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**Investigating the Efficacy of Gamification in
Enhancing Speaking Skills Among Primary School
Students: Case Study of 5th-year Pