overview of the fundamentals, including the definition, importance, types, sub-skills, common problems, and teachers' roles and activities in the speaking classroom. Secondly, it explores the use of gamification in higher education, highlighting its importance and impact on students motivation, engagement, and performance. This section covers definitions of gamification, differences between gamification and game-based learning, the MDA framework, gamification apps, and practical applications in language classrooms.

Section One: Speaking Skill

1.1.1. Defintion of Speaking Skill

Proficiency in the English language relies on being proficient in the four language skills; reading, writing, listening, and speaking. Speaking is one of the language skills that plays a vital role in academic environments and in our everyday interactions, enabling us to share ideas and knowledge with one another. While the idea of speaking is familiar to most people, it is difficult to provide a precise definition for it. Various experts provided different definitions for the term "speaking." (Harmer, J. 2001)

Bygate (1987) believed that speaking involves using oral language to share thoughts, intentions, ideas, and feelings with others, ensuring clear communication and comprehension. Cahyono and Indah (2012) described speaking as conveying thoughts, viewpoints, or information through verbal communication. Chaney and Burk (1998) suggested that speaking is about creating and sharing meaning using verbal and non-verbal symbols in various contexts. These definitions highlight the importance of speaking for effective communication in diverse settings and emphasize its role in expressing thoughts, gaining knowledge, and exchanging ideas in English, as well as promoting social interaction among people.

It is evident that there is no fixed definition for the concept of speaking, as each researcher defined it based on their own viewpoint, goals, and areas of focus. Furthermore, researchers have not been able to come up with a precise definition of speaking yet, as the interpretations vary.

1.1.2. The Importance of Speaking Skill

The primary goal of teaching and learning a foreign language is to become proficient and accurate speakers (Richards, 2008). EFL learners prioritized speaking because it demonstrates mastery across all language skills. In today's globalized world, English proficiency is essential for effective communication and participation in the international job

market. Thus, developing oral performance is vital and necessary in EFL classrooms. Nunan (1991) emphasized the significance of speaking proficiency, considering it a key measure of language learning success. Moreover, speaking and language mastery are often considered synonyms. Similarly, Celce-Murcia (2001) noted that the ability to speak a language is equated with knowing the most fundamental form of human communication. Consequently, integrating speaking skills into the EFL curriculum at all educational levels is essential. Luoma (2004) also emphasized the importance of speaking skills in language teaching and assessment, saying that speaking is a crucial part of communication and requires attention in both teaching and evaluation.

1.1.3. Types of Speaking

Brown (2004) stated that in the classroom, students are expected to engage in five different types of oral production: imitative, intensive, responsive, interactive, and extensive.

➤ Imitative

In this type, the main focus is on the ability to mimic the pronunciation of words, phrases, and sentences. This imitation is done to evaluate language form rather than meaningful communication. An example of this type of test is the word repetition task.

➤ Intensive

In this type of assessment, students need to show their understanding and proficiency in the pronunciation and grammar of the language, rather than simply imitating. Evaluation often involves completing tasks such as dialogues, reading aloud, directed response tasks and sentence stress exercise.

➤ Responsive

Responsive assessment tasks involve students' engaging with others and understanding the topic to some extent, but the assessment will focus on minimal information, such as brief

conversations, rather than intricate requests or comments, greetings, small talk. Examples of these tasks include paraphrasing, giving instructions, and asking and answering questions.

➤ **Interactive**

The interactive model is similar to the responsive one, but what sets it apart is the increased number of participants engaging in longer, more profound conversations using more complex vocabulary. It goes beyond simply exchanging information to also building social connections. For instance: interviews, role plays, games, discussions.

➤ **Extensive**

Extensive model includes longer speaking exercises like presenting, making speeches, or engaging in discussions. It allows learners to have greater autonomy in expressing themselves and expanding on their thoughts over a more extended period.

1.1.4. Speaking Sub Skills

To effectively teach speaking skills, teachers should observe and assess various sub-skills. These sub-skills include fluency, accuracy with words and phrases, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar, and discourse markers. (Thornbury, S. (2005))

➤ **Fluency**

Fluency is the skill of speaking naturally and coherently without planning in advance. Hughes (2002) described fluency as the ability to speak smoothly and naturally, integrating ideas and language structures seamlessly. Fluency is determined by speech rate and continuity, requiring students to speak at a consistent pace with logical coherence and a continuous stream of sentences without interruptions or outside help.

➤ **Accuracy with words and Phrases**

This skill involves practicing precise use of specific words, phrases, structures, and pronunciation, emphasizing correct grammar and vocabulary. It also requires mastering

subordinate clauses and complex sentence structures.

➤ **Using Functions**

This involves engaging in speaking exercises that target specific language functions, such as giving advice, making polite requests.

➤ **Appropriacy**

In this approach, students are given different scenarios and are promoted to respond using their own choice of language formality, vocabulary, and grammar.

➤ **Turn-Taking Skills**

These actions include responding through questioning, pausing, or adding remarks. Osuchukwu, Ogayi, and Nwode (2019) emphasized the importance of turn-taking in maintaining smooth conversations and promoting language development through the use of transition-relevance points (TRPs). Effective interruptions can enhance communication, as noted by Oyeleye (2004), who also underscored the significance of recognizing cultural variations in turn-taking to prevent misunderstandings.

➤ **Relevant Length**

This involves encouraging students to discuss a situation within a timeframe they consider suitable. The length of the discussion naturally varies depending on the complexity and depth of the topic.

➤ **Responding and Initiating**

This skill requires effectively managing conversations by responding to tasks, providing commentary, and initiating new tasks based on previous discussions.

➤ **Repair and Repetition**

Using this speaking sub-skill, students address errors by revising uncertain or flawed parts of a conversation.

➤ **Range of Words and Grammar**

This refers to employing particular grammatical elements and vocabulary to discuss a specific topic.

➤ **Discourse Markers**

Students concentrate on utilizing discourse markers, such as "firstly", "moreover", and "on the other hand", to create and organize their speech effectively.

1.1.5. Students' Problems in Speaking

Many students encounter a range of speaking challenges, such as shyness, lack of confidence, difficulty with pronunciation, vocabulary and grammar. These obstacles can impede both effective communication and academic success. Several authors, such as Desmayani et al. (2019), Chen (2009), Heriansyah (2012), Dalem (2017), and Inayah and Lisdawati (2017), had consistently focused on the difficulties that students face when trying to speak English. These challenges encompass cultural differences, language barriers, communication issues, self-confidence problems, fluency obstacles, vocabulary retention struggles, limited word knowledge, unfamiliarity with grammar, pronunciation challenges, fear of errors, potential ridicule, embarrassment, lack of confidence, and hurdles in effectively practicing oral language skills. Sadtono (1997) identified two main issues in language learning. They are linguistic problems and non-linguistic problems.

● **Linguistic Problems**

This highlights the difficulties that students face when learning a new language, which are linked to particular aspects of the language. They are pronunciation, grammar and vocabulary.

➤ **Mispronunciation**

Kelly (2000) argued that errors in pronunciation can hinder effective communication by leading to misunderstandings and hindering verbal interactions. In addition, Morley (1991)

emphasized the significance of pronunciation in developing speaking proficiency and communication abilities.

➤ **Lack of Vocabulary**

Having a good vocabulary is vital for effective communication in language learning. Students with limited vocabulary may struggle to express themselves clearly, which can cause them to feel uncomfortable and participate less in oral exercises. Thornbury (2005) emphasized the significance of vocabulary in spoken language, emphasizing its crucial role in communication. Therefore, building strong vocabulary is pivotal for achieving fluency in speaking any language.

➤ **Grammatical Errors**

According to Harmer (2001), grammar is the framework of language that dictates how words change and combine to create sentences. Challenges with grammar can lead to errors that hinder effective communication for many learners. Understanding grammar is crucial for EFL students to improve their speaking abilities and avoid misunderstandings. In this context, Davies and Pearse (2000) pointed out that fear of ridicule may cause learners to be reluctant to speak, emphasizing the importance of mastering grammar for successful interaction.

● **Non-Linguistic Problems**

According to Ur (1996) there are four main problems: inhibition, nothing to say, low participation and psychological problems that students encountered when speaking:

➤ **Inhibition**

Latha (2012) pointed out that many students are reluctant to speak a new language because they are afraid of making mistakes and being judged, commonly referred to as a fear of speaking. This fear can impede the development of language skills and fluency in English (Alfazari, 2020; Indra, 2021). It is crucial for teachers to establish a nurturing atmosphere to assist students in conquering these fears.

➤ **Nothing to Say**

Students often struggle to articulate their thoughts verbally due to a lack of motivation to communicate their ideas effectively, as well as feelings of insecurity and a limited vocabulary.

➤ **Low Participation**

Petress (2001) stated that in large classes, student participation is minimal which affects speaking skills development and assessment. Nijat et al. (2019) and Nunan (1999) stressed the significance of motivation for academic achievement and effective communication. Lack of motivation is commonly linked to the lack of interest in English courses and challenges in grasping the material.

➤ **Mother Tongue Use**

In classes where students have a common first language, they tend to choose using it over English because of familiarity and the discomfort of speaking in a foreign language. Ghrib (2002) suggested that challenges with pronunciation reinforce this choice, causing a lack of self-assurance and impeding the development of English speaking abilities, particularly for students who are not as dedicated or driven.

● **Psychological Problems**

The psychological barriers faced by EFL students in oral English communication refer to the negative emotions hindering their performance in learning English as a foreign language. These barriers include low self-confidence, anxiety, shyness, and fear of making mistakes.

➤ **Lack of self-confidence**

Many students hesitate to share ideas in class due to uncertainties about their abilities and reluctance to participate in oral activities. EFL students often lack confidence in their

English speaking skills and feel intimidated by teachers and peers, leading them to speak minimally to avoid errors and embarrassment.

➤ **Shyness**

Shyness is a psychological issue that affects many EFL students. It is a major obstacle as it causes discomfort when they need to speak in front of their peers and teachers. Often, shyness prevents students from engaging naturally in EFL classes, impairing their ability to carry out tasks and fulfill their academic objectives. This issue clearly impacts their involvement, leading to minimal or even no participation in class activities.

➤ **Fear of Making Mistakes**

Students in English as a Foreign Language (EFL) classes frequently find it challenging to communicate and participate in speaking tasks because they are afraid of making errors and being corrected in front of others. Ur (2000) observed that learners are hesitant to talk in a second language because they worry about making mistakes, facing criticism, and drawing attention to themselves, which ultimately results in limited student engagement.

➤ **Anxiety**

Wrench, Gorham, and Virginia (2009) highlighted that anxiety poses a major obstacle to EFL students, hampering their learning by hindering both their ability to absorb information and communicate effectively. It is noted that anxious students face difficulties in engaging with teachers and tend to underperform in exams. Littlewood (1981) also pointed out that the foreign language classroom can exacerbate feelings of inhibition and anxiety, adding to the challenges of the learning process.

1.1.6. Teacher's Role Inside the Classroom

Teachers play a crucial role in education by sharing knowledge and managing classrooms. Harmer (1990) compared teachers to performers or leaders who create an interactive learning environment. According to Richards and Rodgers (2014), a "role" encompasses the responsibilities of both teachers and learners in tasks and relationships. It is important for teachers to adjust their roles to effectively address language barriers.

Hedge (2000) outlined the important roles that teachers play in the classroom, such as managing discussions about nationality terms, evaluating pronunciation, fixing pronunciation errors, guiding pair work activities (including leading discussions, overseeing progress, and providing feedback), encouraging student collaboration, and providing support for vocabulary and grammar during pair work.

Harmer (1990; 2003) outlined eight roles of teachers in managing a class: controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

- **Controller**

Harmer (2003) stated that teachers have complete authority in the classroom, being responsible for managing tasks, student conduct, and the overall learning atmosphere to promote order and maintain student engagement and concentration.

- **Organizer**

According to Harmer (2003), the teacher plays a vital role in the classroom by organizing group discussions, overseeing completion of tasks within set deadlines, and offering students chances to showcase their work.

- **Assessor**

Brown and Harmer (2007) suggested that a teacher's responsibilities as an assessor include giving feedback, grading, assessing performance, making corrections, dealing with content problems, concentrating on language abilities, and noting mistakes.

- **Prompter**

Harmer (2003) emphasized the significant impact teachers have in promoting student engagement, recommending hands-on learning methods, and inspiring innovative thinking. They assist students who are finding it difficult to communicate by encouraging participation, fostering creativity, and encouraging autonomous problem-solving.

- **Participant**

Harmer (2003) suggested that teachers should actively participate in classroom activities with students, such as working in groups or pairs, to foster inclusivity and encourage students to feel more at ease in sharing their knowledge.

- **Resource**

According to Harmer (2003), teachers are essential resources for students, offering help with pronunciation, writing, and definitions. They need to be supportive, available, and attentive to students' queries, providing the information they need.

- **Tutor**

Harmer (2003) emphasized the importance of teachers being facilitators and suppliers of information, particularly during individual or group activities. Harmer (2001) pointed out that teaching large groups can be difficult, whereas working in small groups or pairs enables better support and closer teacher-student connections.

- **Observer**

Harmer (2003) highlighted the importance of teachers observing students either individually or in groups to give essential feedback throughout the teaching and learning

process. Harmer (2001) suggested that teachers should discreetly monitor students during speaking activities to identify errors and achievements, which helps in giving feedback, tracking progress, and enhancing fluency and accuracy. This approach ultimately improves classroom effectiveness and fosters better teacher-student relationships.

1.1.7. Learning Speaking Activities

Hussain (2017) and Kumari (2014) emphasized the importance of using varied tasks to enhance students' speaking skills, suggesting structured activities such as pre-speaking, while-speaking, and post-speaking exercises to improve oral proficiency. Pre-speaking tasks help activate prior knowledge, while-speaking activities involve communicative tasks like interactive games and role-playing, and post-speaking activities aid in reviewing language elements and vocabulary through integrated activities as highlighted by Graham (1993). Key activities include dialogues, simulations, role-playing, information-gap exercises, storytelling, discussions, brainstorming, interviews, story completion, reporting, picture narrating, playing cards, and find the difference. These activities collectively foster creative thinking, communication skills, and analytical abilities in language learners.

Section Two: Gamification in Language Learning

1.2.1. Definitions of Gamification

Gamification is a recent concept that builds on earlier ideas, involving the incorporating of game elements into non game context for increased enjoyment and engagement. Scholars and researchers have developed several definitions of Gamification.

Sebastian Deterding stands as one of the leading influential figures in the realm of Gamification. This researcher and his team provided the most widely used definition which defined gamification as "the use of game design elements in non-game contexts"(Deterding, et al., 2011).

Deterding's definition indicates that Gamification involves applying elements of game design such as points, rewards or challenges, into contexts that are not traditionally associated with games. Another definition of Gamification is given by Zichermann and Cunningham (2011, p. 14) who defined it as "The process of Game-thinking and Game mechanics to engage users and solve problems". Later Kapp (2012) refined Zichermann's and Cunningham's definition. He described Gamification as "Using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp, 2012, p. 10).

Kapp (2012) defined gamification in education as integrating principles of educational psychology with engaging, game-like experiences to enhance student motivation and involvement. Werbach and Hunter (2012) align with Deterding et al. (2011) by defining gamification as "The use of game elements and game-design techniques in non-game contexts", emphasizing its complexity beyond simple incorporation of elements. They also advocated for game thinking, which involves addressing problems like a game designer to motivate individuals and create engaging experiences, akin to Zichermann and Cunningham (2011) and Kapp (2012).

1.2.2. Gamification Vs Game-Based Learning

Initially, when people hear the term gamification, their minds often leap to its connection to games. While this technique does stem from games, it is often mistaken for serious games or game-based learning. Despite both aiming to use game elements for other purposes than entertainment, as explained by Chapman and Rich (2018). They described gamification as using game elements to motivate participation in non-gaming settings. Serious games, according to Flores (2015), are complete games designed for educational purposes, while Huang (2018) mentioned that game-based learning utilizes games for teaching. Karimi

and Nickpayam (2017) emphasized that serious games have specific learning objectives, while Alfulaih (2019) pointed out that game-based learning concentrates on cognitive results. Serious games aim to educate in an interactive manner by incorporating gaming into lessons, while gamification boosts motivation and involvement without actual gameplay.

1.2.3. The Importance of Integrating Gamification in Higher Education

In the field of education, acquiring knowledge is a crucial skill for language development. In recent years, there is a shift towards different teaching methods that aim to be more effective than traditional approaches in higher education because traditional teaching methods, which emphasize teacher performance in the classroom, are hindering the necessary evolution in education to meet the needs of a modern and diverse society driven by knowledge (Walker et al., 2008; Araújo, 2011). This change is very important and needed because, as Chickering and Gamson pointed out "Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves" (Chickering & Gamson, 1987).

Freeman et al. (2014) and Fraser et al. (2014) discussed the shift towards active learning methods in education, where students play a more active role in their learning process with guidance from teachers. This approach, which includes group projects, problem-solving activities, and discussions, requires students to take more responsibility for their learning while educators support them. Various tools like debates, case studies, and gamification can enhance engagement in the learning process (Bonwell & Eison, 1991; Davis, 2009; Wentzel & Wigfield, 2009; Felder & Brent, 2009). The NMC Horizon Report (2014) anticipated a rise in the use of gamification in education to boost engagement and problem-solving, but caution was advised against an excessive reliance on gamified incentives, as this could compromise the authenticity

of learning (Glover et al., 2012; Meece et al., 2006). Herranz, Colomo-Palacios (2012) and Geymonat (2014) emphasized the importance of well-implemented gamification to align student interests with educational objectives, promoting engagement and collaboration.

1.2.4. Gamification impact on students' Motivation, Engagement and Performance

Reflecting on the various obstacles in higher education, new student-centred methods for Teaching and Learning Processes (TLP) have been identified to improve student participation and drive in classrooms. The use of gamification in higher education can enhance student motivation, engagement, and performance by integrating elements similar to games, such as rewards, progress tracking, and competition. By tapping into intrinsic motivation, it makes learning more enjoyable and meaningful, resulting in higher engagement and participation levels. Through rewards like badges and points, students can feel a sense of accomplishment, boosting their self-esteem and perseverance. Furthermore, gamification promotes collaboration and social interaction among students, facilitating knowledge sharing and peer learning. Ultimately, by capitalizing on students' inclination for challenge, achievement, and social interaction, gamification significantly improves their learning outcomes and overall performance.

For a long time, the term engagement was linked to legal or moral duties, as pointed out by Axelson & Flick (2010). Alexander Astin redefined engagement as the energy students invest in their academic journey in 1984. The Glossary of Education Reform (2014) expands on this definition, stating that student engagement includes attention, curiosity, interest, optimism, and passion, as well as the motivation for learning and advancement. Student engagement plays a vital role in academic success.

In Fredricks et al.'s (2004) research, three types of engagement are outlined: behavioral engagement, emotional engagement, and cognitive engagement.

-
- **Behavioral engagement** involves students following societal norms and taking part in activities, such as being present and engaged, show the lack of disruptive or negative conduct.
 - **Emotional engagement** consists of their feelings such as interest, boredom, happiness, sadness, and anxiety.
 - **Cognitive engagement** is linked to motivation, focusing on students' willingness and ability to use different methods to guide their own learning.

According to Schunk, Pintrich, and Meece (2010), motivation is vital for starting and maintaining goal-directed behaviors. It influences a person's decision to participate in an activity and their level of dedication. In the realm of learning, intrinsic and extrinsic motivation are crucial aspects of a person's character.

Intrinsic motivation involves pursuing activities for personal satisfaction, while extrinsic motivation is driven by external rewards or punishments. Intrinsic motivation is seen as lasting and rewarding, whereas extrinsic motivation can be affected by outside influences like money or recognition. Understanding the differences between intrinsic and extrinsic motivation is important for studying human behavior and performance, with intrinsic motivation being associated with effective learning and creativity.

Bergdahl et al. (2018) explored the connection between engagement and motivation theories, underlining the significance of both types of motivators. Additionally, Stipek (2002) stressed the need to strike a balance between intrinsic and extrinsic motivation, particularly in educational settings. Van Roy and Zaman (2018) discussed the spectrum of motivation from intrinsic to extrinsic and eventually to amotivation, and how it impacts behavior and performance.

Saleem and colleagues (2022) highlighted the importance of gamification in enhancing educational motivation, with a focus on improving external motivation that can eventually lead to internal motivation. Similarly, Bouchrika et al. (2021) and Li et al. (2022) also advocated for the efficacy of gamification in motivating students both externally and internally. On the other hand, Ofosu-Ampong and team (2019) contended that linking gamification to student motivation is crucial for enhancing learning outcomes. Recognizing the intricate nature of motivation in education, as underscored by Park (2017) and Reynolds et al. (2017), McMillan and Forsyth (1991) recommended integrating various motivation theories. The study examined two key motivation theories, Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) model and Deci and Ryan's Self-Determination theory (SDT) (Ryan & Deci, 2000). The two theories are commonly used to assess and promote student motivation. SDT is widely utilized in evaluating student motivation (Karra et al., 2019; Sailer & Homner, 2019), while the ARCS model is recommended by J. M. Keller et al. (2020) for enhancing learning motivation. The research integrates these theories to analyze the impact of gamification on motivation. Although previous studies have focused on gamification's influence on student motivation, few have explored its effects on motivation factors. Therefore, by drawing on SDT and the ARCS model, this study aims to address this gap by investigating key factors that influence students' motivation to learn.

1.2.5. Game Design Elements Framework of Gamification

Gamification mechanics provide structure and coherence through narrative crafting, ensuring engagement by considering students' preferences and feedback. Aesthetics are important for attracting and retaining players, as they spark curiosity through visual and sensory elements. Various dynamics in gamification, such as collaboration, competition, creativity, social interaction, and exploration serve as motivational tools for students, pushing them through activities and encouraging teamwork, competition, innovation, engagement with

others, and exploration. Competition improves learning and the dynamics of teamwork, while collaboration promotes community and critical thinking. In addition, Creativity helps encourages problem-solving and innovation, essential for social progress. Socialization in gamification supports interaction and learning through chat and forums, meeting students' social needs. Exploration promotes personal growth and skill development, encouraging curiosity and inquiry. By combining all these elements, engaging and meaningful gamified experiences are created, tailored to students' preferences and educational goals (Werbach and Hunter, 2015; Burke, 2014; Niedenthal, 2009).

1.2.6. Apps of Gamification

Gamification in second language acquisition has provided many techniques to enhance language learning and motivate students. It is important for these tools to work alongside, rather than replace, educational objectives. L2 teachers should choose tools that suit their students and integrate them with suitable language learning methods. Here are some popular gamification resources frequently used in second language learning: Duolingo, Class Dojo, Edmodo, Zondle, and Socrative, Brainscape. (Deterding, 2011)

- **Duolingo:** A platform with gamified features that includes speaking, listening, grammar, and vocabulary lessons in multiple languages. It offers instant feedback, monitors advancement, ideal for assignments, and fostering teamwork.
- **Class Dojo:** Utilizing gamification elements such as avatars and points, this tool effectively encourages elementary English language learners to engage with their studies by managing their behavior. This approach fosters participation and offers immediate feedback, facilitating communication between parents and teachers.
- **Edmodo:** An educational social networking platform that promotes safe interactions and offers badges and missions to enhance traditional learning. It encourages teamwork,

completion of assignments, and allows progress monitoring, while also involving parents in their child's educational journey.

- **Zondle:** Utilizes quizzes, rewards, exercises, avatars, and virtual currency to track progress in teaching a second language, suitable for homework and practice on different gadgets.
- **Socrative:** Enables students to provide feedback and responses using smart devices, making it easier to assess their progress in real-time and analyze the data for formative and summative evaluation.
- **Brainscape:** A digital platform employs customized flashcards and spaced repetition to help users learn new words, providing immediate feedback and tailored guidance, including audio prompts.

1.2.7. Gamification-Based Techniques

- **Role-Playing Games (RPGs):** In RPGs, students assume different roles and engage in dialogues or scenarios, which enables them to enhance their ability to communicate effectively in various situations.
- **Storytelling Challenges:** Students can choose to work independently or collaboratively to develop and showcase their own unique stories, fostering creativity and improving their abilities in public speaking.
- **Peer Evaluation and Feedback:** Students evaluate each other's speaking presentations and offer helpful feedback to encourage a positive and supportive atmosphere for learning.
- **Scavenger Hunts:** Students gather information or items, and then share their findings with the class, honing their skills in spontaneous speaking.
- **Word Games:** Students engage in competitive games involving words such as charades, Pictionary, or vocabulary bingo to enhance their ability to speak spontaneously.

-
- **Debate Clubs:** Students engage in researching and debating various viewpoints on a topic, enhancing their abilities in critical thinking and public speaking.
 - **Simulations:** Students act out various real-life situations, like job interviews or customer service interactions, to improve their communication skills in practical settings.
 - **Gamified Language Challenges:** Students engage in timed speaking exercises or challenges to enhance their speaking fluency, which may include describing objects or responding to questions within a specified time frame.
 - **Escape Room Challenges:** Students collaborate in groups to solve puzzles and tasks, which necessitates effective communication to move forward.
 - **Rewards and Leaderboards:** Students are motivated and engaged in speaking activities by earning points, badges, or other rewards for their participation.
 - **Role-Playing Situations:** Students engage in role-playing activities, like simulating interactions at a restaurant or making reservations at a hotel, to improve their conversational abilities.
 - **Interview Games:** Students practice their question-and-answer skills by either interviewing each other or pretending to be a well-known figure.
 - **Digital Platforms:** Students utilize digital platforms and applications that integrate gamification features like leaderboards and badges to practice their speaking skills.
 - **Community Projects:** Students work together on group assignments where they must present their projects to the class or school community, helping them enhance their public speaking abilities.
 - **Puzzle Challenges:** In the speaking exercises, students engage in puzzles that require them to use the language they are learning to solve various challenges. For instance, a mystery puzzle involves unraveling clues in the target language to reveal an answer. A "Mystery Language Puzzle" can consist of word searches or crosswords that encourage students to

speak in the target language as they decode the hidden words related to a specific theme or subject.

- **Quiz Shows:** Speaking activities that mirror quiz shows involve students in tasks related to the language they are learning and help to foster excitement and energy during speaking practice. One example is a game similar to "Jeopardy" where teams choose categories such as vocabulary, grammar, culture, and idioms to answer questions, encouraging speaking practice in a fun and competitive setting.
- **Video Game Simulations:** Engaging in language learning video games or simulations that involve communication and completing tasks in the target language provides an immersive method to enhance speaking skills. For instance, participating in role-playing scenarios in various settings requires utilizing the language to accomplish objectives and conquer challenges, resulting in a fun learning experience.
- **Virtual Reality (VR) Experiences:** Include virtual reality (VR) simulations or activities where students can engage with simulated settings or native speakers in the target language, offering a fully immersive speaking practice opportunity.

1.2.8. How to use Gamification

- **Educational Gamification Five Steps Model**

In order to utilize gamification in any course for educational purposes, it is essential to adhere to a specific set of steps. Flores (2015) suggested that educators can implement gamification in their teaching by following a series of steps. Similarly, Huang and Soman (2013) have introduced a five-step model to demonstrate the process of gamifying education and stressed the significance of each step.

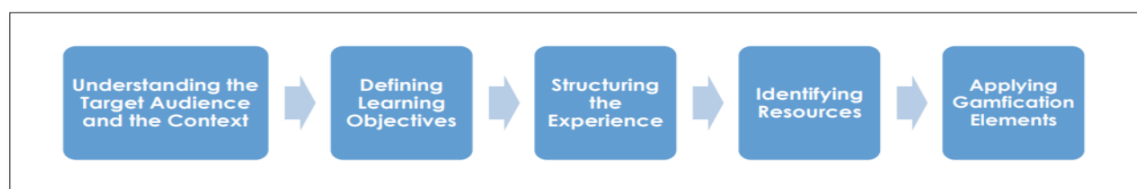


Figure 01: Educational Gamification Five Steps Model

(Adopted from Huang & Soman, 2013, p. 7)

Huang & Soman (2013) outlined a five-step gamified education strategy. First, understanding the target audience and context involves identifying students and considering factors like group size and environment. Second, defining learning objectives ensures instructional aims and specific goals are established. Third, structuring the experience organizes the learning journey and anticipates challenges. Fourth, identifying resources assesses gamification suitability by evaluating game elements. Finally, applying gamification elements like points and badges enhances engagement, fostering individual achievement or interactive competition. This approach, when integrated into blended learning environments, improves student attitudes, motivation, and academic performance.

Conclusion

In summary, gamification has garnered the attention of numerous researchers aiming to cater to the needs of language learners. It involves integrating the game elements in non-game context and is adopted in education as experts perceive it as an engaging and motivational approach for students to enhance their learning. By combining these two elements, learners can develop their speaking abilities in a more interactive and enjoyable manner.

Chapter Two: Research Fieldwork

Introduction

The present research is designed to investigate teachers' and learners' perceptions towards utilizing gamification-based techniques to promote speaking performance. While the initial chapter focused on theoretical concepts, this chapter aims to empirically examine learners' and teachers' perceptions about the role and significance of gamification in enhancing speaking skills through the administration of questionnaires.

This chapter examines the gathered data in order to address the research questions. To recap, the research questions are as follows: (1) What are the views of EFL teachers and learners regarding the integration and effectiveness of gamification in their teaching and learning process? (2) Does the use of gamification affect students' motivation and engagement in the classroom? (3) What are the most commonly used gamification activities by teachers? The chapter introduces the participants (the teacher and the students), the data collection tools, and a description of both the students' and the teachers' questionnaires, followed by the analysis of the data. The results are later analyzed with various recommendations for teachers and students on how to improve speaking skills, in addition to the limitations of the study.

Section One: Research Design

2.2.1. Population and Sampling

This research is carried out in the Department of Foreign Languages at Mila University Center during the academic year 2023/2024. This inquiry examines two groups of participants. Sixty first-year EFL students were randomly selected from a population of 239 students enrolled in different groups. The rationale behind our decision to focus on first-year students is that they are at the beginning of their academic journey, making it easier to attribute any improvements in their speaking performance directly to the introduction of gamification. The second group consists of 10 Oral Expression teachers in the Department of Foreign Languages.

2.1.2. The Data Collection Tools

Two structured questionnaires are used to collect data about participants' perceptions regarding the effectiveness of utilizing gamification-based techniques to enhance speaking performance. One is addressed to first-year students while the other is administered to their teachers through Google form.

2.1.2.1. The Students' Questionnaire

2.1.2.1.1. Administration of The Students' Questionnaire

For this study, the sample consists of 60 first-year university students; we selected them as our research sample to gain insights into their initial experiences and perspectives about integrating gamification-based techniques to promote their speaking performance. The questionnaire was created and uploaded online via Google Forms and sent to students via email and various social media platforms.

2.1.2.1.2. Description of The Students' Questionnaire

The current questionnaire is designed to evoke learners' perceptions of integrating gamification-based techniques in Oral Expression classes to promote speaking proficiency. It

consists of seventeen questions, which include open-ended, close-ended, multiple-choice, and clarification questions. These questions are organized into four sections.

Section One: General Information (Q1-Q4)

This section investigates the participants' proficiency in English and their attitudes towards learning it.

Section Two: Exploring Speaking Skills in English as a Foreign Language (EFL) Classes (Q5-Q8)

It consists of 4 questions, including inquiries about the students' participation in speaking learning class activities, their confidence in speaking English, the reasons influencing their ability to speak effectively, and how they prepare for speaking activities.

Section Three: Exploring Gamification as a Learning Strategy in EFL Classes (Q9-Q15)

This section includes eight questions about students' gaming habits, motivations, experiences with gamified learning, preferences for gamification in lessons, engaging gamified activities for language learning, and enjoyable learning elements.

Section Four: Understanding The Relationship between Speaking and Gamification in EFL Classes (Q16-Q17)

This section has two questions on the effectiveness of gamification in improving speaking skills and students' interest in future gamified learning activities.

2.1.3.2. The Teacher's Questionnaire

2.1.3.2.1. Administration of the Teachers' Questionnaire

The questionnaire was created and uploaded online via Google Forms and sent to 10 teachers in the Department of Foreign Languages at Mila University Center via emails. The process of administering the questionnaire and collecting data took about two weeks.

2.1.3.2.2. Description of the Teachers' Questionnaire

The questionnaire is divided into four sections with fourteen questions, including open-ended, close-ended, clarification, and multiple-choice questions.

Section One: Background Information (Q1-Q2)

This section consists of two questions. It attempts to collect information concerning teachers' scientific degree, and their experience in teaching at University.

Section Two: Exploring Speaking Skills In English as a Foreign Language (EFL) Classes (Q3-Q5)

The section contains three questions. Question (Q3) aims to elicit teachers' impression about their students' speaking performance. The next question (Q4) is designed to measure the level of participation among students in the classroom. Question five (Q5) explores the obstacles faced when trying to enhance students' speaking proficiency.

Section Three: Exploring Gamification as a Learning Strategy in EFL Classes (Q6-Q8)

This section consists of three questions. The Focus is on investigating the use of gamification as a learning method in English as a Foreign Language (EFL) classes. The first Question (Q6) investigates whether teachers have employed gamification techniques to improve English language learning in their classes. The next question (Q7) seeks to identify any unanticipated difficulties encountered while incorporating gamification in their classrooms. Question 8 explores the function of technology and digital tools in incorporating gamification techniques.

Section Four: Understanding the Relationship Between Speaking and Gamification in EFL Classes (Q9-Q14)

This section, covering questions from Q9 to Q14, focuses on enhancing speaking proficiency through gamification-based techniques. It starts by evaluating the effectiveness of these methods in questions 9 and 10, followed by an exploration of tailoring techniques to

students' needs in question 11. Question 12 investigate preferred digital platforms or activities for improving oral communication, while question 13 delves into the impact of gamification on student motivation and engagement. Additionally, question 14 addresses obstacles faced by teachers, while question 15 explores methods for evaluating the effectiveness of gamification in enhancing speaking proficiency.

Section Two: Analysis And Discussion of The Questionnaires

2.2.1. Analysis and Interpretation of Students' Questionnaire

Section One: General Information

Q1 How would you assess your proficiency in English?

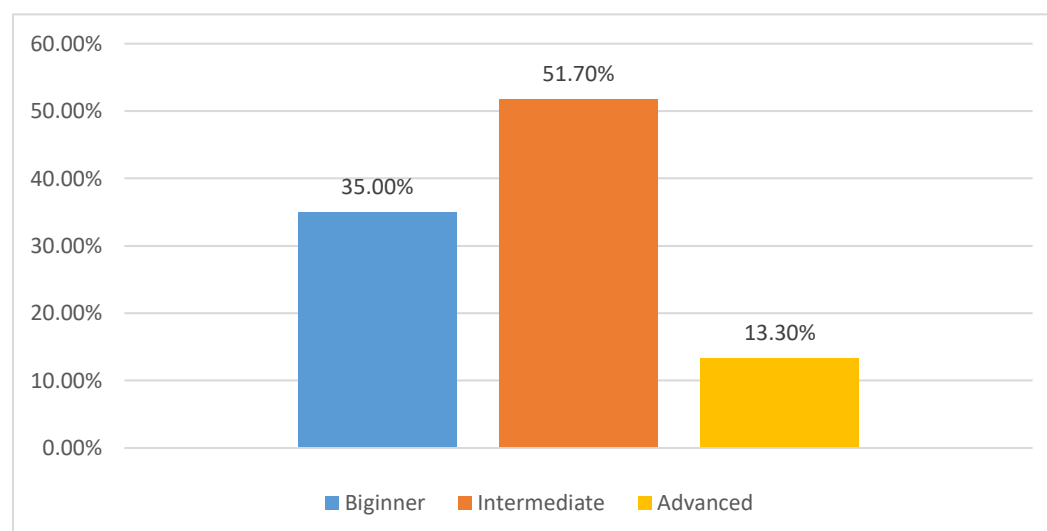


Figure 02: Self-Assessment of English Speaking Proficiency Levels

This question aims to explore students' level of English. From the figure above, we find that 51,7% of the participants consider their level as intermediate, meaning they are beyond the beginner level but may not yet be advanced. Thirty-five percent of the participants answered that their level is beginner, and the remaining 13,3% chose the option of advanced, indicating that they perceive themselves as highly skilled and knowledgeable in English. This distribution indicates that the students' competence levels are varied, with a higher percentage inclined toward the intermediate level.

Q2 How long have you been studying English?

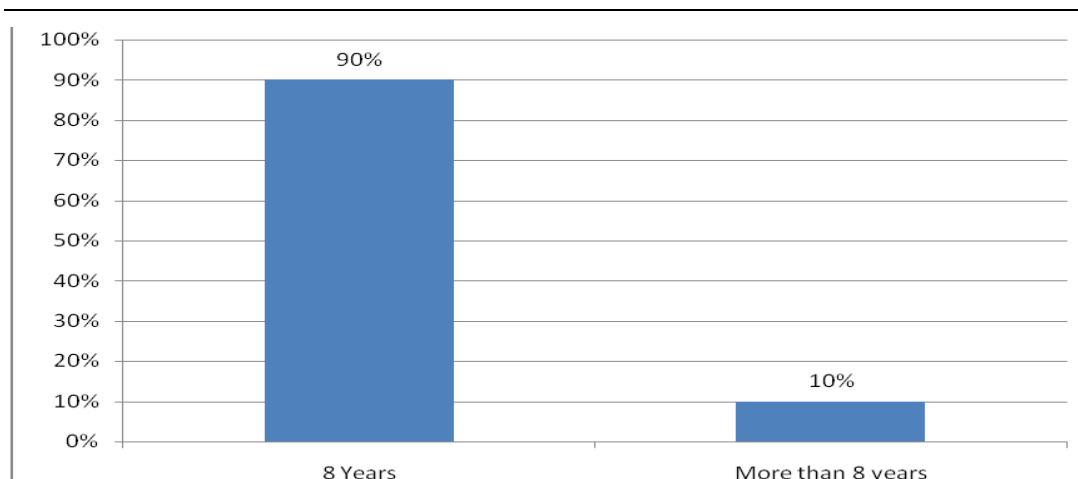


Figure 03: Years of Studying English

When asked about the number of years spent in studying English, fifty students reported studying English for 8 years, representing a majority (90%). The remaining percentage (10%) represents 10 students who have been studying English for more than 8 years. This minority remains exceptional.

Q3 Is learning English can be a fun and enjoyable experience?

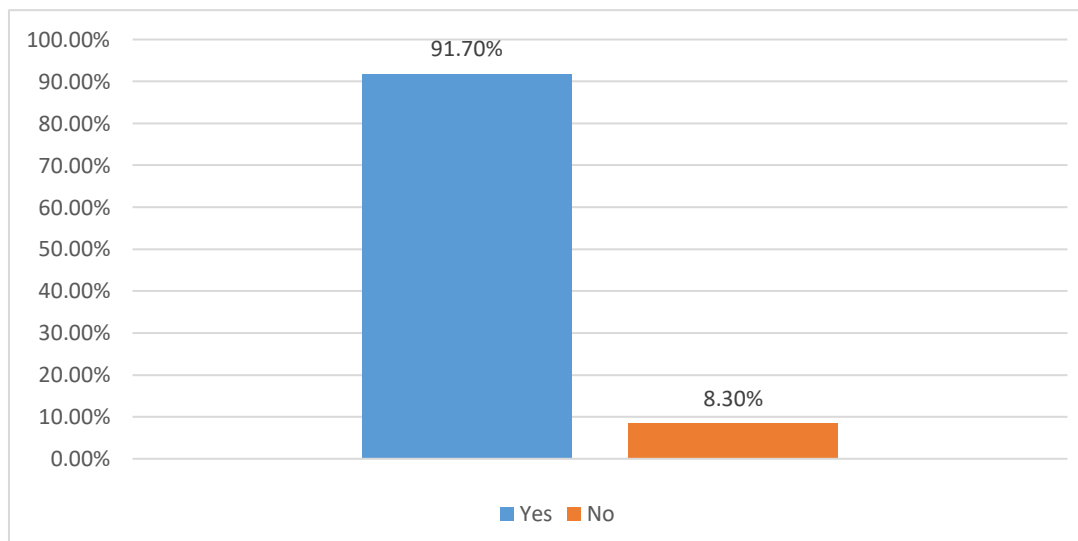


Figure 04: Student's Opinion Whether Learning English Can be a Fun and Enjoyable Experience

This question aims to explore whether learning English can be a fun and enjoyable experience. The majority of students (91,7%), said they could have fun and enjoyed studying English, while 8,3% disagreed and said it could not be pleasurable. Moreover, over 90% of

respondents gave this extraordinarily favorable reaction, indicating that studying English is generally seen as fun. The small percentage of people who disagree could have encountered obstacles or problems during their educational process, which would have left them with a less favorable impression. To address these obstacles and make learning an engaging experience, teachers should focus on implementing more engaging and interactive learning methods. Incorporating games, real-life language usage scenarios and Personalized learning experiences that are tailored to each learner's interests and preferred method of learning can also boost motivation and engagement.

Q4 Is learning English important to you ?

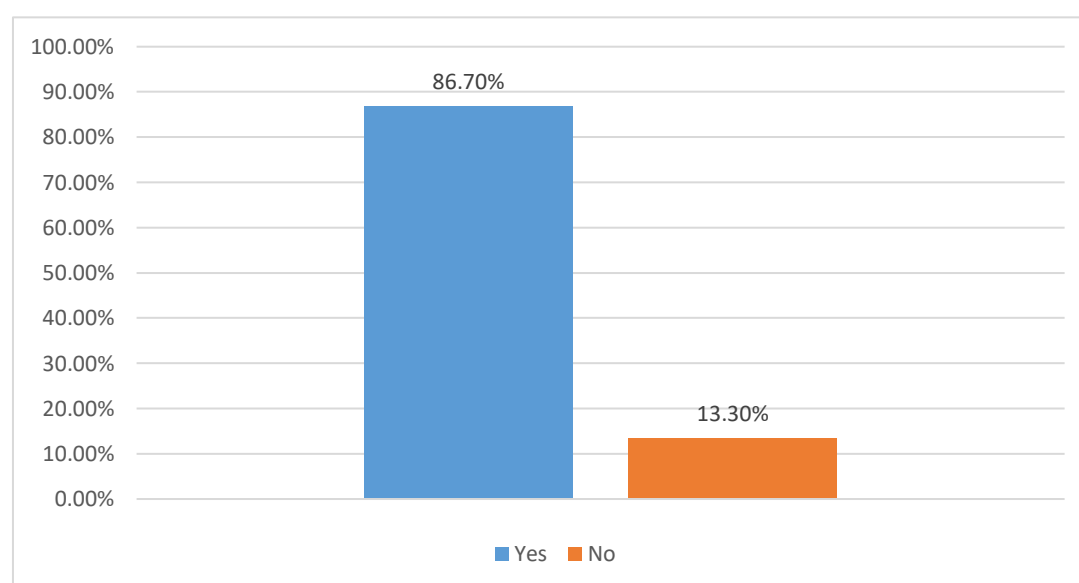


Figure 05: Learners' Attitude about The Importance of Learning English

From the figure above (figure 5), the majority of respondents (86,7%) considered learning English to be important, whereas 13,3% did not. This highlights that the majority of participants prioritized English learning, showing its recognized importance. However, there is a remarkable minority who had contrasting viewpoint and did not view English learning as significant.

Section Two: Exploring Speaking Skills in English as a Foreign Language (EFL) Classes

Q5 How often do you participate in speaking activities in your language learning classes?

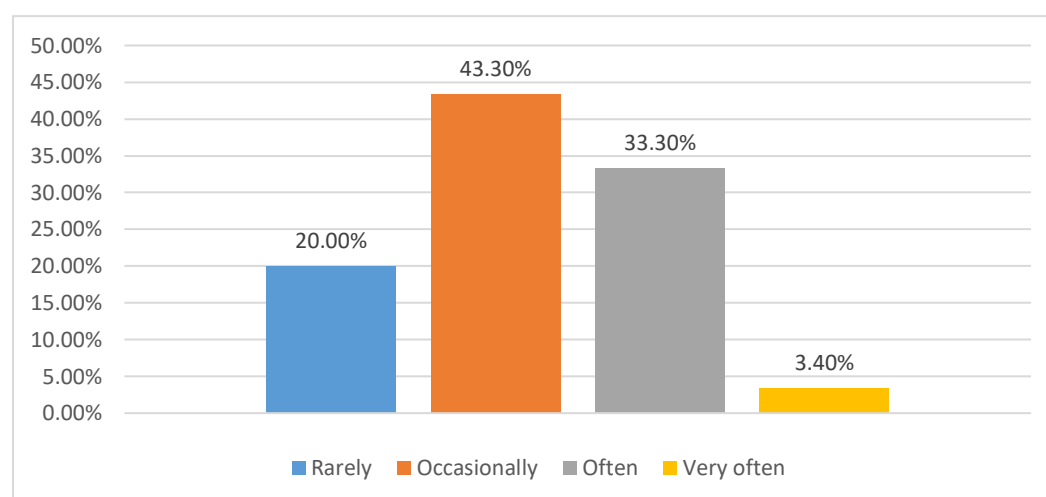


Figure 06: Students' Participation Frequency in Language Learning Activities

The purpose of this question is to gather data about the students' frequency of speaking activities in language classes. The figure shows that the majority of students; which is 43.3%, participate in speaking activities occasionally, 33.3% participate in it often, 20% participate in it rarely, and the rest participate in it very often. This study shows that a considerable number of students take part in speaking activities during language classes, with most doing so from time to time or frequently. Nevertheless, there is also a significant proportion who participate infrequently. The discovery of a group of students who participate very frequently implies a smaller yet still important subcategory that is highly involved in speaking exercises. Overall, this underscores the diverse degrees of participation seen among students in language classes, with the bulk engaging at least occasionally.

Q6 How confident do you feel about your speaking in English?

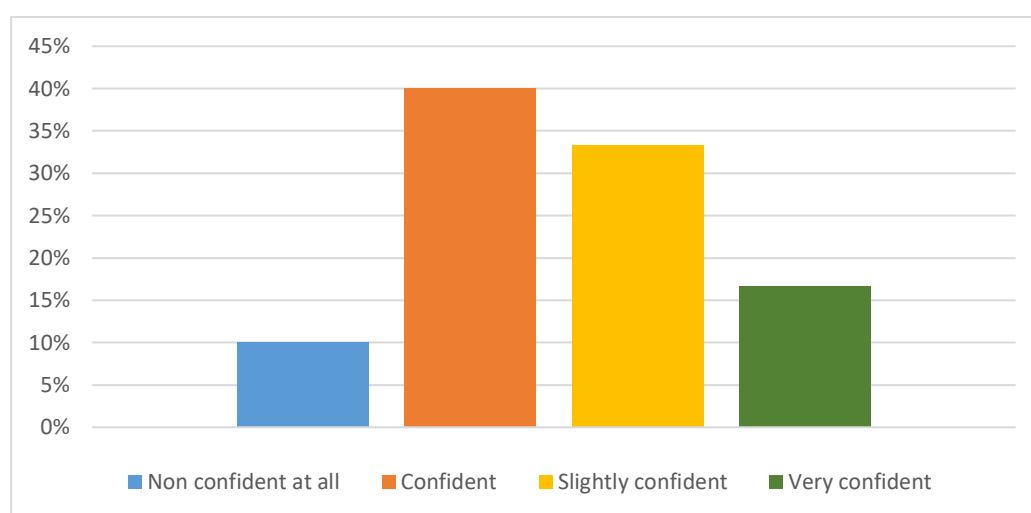


Figure 07: Students' Confidence Levels of Their English Speaking Ability

The goal of this question is to show how confident the students feel about their English speaking abilities and to understand their comfort level with verbal communication in the language. From the table above, the majority (40%) of students have said that they are confident; this means that they feel comfortable when they speak in English. Meanwhile, (33.3%) of them have expressed being slightly confident, followed by (16.7%) of the participants who have stated that they are very confident. The remaining (10%) have indicated that they are not confident at all. This analysis indicates that students have varying levels of confidence in their English speaking abilities. While the majority feel confident, some students are slightly hesitant but still participate verbally. A subgroup of very confident students likely enhances classroom interactions. However, students lacking confidence require additional support to help them feel more comfortable speaking English. This diversity in confidence levels among students emphasizes the need for tailored language teaching strategies and support systems.

Q7 In your opinion, what are the reasons that influence your ability to speak effectively in language learning classes?

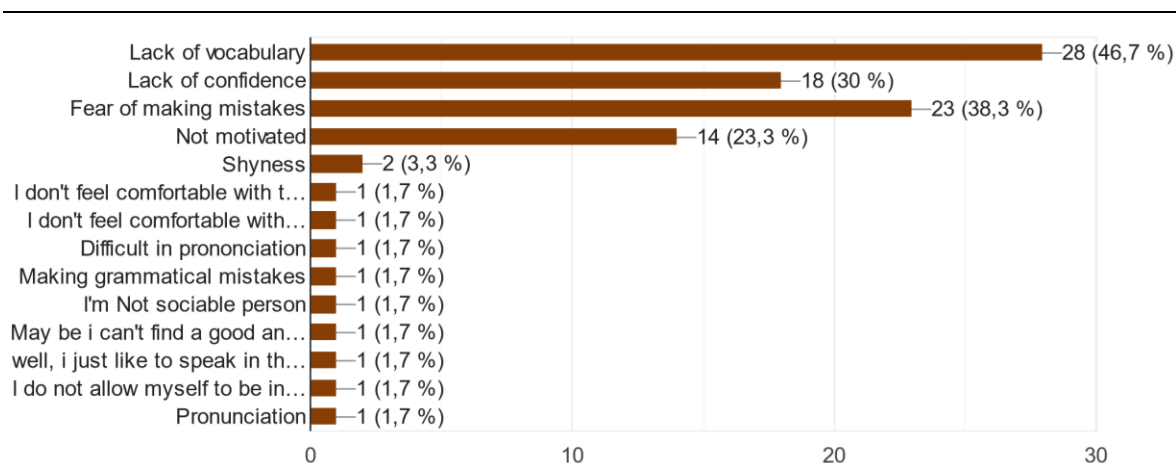


Figure 08: Students' Opinions about The Reasons That Influence Their Ability to Speak Effectively

The aim behind asking this question is to understand the reasons that students think impact their speaking abilities in language classes. The answers to the question offer important insights into the various reasons affecting students' ability to communicate effectively in language classes. A considerable number of participants mentioned lack of vocabulary (46.7%) and the fear of errors (38.3%) as key challenges, underlining the significance of vocabulary expansion and establishing a supportive environment for language practice. Lack of confidence (30%) and fear of making mistakes also stood out as notable issues, indicating the necessity of tactics to enhance students' confidence and promote a willingness to take linguistic risks. Additionally, factors like lack of motivation (23.13%) and shyness (3.3%) underscored the importance of tailoring teaching methods to meet individual learner requirements and foster a positive learning atmosphere. Overall, the responses stress the complex nature of effective language learning and the importance of addressing both language skills and emotional factors in language classrooms. This study shows that students' speaking skills in language lessons can be influenced by various factors like limited vocabulary, fear of mistakes, low self-assurance, lack of motivation, and shyness. This indicates the importance of improving vocabulary, creating supportive spaces for practicing language, building confidence, promoting risk-taking

in language use, customizing teaching approaches, and nurturing positive learning environments.

Q8 How do you usually prepare for speaking activities?

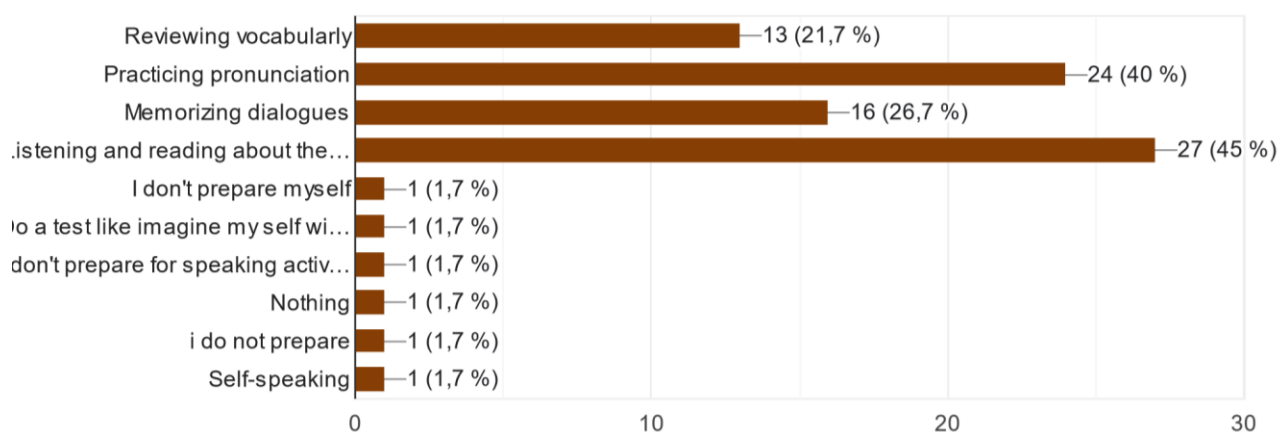


Figure 9: Students' Preparation for Speaking Activities

This question aims to explore how students prepare for speaking tasks. The survey reveals that the majority of respondents (45%) preferred to engage in listening and reading to gain a better understanding of the topic. Following closely at 40% is practicing pronunciation, demonstrating the emphasis on clear communication. Additionally, reviewing vocabulary and memorizing dialogues are popular methods, with around a quarter of participants opting for these techniques. Some individuals also employ creative activities like visualizing presentations or simplifying vocabulary to enhance memory retention. A small fraction (1.7%) admitted to not preparing at all, showcasing a proactive mindset towards enhancing their speaking abilities. In essence, the findings suggest a diverse and thoughtful approach to readiness, underscoring the significance of utilizing various strategies for effective communication.

Section Three: Exploring Gamification as a Learning Strategy in EFL Classes

Q9 Do you play games ?

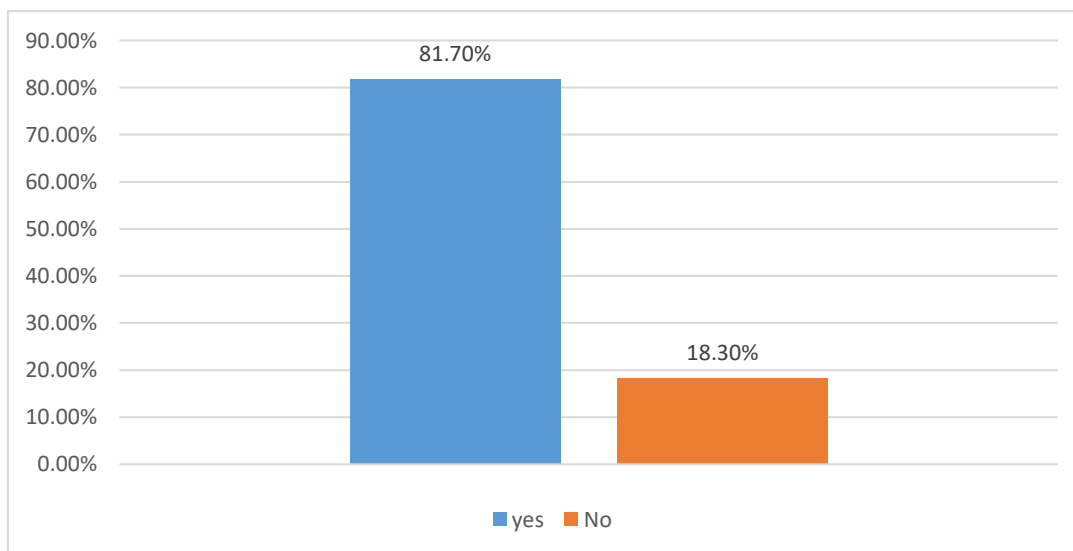


Figure 10: Percentages of Students Who Play Games

The purpose of this question is to know and gain insights into the potential barriers to gaming participation. Eighty-one point seven percent of students' indicate they play games. This suggests a widespread acceptance and enjoyment of gaming within students. However, eighteen point three percent said they did not play games show that a sizeable portion of people still did not play games or engage in other hobbies.

If your answer is yes, how often?

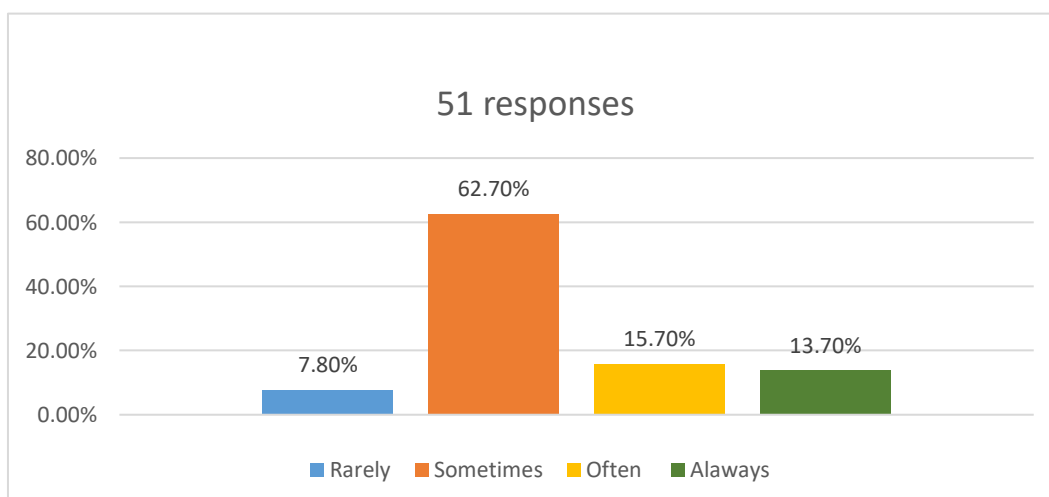


Figure 11 : Students' Participation Frequency in Language Learning Classes

The aim of the question is to assess the frequency of speaking activities in language learning classes. Analyzing the data, it reveals that a majority of students participate either occasionally (43,3%) or often (33,3%), indicating that a significant portion of the class engages speaking activities on a regular basis. However, a considerable number of students report rarely participating (20%), suggesting potential barriers to engagement such as lack of confidence, shyness, or difficulty with the language. Meanwhile, the small percentage (3,3%) of students reporting very often participation, this may indicate a highly motivated subgroup that could serve as a model for increasing overall engagement. This analysis underscores the importance of addressing barriers to participation and finding ways to motivate all students to engage or actively in speaking activities to maximize language learning outcomes.

Q10 What motivates you to engage in gaming?

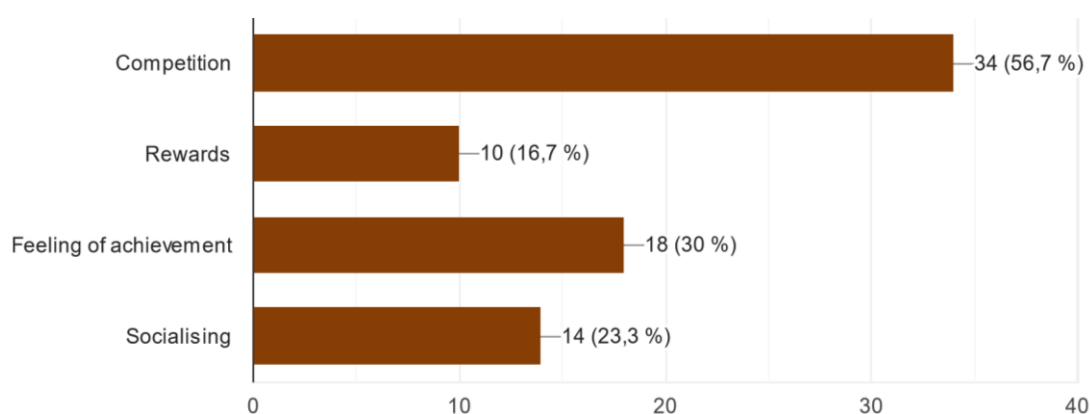


Figure 12: Students' Motives to Engage in Gaming

The purpose of this question is to know the learners' drivers to participate in gaming activities. Thirty-four students (56.7%) are seeking for competition, while ten students (16.7%) of them have chosen rewards as a motive. Eighteen of them (30%) prefer the feeling of achievement. As for socialising, it was chosen by fourteen of them (23.3%). Indicating the importance of interpersonal connections within gaming communities, while also underlying the significance of competition and achievement in driving gaming engagement among students, suggesting that gaming platforms should prioritize features that foster competition.

Q11 Have you ever experienced gamified learning activities in your language learning ?

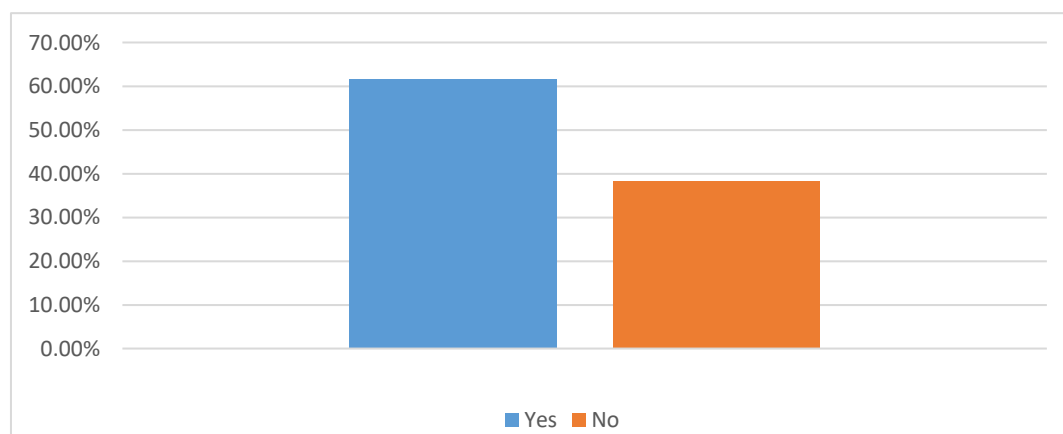


Figure 13: Students' Experiences With Gamified Learning Activities

This item seeks to determine how much students have participated in game-based learning activities while studying English. The majority of students (61,7%) have indeed experienced gamified learning activities, indicating a significant adoption of this approach within language learning contexts. On the other hand, a notable portion (38,3%) have not experienced gamified learning activities, suggesting potential gaps in implementation or awareness. To address this, language teachers could consider integrating more gamified learning activities into teaching methods to enhance engagement, motivation, and overall learning outcomes for students who may benefit from such approaches.

Q12 Based on the definition provided, would you like your teacher to incorporate gamification into the lessons?

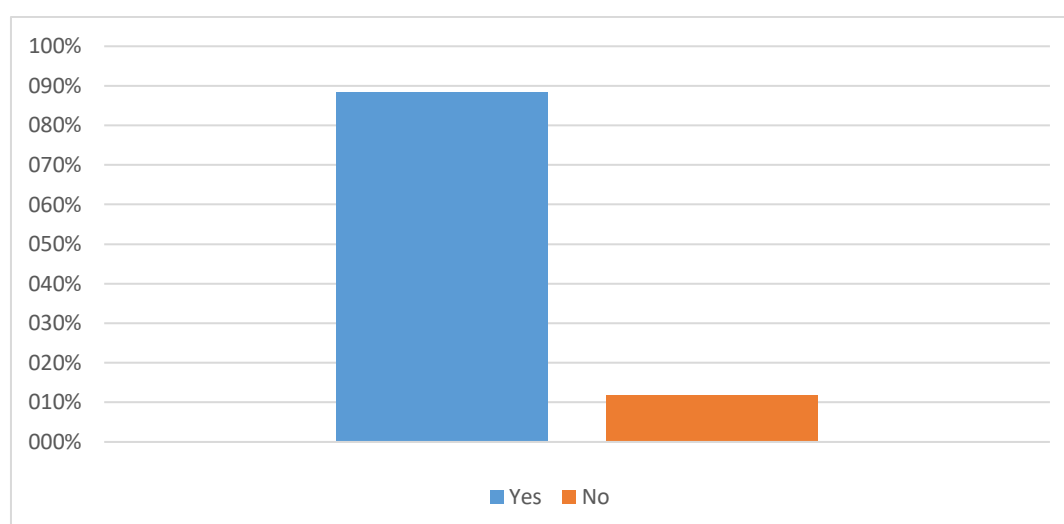


Figure 14: Students' Preferences Concerning Incorporating Gamification into the Lessons

The aim of this question is to understand if students would like their teacher to use gamification in lessons. The findings show that a large majority of participants (88.3%), are keen on integrating gamification into their lessons, suggesting a preference for interactive and engaging educational approaches. This indicates a desire for more interactive and engaging learning experiences that gamification can offer. However, the minority (11.7%) have reservations about gamified learning, indicating the importance of addressing any concerns related to this method. It is crucial to consider student preferences and concerns when designing educational strategies that involve gamification, acknowledging the strong interest in interactive learning while also addressing any doubts some students may have.

Please justify your answer

The majority of the respondents (88.3%) admit that the integrating of gamification during the lesson is important. Here are some of their comments:

- Using gamification in learning can make the process more enjoyable and fun for students
- It encourages active participation and involvement in the learning process.
- It fosters a sense of competition among students, promotes socialization and collaboration among students, and reducing shyness.
- It makes lessons more enjoyable and memorable.

- Gamification provides opportunities for language practice and proficiency development, particularly in subjects like English.

Q13 What types of gamified activities do you find most engaging or effective for language learning?

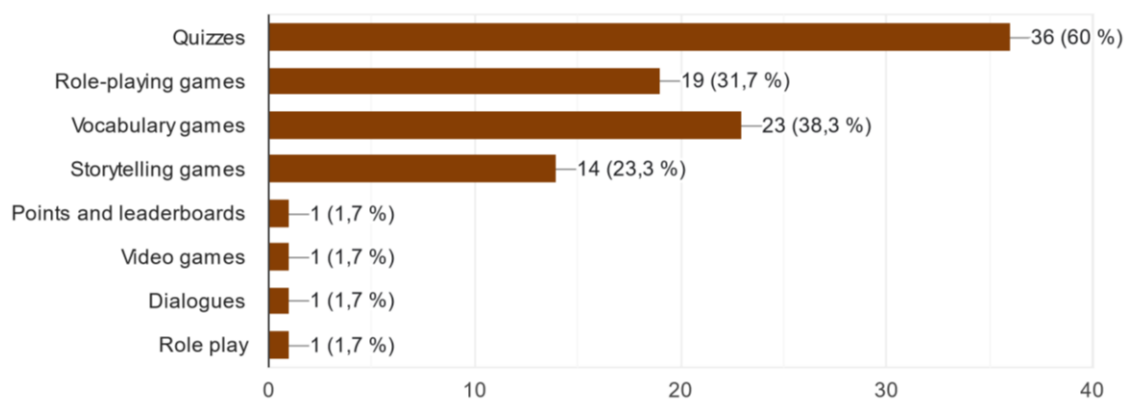


Figure 15: Students' Perceptions about the Most Effective Gamified Activities

The question aims to identify which gamified activities students find most engaging or effective for language learning. The study on students' choices in gamified activities for language learning indicates a clear hierarchy in popularity. Quizzes were favored the most, with 36 students showing a preference for them. Vocabulary games came next, with 23 students interested, and role-playing games ranked third, with 19 students intrigued. Storytelling games caught the attention of 14 students. On the other hand, less popular activities such as point systems, leaderboards, video games, dialogues, and role play were each mentioned by only one student. Despite the varying preferences among students, the wide array of interests highlights the significance of incorporating various gamified approaches to accommodate different learning styles and preferences, thus enhancing engagement and efficacy in language learning settings.

Q14 What are the elements that make a learning experience enjoyable?

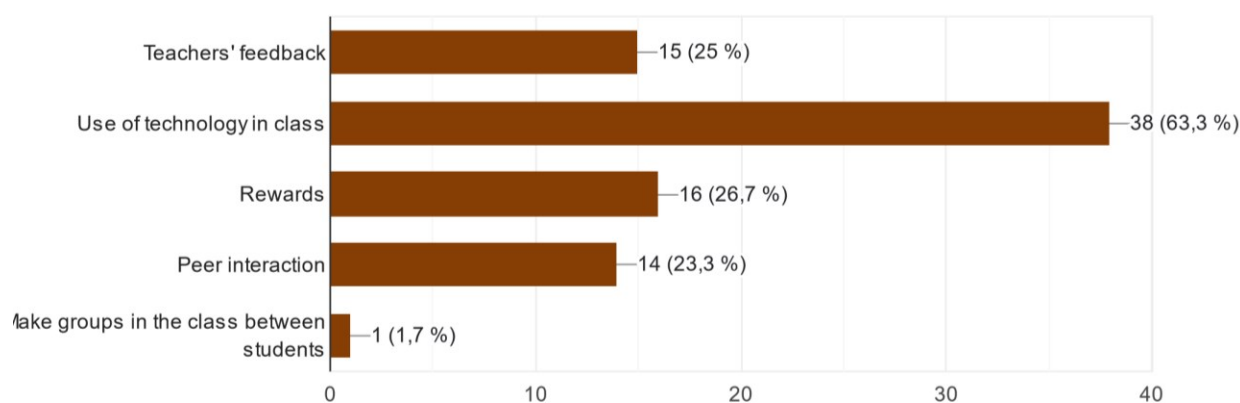


Figure 16: Gamification Elements That Make Learning an Enjoyable Experience

This question aims to identify the elements that contribute to making a learning experience enjoyable. The students' responses reveal key factors contributing to an enjoyable learning experience. A significant 63.3% prefer using technology in the classroom, indicating that interactive digital tools are engaging. Teacher feedback and rewards are also valued, with 25% and 26.7% of students, respectively, emphasizing their importance in enhancing learning. Peer interaction, valued by 23.3% of students, highlights the significance of collaboration. Conversely, only 1.7% show interest in making groups in class, suggesting it may be less crucial for enjoyment. In general, students believe that technology, feedback, rewards, and peer interaction play significant roles in creating a positive learning atmosphere.

Q15 Which elements would you like to have to get engaged in a lesson?

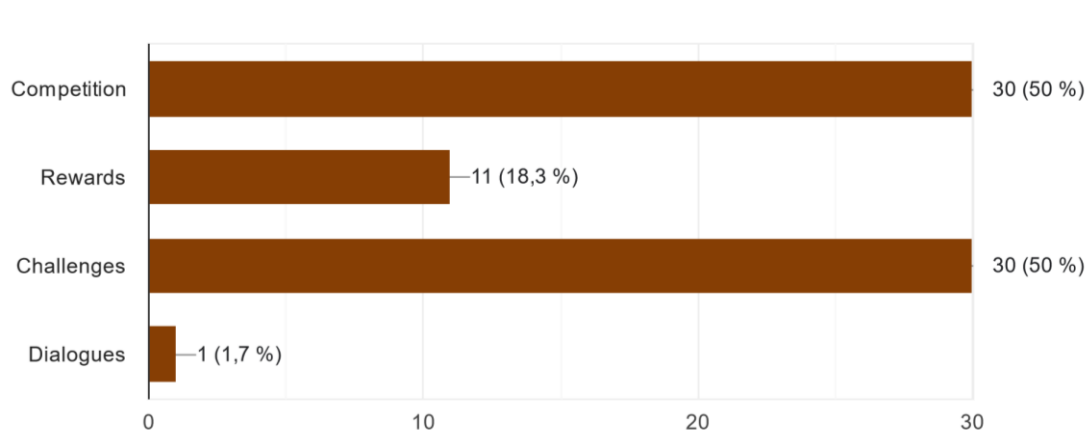


Figure 17: Elements That Make Students' Engaged in The Lessons

The question aims to uncover which elements are vital for engaging students in lessons, enhancing their learning experience. Analysis of students responses highlight a preference for competitive elements and challenges, each garnering 50% interest. Rewards are also noted but to a lesser extent, at 18.3%. In contrast, only 1.7% express interest in dialogues. This suggests that while incentives and communication matter, students are more drawn to competitive aspects and challenges. The study emphasizes that students are most engaged when lessons include competitive elements and challenging tasks equally. This underscores the importance of leveraging students' competitive nature and offering stimulating assignments. While rewards are appreciated, they are not as crucial as competition and challenges. Conversations hold little interest, indicating that communication, while important may not be the primary factor in engaging students. Overall, the analysis stresses the significance of integrating competition and challenging tasks to effectively capture students' attention during lessons.

Section Four: Understanding the Relationship Between Speaking and Gamification in EFL Classes

Q16 Do you believe that using gamification-based techniques can enhance your speaking skills in language learning classes?

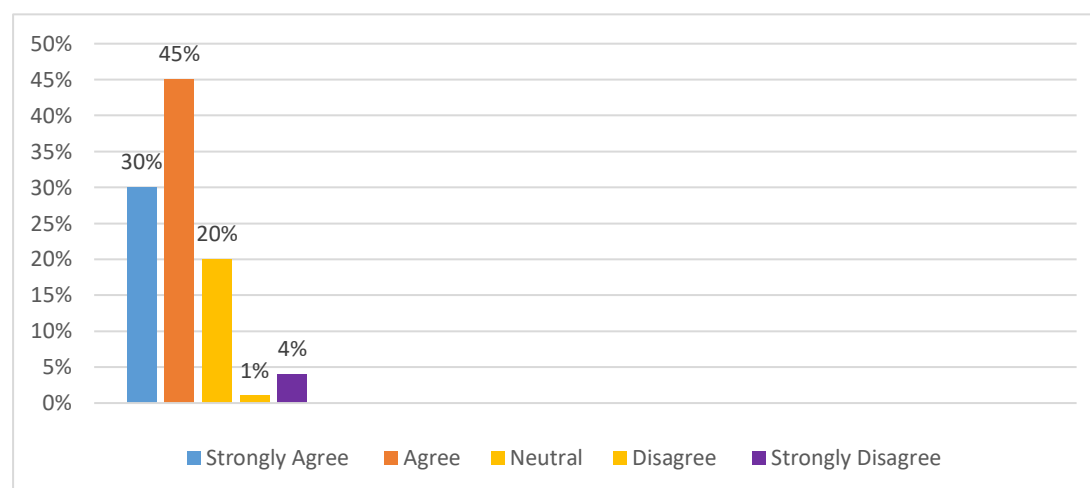


Figure 18: Students' Attitudes about The Effectiveness of Gamification-based techniques in Improving Students' Speaking Skills

The main aim behind this question is to determine whether gamification-based techniques can be an effective tool for enhancing speaking skills in language learning classes according to the learners participated in this study. The students' responses show that most students view gamification-based methods as effective in improving speaking skills in language classes. A significant 75% majority, with 30% strongly agreeing and 45% agreeing, express confidence in the benefits of using gamification for enhancing oral proficiency. Some students around 20% are neutral, reflecting uncertainty or a lack of strong opinion. Only a small percentage (1.7%) disagree, while 3.3% strongly disagree. These findings emphasize that although there are a few opposing opinions on the effectiveness of using gamification in language learning environments, these views are in the minority and do not diminish the general belief in its effectiveness. Most students have a positive attitude towards it, with 75%

acknowledging its advantages. This strong support indicates that gamification can improve speaking skills in language courses.

Q17 Would you be interested in participating in language learning activities that involve the use of gamification in the future?

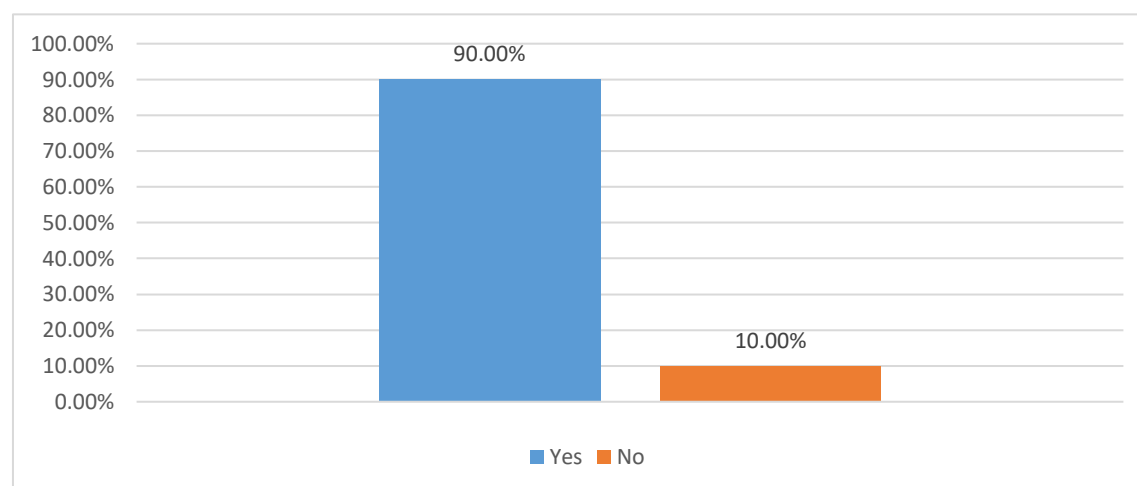


Figure 19: Students' Interest in Participating in Language Learning Activities That Involve The Use of Gamification-Based Techniques

The aim of this question is to understand students' interest in integrating gamification into language learning activities in the future. The results from the students indicate that a large percentage (90%) are keen on engaging in language learning activities that incorporate gamification in the future. This suggests a strong interest and openness to including gamified components in language learning. Nonetheless, it is essential to explore the preferences and motivations of the remaining 10% who are not interested, as grasping their viewpoints can offer useful input for creating successful language learning tasks. The research indicates that a large majority of students around 90% are keen on incorporating gamification into language learning activities in the coming days. This suggests a strong craving for interactive and stimulating learning experiences. Nevertheless, the 10% who are not interested in presenting a chance to comprehend their viewpoints, which could offer valuable insights for creating successful language learning tasks that suit various preferences and motivations. The results underscore

the potential benefits of using gamification in language education while stressing the significance of taking individual preferences and motivations into account.

2.2.2. Analysis and Interpretation of The Teachers' Questionnaire

Section One: Background Information

Q1 What scientific degree do you hold?

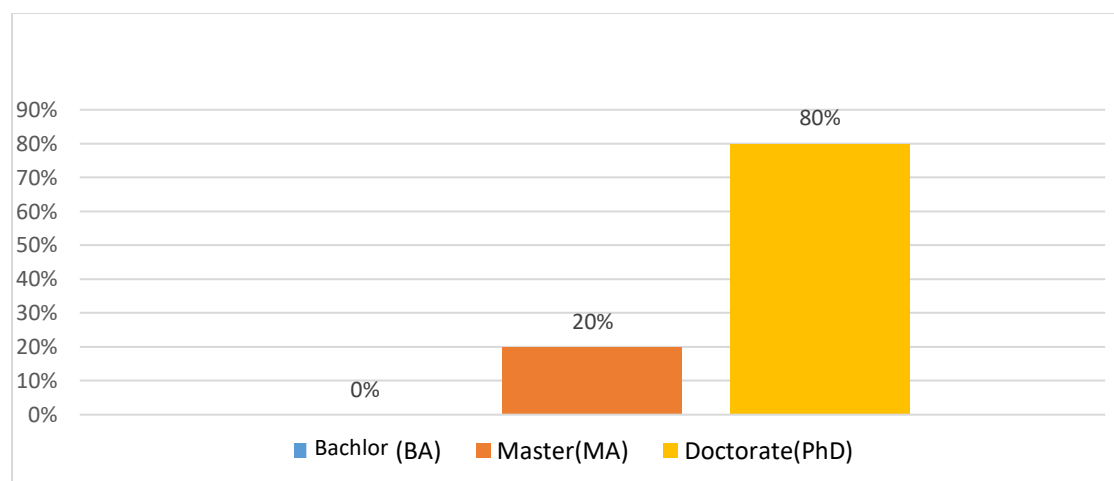
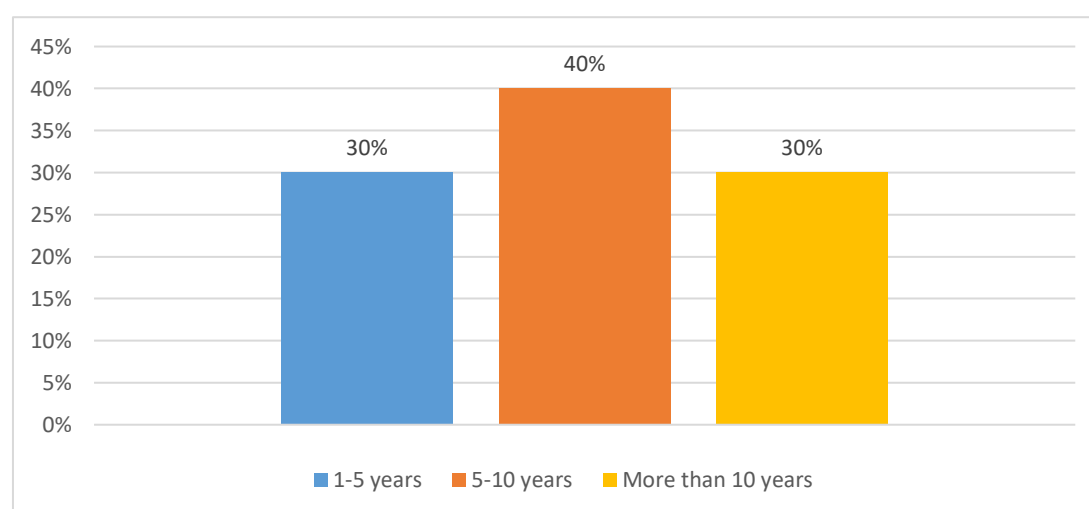


Figure 20: Teachers' Scientific Degree

The data obtained reveals that 8 respondents (80%) are doctors, while the remaining 2 respondents (20%) hold a master degree.

Q2 How long have you been teaching English ?



Figure

21: Teachers' Years of Experience

When asked about their years of experience in teaching at the University level, 3

respondents (30%) indicate that they have an experience of more than ten years. Four respondents (40%) state that the period they have spent teaching English ranges from five to ten years, whereas the rest (30%) have less than five years of experience. Thus, most of the teachers have a good experience in teaching and this should be beneficial for our research.

Section Two: Exploring Speaking Skills in English as a Foreign Language (EFL) Classes

Q3 What is your impression about your students' speaking performance?

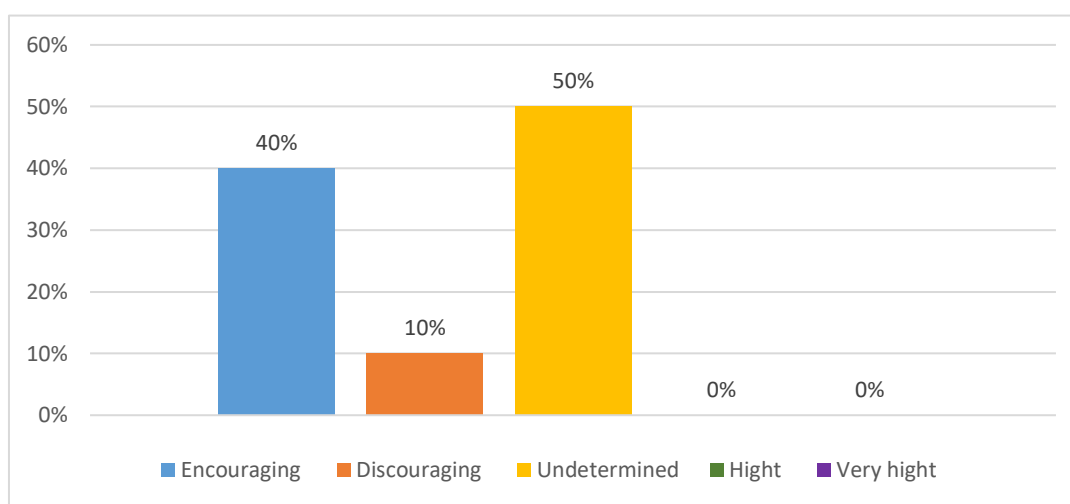


Figure 22: Teachers' Impression About Their Students' Speaking Performance

The goal of this question is to assess the students' speaking abilities in order to adapt teaching strategies accordingly. The teachers' responses indicate that they are uncertain about half (50%) of the students' speaking abilities, while they are pleased with (40%), of it encouraging. However, there is a smaller portion (10%), that they find disappointing. There have been no instances of high or very high performance noted. The study indicates that some students excel in speaking skills, but there is doubt surrounding about half of them and a smaller group that the teacher finds disheartening. Overall, there is potential for improvement, highlighting the necessity for additional evaluation and modifications in teaching methods to assist all students adequately.

Q 4 Do all students participate in class?

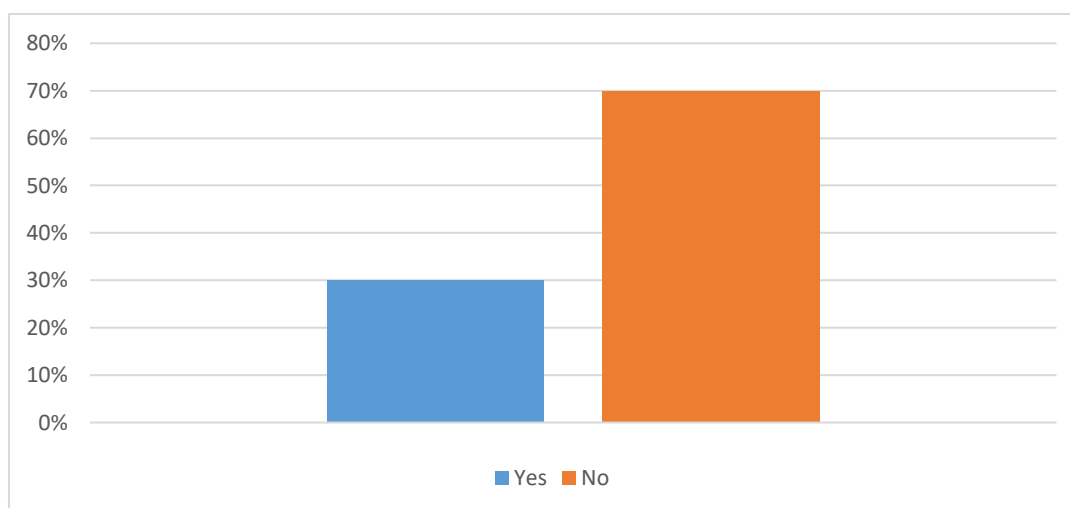


Figure 23: Students' Participation Frequency in Class

The aim behind asking this question is to assess the level of engagement and interaction among students and to understand how many students actively participate in classroom settings. The teacher's feedback shows that a majority (70%) of students are not actively participating in class, compared to a minority (30%) who are. This reveals an imbalance in student engagement levels. It highlights the importance of finding ways to boost participation and establish a more interactive classroom setting. Teachers must consider implementing strategies that motivate all students to engage in lessons and conversations, promoting a more inclusive and lively learning atmosphere.

If your answer is no, why do you think they do not?

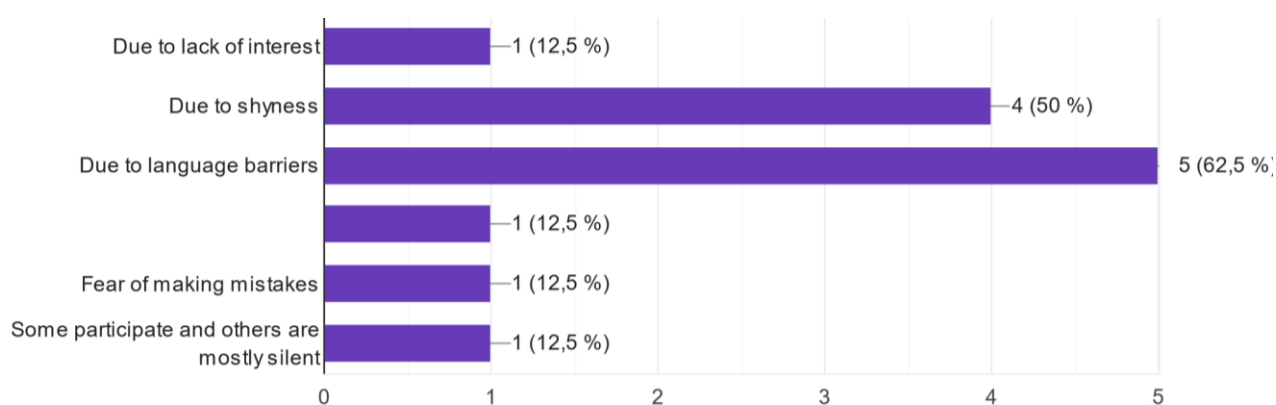


Figure 24: Students' Reasons For Reluctance in the Participation

The goal of asking why students do not participate in class is to know and understand

their reasons and find ways to support them better. Teachers commonly attribute this to shyness (50%) and language barriers (62%), alongside fear of errors (12.5%) and lack of engagement (12.5%). A teacher mentioned that some students are actively involved while others stay quiet. To tackle this issue, teachers can employ strategies like establishing a welcoming classroom setting, offering language assistance, promoting active involvement, nurturing a growth-oriented attitude, and tailoring tasks to various learning preferences and skill levels.

Q5 What challenges do you encounter when trying to enhance students' speaking performance?

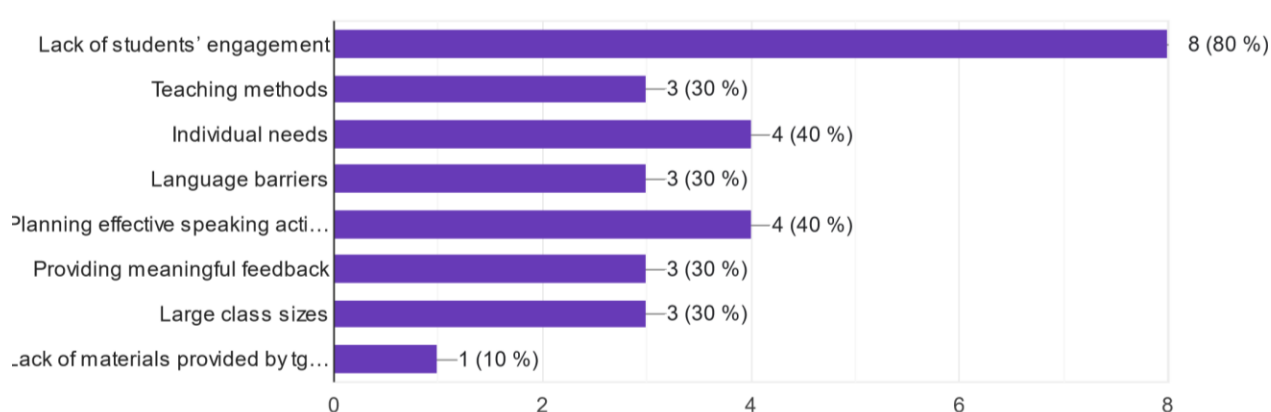


Figure 25: Teachers' Challenges in Enhancing Students' Speaking Performance

The reason for posing this question is to understand the difficulties teachers face while trying to enhance students' speaking abilities. The feedback from ten teachers reveals various obstacles faced when trying to improve students' speaking skills. The most common challenge, as identified by 8 out of 10 teachers, is the struggle to keep students engaged and actively participating during speaking tasks. Additionally, four out of ten teachers mentioned difficulties with teaching methods and planning effective speaking activities, showing issues in choosing suitable instructional approaches and creating interesting tasks. Individual student needs, language barriers, and providing useful feedback were each recognized as significant challenges by 4 teachers. Large class sizes make it hard to offer personalized attention and feedback during speaking practices, a concern raised by 3 teachers. Lastly, inadequate materials

and inappropriate classroom settings for Oral sessions were mentioned as obstacles by 1 teacher. These responses emphasize the diverse range of challenges teachers face in enhancing students speaking abilities, from student engagement to resource limitations and instructional planning. The ten teachers show a shared view on the difficulties encountered in improving students' speaking skills.

Section Three: Exploring Gamification as a Learning Strategy in EFL Classes

Q6 Have you ever used gamification-based techniques to enhance English language learning in your classes?

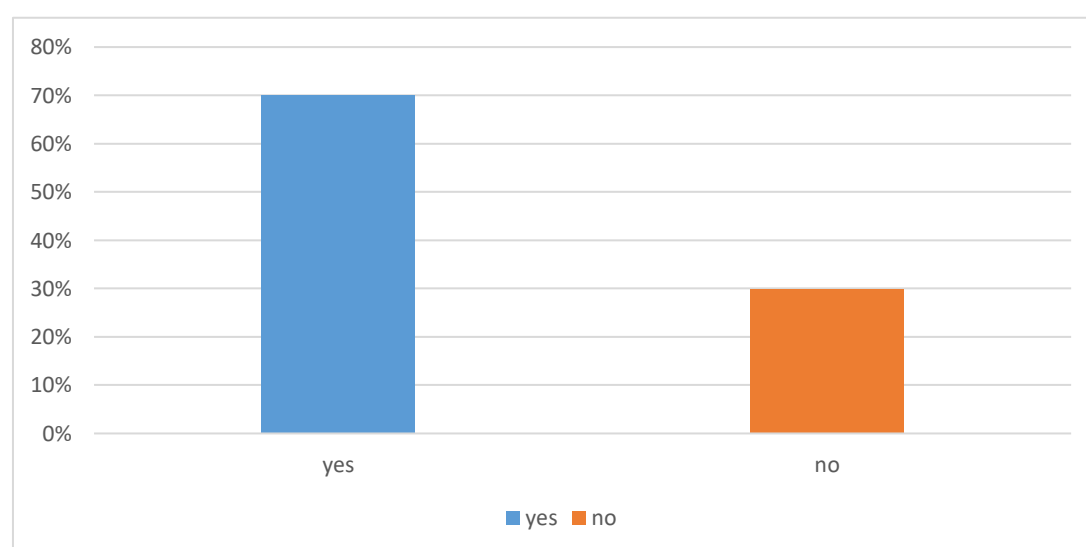


Figure 26: The Use of Gamification to Enhance English Language Learning Classes

The question seeks to find out if teachers believe that using gamification techniques can help in improving students' abilities to speak in language learning classes. According to the teachers' answers, 70% of them have incorporated gamification-based techniques to improve language learning in their classrooms, whereas 30% have not utilized these techniques. The findings imply that most teachers in the educational field have incorporated gamification strategies into their language teaching methods. This showcases that educators acknowledge the advantages of gamification for language acquisition, including enhanced engagement, motivation, and involvement. For the thirty percent who have not yet adopted gamification

strategies, it presents a chance to experiment with and incorporate these modern techniques into their teaching styles to improve language learning results. In general, these results underscore the increasing popularity and endorsement of gamification as a beneficial tool in language instruction.

If yes, what specific gamification strategies have you implemented

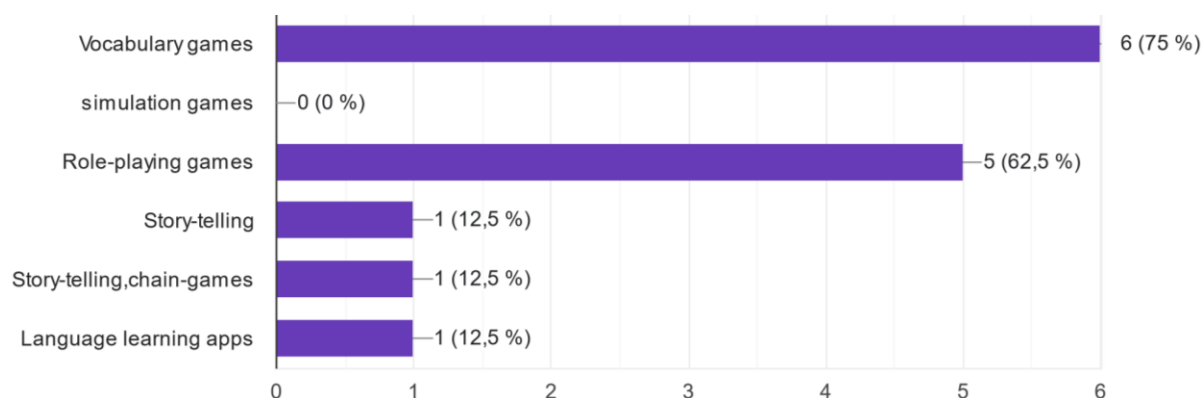


Figure 27: Teachers' Gamification Strategies Used in The Classroom

The question aims to assess how teachers utilize gamification in language learning settings. Analysis of the data shows that the top strategies used by teachers are vocabulary games and role-playing, with 75% and 62.5% of respondents choosing them, respectively. On the other hand, only 12.5% of teachers picked storytelling chain-games and language learning apps. To improve this, it is suggested to make better use of the popularity of vocabulary games and role-playing by integrating them more into language learning programs. Additionally, adding elements of storytelling chain-games and language learning apps could offer a more diverse approach, catering to different learning preferences and increasing engagement and effectiveness in language acquisition.

Q7 Have you encountered any unexpected challenges when integrating gamification to your English language classes ?

The question aims to understand the difficulties teachers face when incorporating gamification in English language classes. Results show a range of experiences, with some

teachers experiencing no issues while others struggle with issues such as limited resources or students finding vocabulary challenging. Solutions include providing support and resources, offering training opportunities, and adjusting gamification strategies to better fit students' requirements. By addressing these challenges, teachers can improve the success of gamified language learning and increase student engagement and motivation.

Q8 What role do technology and digital tools serve in integrating gamification techniques into you language classes ?

The analysis of the data reveals that technology is essential for improving student engagement, motivation, interaction, and personalized learning in language education. One potential solution could be to utilize technology to create customized gamified language learning platforms, offer teachers training on how to effectively incorporate these tools, and encourage educators to collaborate and exchange best practices and resources.

Section Four: Understanding the Relationship Between Speaking and Gamification in EFL Classes

Q9 Do you believe that using gamification-based techniques can enhance your students' speaking skills in language learning classes?

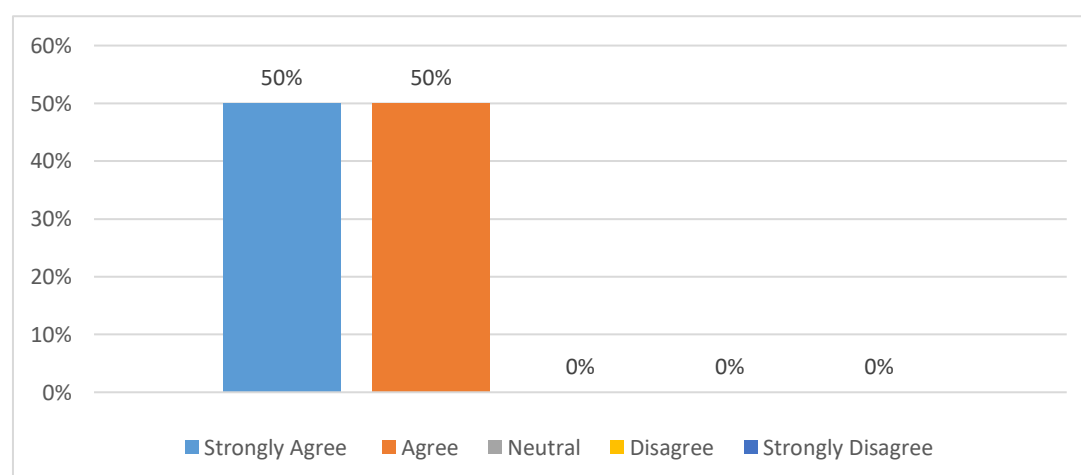


Figure 28: Teachers' Opinions about the Impact of Gamification on Enhancing Students' Speaking Skills

The main reason for posing this question is to investigate teachers' opinions on whether incorporating gamification strategies can effectively improve students' speaking abilities in language learning courses. The feedback from teachers shows that all of them agreed that incorporating gamification techniques can improve students' speaking abilities in language classes. This demonstrates a widespread belief among teachers in the power of gamification to enhance speaking skills. The way these answers are understood emphasizes how gamification is seen as a valuable technique for teaching languages. Teachers likely see gamification as a way to motivate and involve students, promoting active learning and practice, which can ultimately help improve students' speaking skills. The shared belief among teachers suggests that incorporating gamified aspects into language learning programs has the potential to boost students' ability to speak and enhance their overall language proficiency.

Q10 From your perspective, what are the potential benefits of using gamification to promote speaking performance among students?

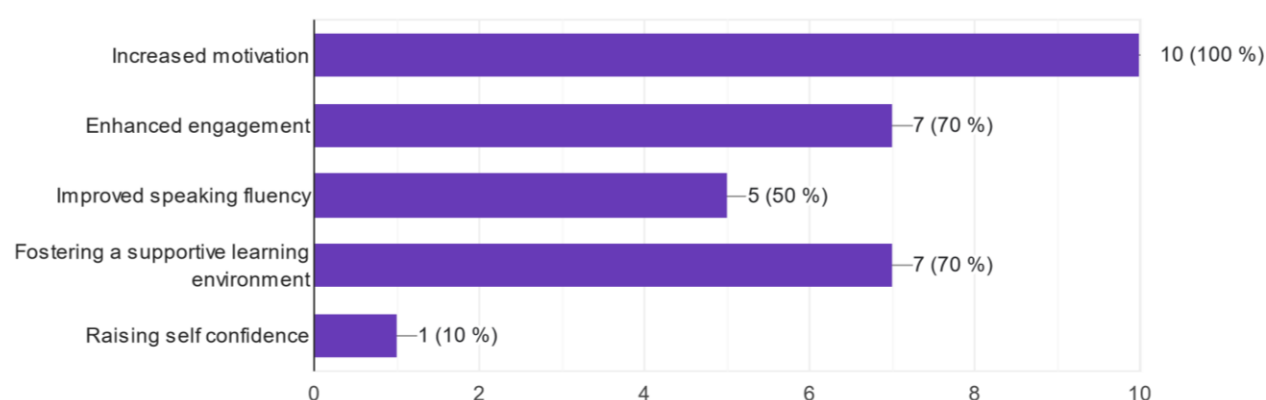


Figure 29: Teachers' Opinions about The Benefits of Using Gamification

The question aims to understand the advantages of implementing gamification in enhancing students's speaking abilities. Teachers are asked to evaluate various aspects like motivation, engagement, fluency, learning environment, and self-confident. The responses

from 10 teachers indicate a shared agreement on the advantages of using gamification to boost students' speaking skills. Most teachers highly value the increased motivation (ten out of ten) that gamification brings, as it encourages active participation in speaking activities. They also acknowledge the benefits of enhancing engagement (seven out of ten) and fostering a supportive learning environment (seven out of ten) through gamification techniques. While there is some recognition of the importance of improving speaking fluency (five out of ten), the impact on boosting self-confidence is considered less significant (one out of ten). Teachers believe that incorporating gamification into learning activities is highly effective in motivating students and promoting interactive communication practice. They see gamification as a valuable tool in boosting motivation and cultivating a dynamic learning atmosphere. Although gamification is praised for its ability to improve fluency, its influence on confidence levels is considered to be less significant.

Q11 How might gamification-based methods cater to the specific requirements of the students as they strive to enhance their speaking proficiencies?

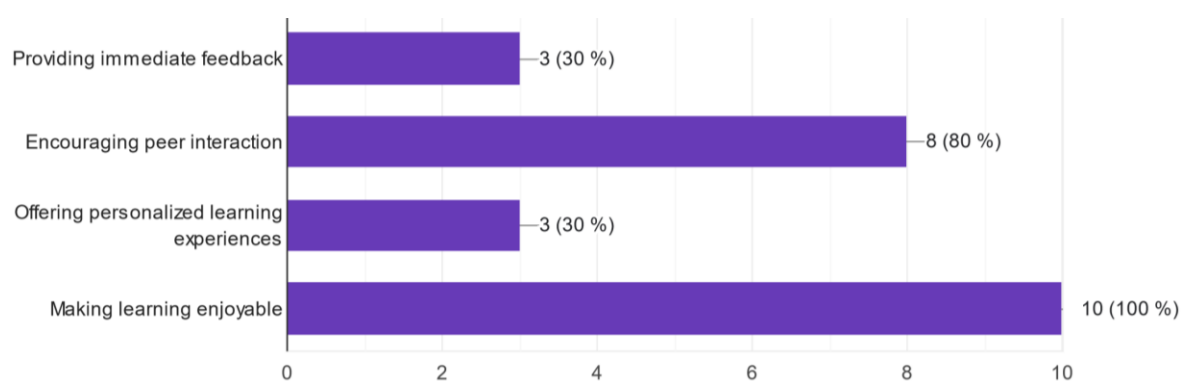


Figure 30: Teachers' Opinions about How Gamification Cater to The Specific Requirements of The Students

The question aims to evaluate how gamification can improve students' speaking skills by looking at the importance of immediate feedback, peer interaction, personalized learning, and enjoyment during the learning process. Teachers strongly believe in making learning enjoyable, giving it a top rating of 10 out of 10. They think gamification should focus on

ensuring that learning is fun to boost motivation and encourage active participation in speaking practice. Peer interaction rated at 8 out of 10 is also seen as crucial for students to practice speaking and receive feedback from each other. While immediate feedback and personalized learning are discussed with less emphasis and lower ratings of 3 out of 10, teachers still see them as beneficial in improving speaking skills by catering to individual needs and reinforcing proper language usage. Overall, teachers prioritize making learning enjoyable and promoting peer interaction in gamification strategies, while also acknowledging the benefits of immediate feedback and personalized learning.

Q12 Which gamified activities or digital platforms do you believe could be most effective in capturing students' interest and improving their oral communication skills?

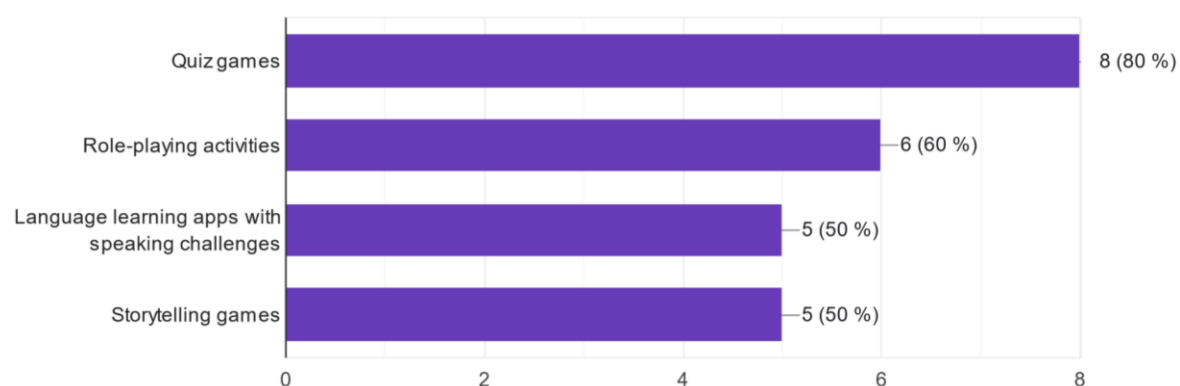


Figure 31: Teachers' Opinions about The Most Effective Gamified Activities or Digital Platforms

The aim of the question is to determine which gamified activities or digital platforms teachers believe are most effective in capturing students interest and improving their oral communication skills. Eighty percent of teachers (eight teachers) consider quiz games to be the most effective due to their interactive nature and immediate feedback. Sixty percent (six teachers) prefer role-playing activities for their ability to simulate real-life scenarios and enhance speaking skills through practice. Fifty percent (five teachers) recommend language learning apps with speaking challenges, which motivate regular practice through gamification

elements, and fifty percent (five teachers) also support storytelling games for encouraging creative and natural language use. This indicates a strong preference among teachers for activities that provide interactive, immersive, and motivational experiences. To enhance students speaking abilities, teachers should incorporate a variety of these gamified activities, focusing on quiz games and role-playing, while also integrating language learning apps and storytelling games to create an engaging and motivating learning environment.

Q13 Have you noticed changes in students' motivation and engagement when gamification elements are integrated into the curriculum?

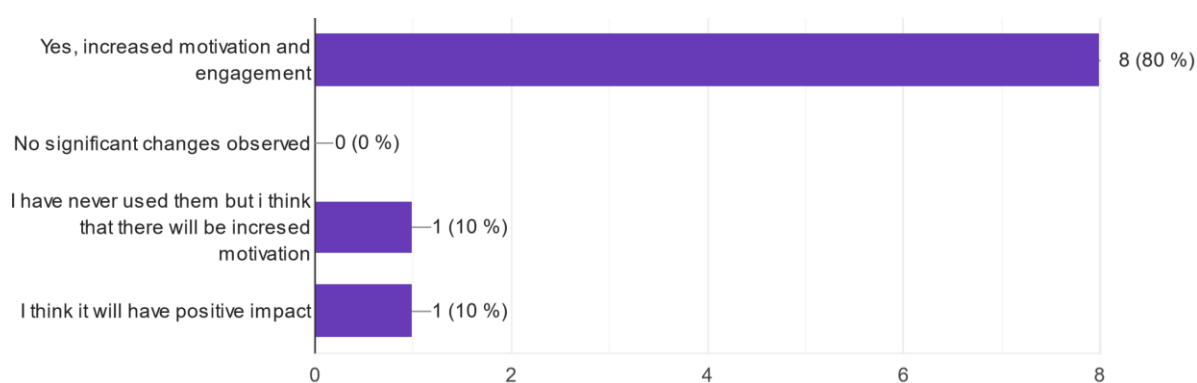


Figure 32: Teachers' Observation for Students' Motivation and Engagement

The aim of asking this question is to understand if teachers have noticed differences in students' motivation and participation levels with the inclusion of gamification features in their lessons. The majority of teachers (80%) have noticed that students are more motivated and engaged when gamification elements are included in the curriculum. Another 10% expect this positive effect even without personal experience, while the remaining 10% acknowledge the potential benefits of gamification. In summary, the feedback suggests a widespread support for using gamification as a beneficial method to boost student motivation and engagement in educational settings. This means that Educators widely recognize the benefits of incorporating gamification elements into the curriculum, as it is seen to positively impact student motivation and engagement. This consensus emphasizes the effectiveness of gamification in creating more interactive and engaging learning environments within classrooms.

Q14 How do you assess the efficacy and effectiveness of gamification in improving students' speaking proficiency?

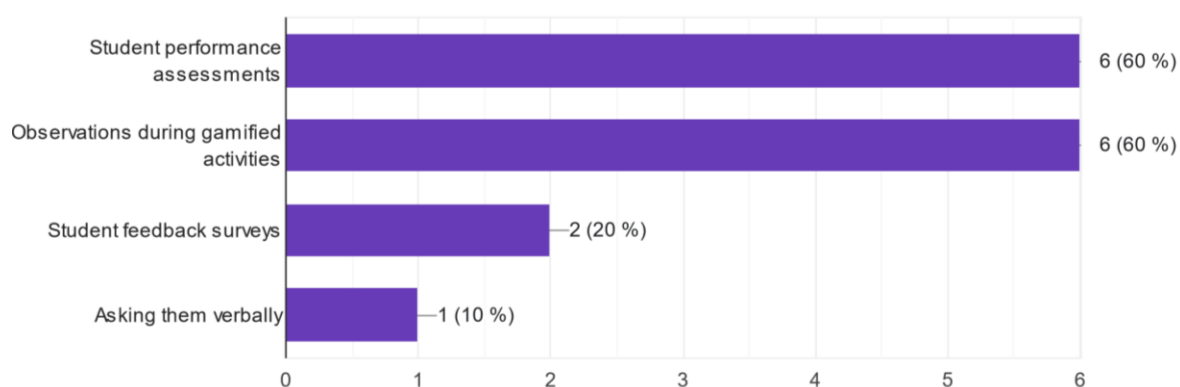


Figure 33: Teachers' Assessment of The Effectiveness of Gamification in Improving Students' Proficiency

The main purpose of asking this question is to determine the best effective assessment techniques for evaluating the impact of gamification on students ability to speak in language learning courses. The teachers responses showed that they believe both assessing student performance and observing during gamified activities are effective ways to evaluate the success of gamification in enhancing students speaking skills, each receiving a 60% approval rate. Additionally, twenty percent of teachers find student feedback surveys valuable, while ten percent prefer asking students directly. Teachers emphasize the importance of utilizing various assessment techniques, combining quantitative performance reviews with qualitative student input, to gain a comprehensive understanding of gamification's effectiveness in enhancing language acquisition.

2.2.3. Discussion of the Main Findings

2.2.3.1. Discussion of The Students' Questionnaire Findings

Under the basis of the analyses of the students' questionnaire, many facts are revealed. The analyses show that the majority of students are motivated, thinking that Learning English can be a fun and enjoyable experience. This finding interpret that participants are

willingly taking part in the activity because they enjoy it, regardless of their overall skill level. This demonstrates their motivation to study English and improve their proficiency. However, mastering speaking skills seem to be difficult to the learners as they confirmed they do face challenges in their oral expression classes.

The students' questionnaire was a successful method that enabled getting an extensive view on the use of gamification-based techniques to promote speaking proficiency. The insights gathered from students' responses provide valuable insight into their viewpoints on the effects of using gamification methods to enhance their communicative skills. The results highlight students' interests for the English language in general and towards oral expression classes, and shed light on how teachers integrate gamification techniques into these classes.

From their answers it is clearly noticeable that most of first-year EFL students are highly motivated to learn English. Furthermore, the participants demonstrate a strong interest in using gamification strategies to improve their speaking skills. While the answers of the minority of students should not be ignored, as they showed their rejection towards incorporating gamification. Their negative opinion can be explained and attributed to their lack of interest and motivation, which make them demotivated and refuse the idea of integrating gamification-based techniques into classes.

When analysing the findings, students' positive perceptions towards the use of gamification-based techniques cannot be missed, most of students are aware of the significance of this method in teaching speaking skills. Students are familiar with gamification-based techniques since their teachers make use of it in order to help students develop their speaking skills. This implies that the majority of students are satisfied with this approach and consider it beneficial for enhancing their speaking skills.

2.2.3.2. Discussion of The Teachers' Questionnaire Findings

The main results of the survey conducted with teachers provide insights into language

teaching and the use of gamification to enhance students' speaking skills.

The first section of the questionnaire reveals that most respondents hold doctoral degrees, indicating high academic qualifications, while the rest have master's degrees. Additionally, the majority of the teachers have substantial teaching experience, with most having more than five years. This combination of advanced qualifications and significant experience suggests that the respondents can provide reliable and valuable insights for our research.

In the second part of the study, teachers have different opinions on students' speaking abilities, with some feeling unsure, others satisfied, and a few disappointed. Many students are not actively contributing in class, indicating a need for methods to increase involvement. The main reasons for quietness include shyness, language difficulties, fear of making mistakes, and lack of interest. Educators encounter obstacles such as keeping students engaged, designing useful activities, and handling large groups, in their efforts to enhance speaking skills. These results underscore the necessity for specific approaches to enhance participation and cater to the varied needs of students.

In the third section of the teachers' questionnaire the results show that the majority of teachers are using gamification methods in their English classes to enhance student engagement and motivation. Common techniques include vocabulary games and role play, while games like storytelling chains and language apps are used less frequently. However, implementing gamification can be challenging due to resource constraints and vocabulary issues, indicating a need for more support and training. Technology plays a significant role in improving gamification by providing personalized and interactive learning opportunities. In summary, these findings underscore the positive response to gamification in language education and the importance of overcoming obstacles to make it more effective.

In the last section, teachers indicate a widespread agreement that gamification is beneficial for improving students' speaking skills in language classes. Teachers feel that using gamification enhances motivation, engagement, and cultivates a helpful learning atmosphere. They particularly appreciate quiz games and role-playing activities for their effectiveness in boosting verbal communication. While the importance of immediate feedback and personalized learning is acknowledged, the focus remains on making learning enjoyable and encouraging peer interaction. Many teachers have noticed a rise in student motivation and engagement with gamification, highlighting its role in creating dynamic and interactive classrooms. To assess the impact of gamification on speaking proficiency, a variety of assessment methods involving performance evaluations and student input are suggested.

From their answers it is clearly noticeable that most of EFL teachers believe that using gamification in the classroom can help improve students' speaking abilities by increasing their motivation, keeping them engaged, and fostering a supportive atmosphere for learning. Games like quizzes and role-playing are particularly valued for their effectiveness. Ultimately, incorporating gamification is seen as a beneficial way to enhance student participation and advance their speaking skills in language lessons.

2.2.4. Limitations and Recommendations

2.2.4.1. Limitations of the Study

Some limitations are encountered during the accomplishment of this research. One of the constraints of the study is its limited scope. The survey was limited only to first-year students at Mila University Centre, so the findings may not be generalisable to other levels and universities. Another difficulty is the problem of collecting data needed for the practical part of the research. A large sample cannot be included because students are reached via email considering the fact that some students may not have consistent access to the internet. Furthermore, a significant challenge arises from the limited availability of teachers specializing

in Oral Expression within the Department of Foreign Languages, necessitating the need to seek input from teachers of other modules to supplement the collected information.

2.2.4.2. Recommendations for Pedagogy

2.2.4.3. Recommendations for Students

- 1-The students should participate in gamified speaking exercises and activities to make practice sessions more engaging.
- 2- They should utilize language learning apps that include gamification elements, like points, levels, or rewards, to enhance speaking skills.
- 3- They should foster motivation and friendly competition by taking part in speaking challenges or competitions with gamified elements.
- 4- They should participate in speaking clubs or conversation groups that incorporate gamified elements into their activities, such as themed events or quests.
- 5- They should utilize technological tools that offer interactive speaking exercises with gamified features, such as virtual reality simulations or language learning games.

2.2.4.4. Recommendations for Teachers

- 1- To effectively incorporate gamification into speaking practice by teachers, it is important to first understand learners' preferences. This can be done through surveys or informal discussions to assess their interests and gaming experiences.
- 2- Teachers should Select gamification tools that align with teaching goals and cater to learners' needs, considering factors like interactivity and adaptability.
- 3- They should Integrate game elements into speaking activities to boost engagement, encouraging collaboration and communication.
- 4- They should Provide clear instructions and feedback to guide learners, promoting peer interaction and a supportive learning environment. Monitor progress and adapt strategies as needed, and seek professional development opportunities for effective implementation.

5- They should consider ethical issues such as inclusivity and diversity when creating gamified activities. This involves being mindful of inclusivity, accessibility, and cultural sensitivity. By avoiding stereotypes and promoting diversity in game content and interactions, a more inclusive learning environment can be established for all participants.

Conclusion

For reminder purposes, this chapter covered the practical part of the current study which touches upon the integration of gamification techniques to promote speaking performance. The analysis of the students' questionnaire and teachers' questionnaire reveals that teachers and students have a positive view towards the use of gamification in the instructional process, and that it came to meet the students' needs. Added to this, the results emphasized the integration of gamification in teaching EFL at the university level.

General Conclusion

The current research aimed to find out the perceptions of the teachers and students towards using gamification – based techniques to promote speaking performance. In addition to presenting the benefits of its application in EFL teaching process. It is composed of two chapters ; the theoretical and the practical part.

In search of achieving the previously mentioned aims of the study, a questionnaire is administered to 60 EFL students at the Department of Foreign Languages University Center of Mila. Furthermore, another questionnaire is delivered to 10 teachers of Oral Expression and other modules to add welcome insights from a different perspective.

The main findings obtained from the questionnaires and perspective data analysis underscore a significant emphasis on utilizing gamification methods to enhance speaking skills in language classes. Integrating game elements is seen as a key strategy to improve speaking proficiency. The results of the fieldwork highlight the positive impacts of using gamification techniques in enhancing learners' speaking abilities and overall communication skills in the target language.

At the end, it is noteworthy that the current study can be referenced by teachers and learners alike to reflect upon the extent to the extent to which they focus on integrating gamification -based techniques for enhancing speaking proficiency in their assorted pedagogical practices. In this respect, it is recommended that learners take advantage of incorporating gamification–based techniques to develop their levels of speaking proficiency, which are pivotal for effective communication. Nevertheless, it is worth mentioning that this study is of a limited scope and its results can probably be open to discussion and critique, the thing that makes it imperative for future researchers to delve deeper into this area to refine our understanding and implementation of gamification in language learning.

References

- Abdikholikova, D.(2022).The importance of speaking skills in English classrooms.Zenodo (CERN European Organization for Nuclear Research).
<https://doi.org/10.5281/zenodo.7248883>.
- Abla, C., & Fraumeni, B. (2019). Student Engagement Evidence-based strategies to boost academic and social-emotional results. McRel International.
<https://files.eric.ed.gov/fulltext/ED600576.pdf>.
- Alfazari. (2020). Students' Anxiety in Speaking Activities at English Education Program of State Islamic University SulthanThaha Saifuddin Jambi.
- Alfulaih, W. K. (2019). The Impact of Using Games on Developing Saudi Female EFL Students' Speaking Skills. Saudi Arabia: Al-Imam Muhammad Ibn Saud Islamic University.
- Âpi, S. A.-T., & Silva, N. (2023). Gamification in Higher Education: A How-To Instructional Guide. In Google Books. Taylor & Francis.
https://www.google.dz/books/edition/Gamification_in_Higher_Education/fj_WEAAAQBAJ?hl=fr&gbpv=1&dq=gamification+in+higher+education&printsec=frontcover.
- Astin, A. (1984). Student involvement: A development theory for higher education. *Journal of College Student Development*, 40, 518–529.
- Axelson, R. D., & Flick, A. (2010). Defining student engagement. *Change: The Magazine of Higher Learning*, 43(1), 38–43. <https://doi.org/10.1080/00091383.2011.533096>.
- Banfield, J., & Wilkerson, B. (2014, 9). Increasing Student Intrinsic Motivation And Self Efficacy Through Gamification Pedagogy. *Contemporary Issues in Education Research (CIER)*, 7(4), 291-298. doi:10.19030/cier.v7i4.8843.

-
- Bergdahl, N. Fors, U., Hernwall, P. & Knutsson, O. (2018). The Use of Learning Technologies and Student Engagement in Learning Activities. *Nordic Journal of Digital Literacy*, 113.
- Brown, D. H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall, Inc.
- Brown, H. D. (2007). *Teaching by principles: an interactive approach to language pedagogy*. Longman.
- Brown, H. D. (2007) *Language Assessment: Principles and classroom Practice*. San Francisco: Longman.com.
- Burke, B. (2014). *Gamify: How gamification motivates people to do extraordinary things*. Bibliomotion, Inc.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Caponetto, I., Earp, J., & Ott, M. (2014). Gamification and education: A literature review. In *European Conference on Games Based Learning (Vol. 1, p. 50)*. Academic Conferences International Limited.
- Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language (3rd ed.)*. Heinle & Heinle.
- Chaney, A.L., and Burk, T. L. (1998). *Teaching Oral Communication in grades K-8*. Boston: Allyn & Bacon. Retrieved from <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.
- Chapman, J. R., & Rich, P. J. (2018). Does educational gamification improve students' motivation? If so, which game elements work best? *Journal of Education for Business*, 314-321.

-
- Chen, W. D. (2009). Study of some ROCMA cadets' difficulties in English. *An Interdisciplinary Journal*, 57, 119-126.
- Crystal, D. *English as a Global Language* (2nd ed). Cambridge University Press.
- Dalem, M. (2017). *Difficulties of Speaking Encountered by English Language Students: Al Marge University*.
- Desmayani, S., Rusmini, & Firdiansyah. (2019). Students' difficulties in Speaking <http://repository.uinjambi.ac.id/2183/>
- Deterding, S.(n.d.). Playful Technologies. In C. Wiedemann, and S. Zehle (Eds.), *Depletion Design. A Glossary of Network Technologies*. Institute of Network Cultures, Amsterdam, forthcoming.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining “gamification.” In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (pp. 9-15). ACM.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011a). From Game Design Elements to Gamefulness: Defining “Gamification”. In A. Lugmayr, H. Franssila, C. Safran, & I. Hammouda (Eds.), *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (pp. 9-15). New York, NY, USA: ACM. Retrieved from <http://dl.acm.org/citation.cfm?id=2181037.2181040>.
- Deterding, S., Sicart, M., Nacke, L., O'Hara, K., & Dixon, D. (2011b). Gamification. Using Game-Design Elements in Non-Gaming Contexts. In *CHI'11 Extended Abstracts on Human Factors in Computing Systems* (pp. 2425-2428). ACM. Retrieved from <http://dl.acm.org/citation.cfm?id=1979575>.

-
- Deterding, S., Sicart, M., Nacke, L., O'Hara, K., and Dixon, D. (2011). Gamification: Using game-design elements in nongaming contexts. In Proc. CHI EA '11(pp.2425-2428). ACM Press.
- Dewey, J. (1913). Interest and Effort in Education. Franklin Classics Trade Press.
- Dweck, C. S. (2006). Mindset : The new psychology of success. Random House.
- Edd, F. (2021). Gamification - an innovative teaching method.
- Elabnody, M. R. (2024). Gamification in Higher Education. In Google Books. Mohamed Elabnody.
https://www.google.dz/books/edition/Gamification_in_Higher_Education/90ryEAAAQBAJ?hl=fr&gbpv=1&dq=gamification+in+higher+education&printsec=frontcover
- Flores, J. F. (2015). Using Gamification to Enhance Second Language Learning. Digital Education, 32-54.
- Fogg, B. J. (2002) Persuasive technology: using computers to change what we think and do. Ubiquity 2002, December.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109.
- Ghrib, M. E. (2002). Learners' and Teachers' Perceptions of Learning and Teaching Issues. University de la Manouba.
- Glover, I., Campbell, A., Latif, F., Norris, L., Toner, J., & Tse, C. (2012). A Tale of One City: Intra- institutional Variations in Migrating VLE Platform. Research In Learning Technology, 20. Accessed: 27/11/2012 <http://dx.doi.org/10.3402/rlt.v20i0.19190>.

-
- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. In 2014 47th Hawaii International Conference on System Sciences (pp. 3025-3034). IEEE.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Heriansyah, H. (2012). Speaking Problems Faced by the English Department Students of Syiah Kuala University. 6(1), 37-44.
- Huang Hsin Yuan, W. and Soman, D. (2013). *A Practitioner's Guide to Gamification of Education*. Research Report Series: Behavioral Economics in Action. University of Toronto –Rotman School of Management.
- Huang, S. H. (2018). *Students' Perceptions about Gamified Methods in English as a Second Language Acquisition*. University of Arkansas.
- Husnawati (2017). *Students' speaking performance: some challenging factors by The Students of Fakultas Tarbiyah dan Keguruan Department of English Language Education*.
- Indra, U. N. (2021). *Investigating the Difficulties in Speaking English Encountered by the Eighth Grade Students of SMPN 1 Balaesang Tanjung*.
- Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. Wiley.
- Kapp, K. M. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. San Francisco, CA: Wiley.

-
- Karimi, K., & Nickpayam, j. (2017). Gamification from the Viewpoint of Motivational Theory. *Italian Journal of Science & Engineering*, 01, 34-42.
- Kayi, H. (2019). Teaching speaking: Activities to promote speaking in a second language (TESL/TEFL). *The Internet TESL Journal*. <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.
- Kayi, H. (2019). Kayi - Teaching Speaking: Activities to Promote Speaking in a Second Language (TESL/TEFL). *Iteslj.org*. <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>.
- Latha, B. M. (2012). Teaching English as a Second Language: Factors Affecting Learning Speaking Skills. *International Journal of Engineering Research & Technology (IJERT)*, 1-7.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
- Meece, J.L., Anderman, E.M., & Anderman, L.H. (2006). Classroom Goal Structure, Student Motivation, and Academic Achievement. *Annual Review of Psychology*, 57, 487-503.
- Nafa, M. S. (2023). *A broad guide to teaching the skills of listening and speaking*. Cambridge Scholars Publishing.
- New Media Consortium. (2014). *Horizon Report on Technology and Higher Education*. Retrieved on March 3, 2015 from <http://www.nmc.org/publication/nmc-horizon-report-2014-higher-education-edition/>
- Niedenthal, S. (2009). What we talk about when we talk about game aesthetics. In *Proceedings of the 2009 DiGRA International Conference: Breaking New Ground: Innovation in Games, Play, Practice and Theory*. Digital Games Research Association.

-
- Nijat, N., Atifnigar, H., Chandran, K., Selvan, S. L. T., & Subramonie, V. (2019). Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. *American International Journal of Education and Linguistics Research*, 2(October), 64–76.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- Nunan, D. (1999). *Second language Teaching & Learning*. Boston, Mass: Heinle & Heinle Publishers.
- Petress, K. (2001). The Ethics of Student Classroom Silence. *College Student Journal*, 12(1).
- Puntillo, P. (2023, July 18). Why Gamification Increases Student Motivation and Learning. ClassPoint. www.classpoint.io. <https://www.classpoint.io/blog/how-gamification-increases-student-motivation>.
- Ratinho, E., & Martins, C. (2023). The role of gamified learning strategies in student's motivation in high school and higher education: A systematic review. *Heliyon*, 9(8), e19033. <https://doi.org/10.1016/j.heliyon.2023.e19033>.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, 32, 77-112.
- Stipek, D. (2002). *Motivation to learn: From theory to practice (4th edition)*. Needham Heights, MA: Allyn & Bacon.
- Thornbury, S. (2005). *How to teach speaking*. Longman.

-
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Ur, P. (1999). *A course in language teaching: Trainee book*. Cambridge University Press.
- Van Roy, R., & Zaman, B. (2018). Need-supporting gamification in education: An assessment of motivational effects over time. *Computers & Education*, 127, pp. 283–297.
- Werbach, K., & Hunter, D. (2012). *For the Win: How Game Thinking Can Revolutionize Your Business*. Philadelphia: Wharton Digital Press.
- Werbach, K., & Hunter, D. (2015). *The gamification toolkit: Dynamics, mechanics, and components for the win*. Wharton Digital Press.
- Zichermann, G., & Cunningham, C. (2011). *Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps*. Sebastopol: O'Reilly Media.
- Zichermann, G., & Linder, J. (2013). *The Gamification Revolution: How Leaders Leverage Game Mechanics to Crush the Competition*. McGraw-Hi

Appendix A
The Students' Questionnaire

Dear students,

You are invited to participate in a research study aimed at investigating learners' perceptions of utilizing gamification-based techniques to promote speaking performance. Your contribution to this study is invaluable and crucial for ensuring the validity of our research.

Rest assured that all responses provided will be kept strictly confidential and used solely for academic purposes. Please indicate your chosen answers by placing a tick (✓), noting that more than one answer may be possible for some questions.

Thank you in advance for your cooperation and the time you dedicate to completing the questionnaire.

Section One: General Information

1-How would you assess your proficiency in English?

Beginner

Intermediate

Advanced

2-How long have you been studying English?

.....

3-Learning English can be a fun and enjoyable experience.

Yes

No

4-Is learning English important to you?

Yes

No

Section Two: Exploring Speaking Skills in English as a Foreign Language (EFL) Classes

5-How often do you participate in speaking activities in your language learning classes?

Rarely

Occasionally

Often

Very often

6-How confident do you feel about your speaking in English?

Not confident at all

Confident

Slightly confident

Very confident

7-In your opinion, what are the reasons that influence your ability to speak effectively in language learning classes?

Lack of vocabulary

Lack of confidence

Fear of making mistakes

Not motivated

Other (please specify):

.....

8-How do you usually prepare for speaking activities?

Reviewing vocabularly

Practicing pronunciation

Memorizing dialogues

Listening and reading about the topic

Other (please specify):

.....

Section Three: Exploring Gamification as a Learning Strategy in EFL Classes

9-Do you play games?

Yes

No

If your answer is yes, how often?

- Rarely
- Sometimes
- Often
- Always

10-What motivates you to engage in gaming?

- Competition
- Rewards
- Feeling of achievement
- Socialising

11-Have you ever experienced gamified learning activities in your language learning?

- Yes No

12-Based on the definition provided¹, would you like your teacher to incorporate gamification into the lessons?

- Yes No

Please justify your answer:.....
.....

13-What types of gamified activities do you find most engaging or effective for language learning?(Select all that apply)

- Quizzes
- Role-playing games
- Vocabulary games

¹ -Deterding,Dixon,Khaled and Nacke (2011) stated that”Gamification is the use of game design elements in non-game contexts.”In the field of education, Gamification involves incorporating elements of competition, rewards, feedback, tracking mechanisms, and other game-like features to enhance learning and ensure understanding.

Storytelling games

Other(pleasespecify):.....

.....

14-What are the elements that make a learning experience enjoyable?

Teachers' feedback

Use of technology in class

Rewards

Peer interaction

Others:.....

.....

15-Which elements would you like to have to get engaged in a lesson?

Competition

Rewards

Challenges

Others:.....

.....

Section Four: Understanding the Relationship Between Speaking and Gamification in EFL Classes

16-Do you believe that using gamification-based techniques can enhance your speaking skills in language learning classes?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

17- Would you be interested in participating in language learning activities that involve the use of gamification in the future?

Yes

No

Thanks for your collaboration

Appendix B

The Teachers' Questionnaire

Dear teachers,

You are kindly invited to participate in a research study aimed at investigating teachers' perceptions of utilizing gamification-based techniques to promote speaking performance. Your contribution to this study is invaluable and crucial for ensuring the validity of our research.

Rest assured that all responses provided will be kept strictly confidential and used solely for academic purposes. Please indicate your chosen answers by placing a tick (✓), noting that more than one answer may be possible for some questions.

Thank you in advance for your cooperation and the time you dedicate to completing the questionnaire.

Section One: Background Information

1-What scientific degree do you hold?

Bachelor (BA).

Master (MA).

Doctorate (PhD).

2-How long have you been teaching English?

1-5 years.

5-10 years.

More than 10 years.

Section Two: Exploring Speaking Skills in English as a Foreign Language (EFL) Classes

3-What is your impression about your students' speaking performance?

Encouraging

Discouraging

Undetermined

High

Very high

4-Do all students participate in class ?

Yes No

If no, why do you think they do not?

Due to lack of interest

Due to shyness

Due to language barriers

- Other (please specify):

.....

5-What challenges do you encounter when trying to enhance students' speaking performance?

Lack of students' engagement

Teaching methods

Individual needs

Language barriers

Planning effective speaking activities

Providing meaningful feedback

Large class sizes

- Other (please specify):

.....

Section three: Exploring Gamification as a Learning Strategy in EFL Classes

6- Have you ever used gamification-based techniques to enhance English language learning in your classes ?

Yes No

If yes, what specific gamification strategies have you implemented ?

Language learning apps

Vocabulary games

simulation games

Role-playing games

other

.....

7- Have you encountered any unexpected challenges when integrating gamification to your English language classes ?.....

.....

8- What role do technology and digital tools serve in integrating gamification techniques into you language classes ?.....

.....

Section Four: Understanding the Relationship Between Speaking and Gamification in EFL Classes

9- Do you believe that using gamification-based techniques can enhance your students speaking skills in language learning classes?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10-From your perspective, what are the potential benefits of using gamification to promote speaking performance among students?

Increased motivation

Enhanced engagement

Improved speaking fluency

Fostering a supportive learning environment

- Other (please specify):.....

.....

11-How might gamification-based methods cater to the specific requirements of the students as they strive to enhance their speaking proficiencies?

Providing immediate feedback

Encouraging peer interaction

Offering personalized learning experiences

Making learning enjoyable

- Other (please specify):

.....

12-Which gamified activities or digital platforms do you believe could be most effective in capturing students' interest and improving their oral communication skills?

Quiz games

Role-playing activities

Language learning apps with speaking challenges

Storytelling games

- Other (please specify):.....

.....

13-Have you noticed changes in students' motivation and engagement when gamification elements are integrated into the curriculum?

Yes, increased motivation and engagement

No significant changes observed

Other (please specify):.....

.....

14-How do you assess the efficacy and effectiveness of gamification in improving students' speaking proficiency?

Student performance assessments

Observations during gamified activities

Student feedback surveys

-Other (please specify):

.....

Thanks for your collaboration

ملخص :

تُعدُّ الدافعية والمشاركة عاملين حاسمين في تعلم اللغات، لا سيما في تطوير مهارات التحدث. يزدهر متعلمو اللغة في بيئات يكونون فيها مشاركين بشكل نشط ومتحمسين للمشاركة في الأنشطة الكلامية. مع الاعتراف بأهمية هذه العوامل، تحاول الدراسة الحالية التحقيق في تصورات المعلمين والمتعلمين حول استخدام التقنيات المستندة إلى اللعب لتحسين مهارات التحدث. وبناءً على ذلك، تُطرح ثلاث أسئلة بحثية: (1) ما هي آراء معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية في المركز الجامعي بميعة بشأن دمج وتفعيل اللعب في عملية التعليم والتعلم الخاصة بهم، لا سيما في تحسين مهارات التحدث؟

(2) وفقاً لآراء المعلمين والمتعلمين، هل يؤثر استخدام اللعب على دافعية ومشاركة الطلاب في الصف، وكيف يؤثر ذلك على كفاءتهم وثقتهم في التحدث؟ (3) ما هي الأنشطة القائمة على اللعب الأكثر شيوعاً التي يستخدمها المعلمون في المركز الجامعي بميعة، وكيف ترتبط هذه الأنشطة تحديداً بتطوير مهارات التحدث لدى الطلاب؟ للإجابة على أسئلة البحث، تم جمع البيانات من خلال استبيانين تم توزيعهما على ستين طالباً من السنة الأولى للغة الإنجليزية وعشرة معلمين للغة الإنجليزية كلغة أجنبية في قسم اللغات الأجنبية بالمركز الجامعي بميعة. تُظهر النتائج أن كلاً من المعلمين والمتعلمين يعتقدون أنه من المفيد استخدام اللعب لتعزيز القدرات الكلامية. يعتبرونها أداة قيمة لتحسين جوانب مختلفة من التحدث مثل الدافعية، والمشاركة، والطلاقة، وبيئة التعلم، والثقة بالنفس. كما يظهر المعلمون أن التقنيات الأكثر استخداماً في اللعب هي ألعاب المفردات والألعاب التمثيلية. استناداً إلى نتائج الدراسة، يُوصى بأن يقوم المعلمون بدمج التقنيات المستندة إلى اللعب في دروس التعبير الشفوي بشكل استراتيجي لتعزيز دافعية الطلاب، ومشاركتهم، وكفاءتهم في التحدث.

الكلمات المفتاحية: تقنيات الألعاب، مهارات التحدث، تعلم اللغة، التصورات، معلمو و متعلمو اللغة الإنجليزية كلغة أجنبية

Résumé

La motivation et l'engagement sont des facteurs cruciaux dans l'apprentissage des langues, particulièrement dans le développement des compétences orales. Les apprenants en langues prospèrent dans des environnements où ils sont activement engagés et motivés à participer à des activités orales. Reconnaissant l'importance de ces facteurs, la présente étude tente d'enquêter sur les perceptions des enseignants et des apprenants concernant l'utilisation de techniques basées sur la gamification pour améliorer les compétences orales. En conséquence, trois questions de recherche sont soulevées : (1) Quelles sont les opinions des enseignants et des apprenants d'anglais langue étrangère au Centre Universitaire de Mila concernant l'intégration et l'efficacité de la gamification dans leur processus d'enseignement et d'apprentissage, en particulier pour améliorer les compétences orales

(2) Selon les avis des enseignants et des apprenants, l'utilisation de la gamification affecte-t-elle la motivation et l'engagement des étudiants en classe, et comment cela impacte-t-il leur compétence et confiance en matière d'expression orale ? (3) Quelles sont les activités de gamification les plus couramment utilisées par les enseignants au Centre Universitaire de Mila, et comment ces activités sont-elles spécifiquement liées au développement des compétences orales des étudiants ? Pour répondre à ces questions de recherche, les données sont recueillies à travers deux questionnaires administrés à soixante étudiants de première année d'anglais et dix enseignants d'anglais langue étrangère au Département des Langues Étrangères du Centre Universitaire de Mila. Les résultats montrent que les enseignants et les apprenants croient qu'il est utile d'utiliser la gamification pour améliorer les capacités orales. Ils considèrent qu'il s'agit d'un outil précieux pour améliorer divers aspects de l'expression orale, tels que la motivation, l'engagement, la fluidité, l'environnement d'apprentissage et la confiance en soi. Les enseignants montrent également que les techniques de gamification les plus fréquemment utilisées sont les jeux de vocabulaire et les jeux de rôle. Sur la base des résultats de l'étude, il est recommandé que les enseignants intègrent stratégiquement les techniques de gamification dans leurs cours d'expression orale afin d'améliorer la motivation, l'engagement et la compétence orale des étudiants.

Mots-clés : Techniques basées sur la gamification, Compétences orales, Apprentissage des langues, Perceptions, Enseignants/apprenants d'anglais langue étrangère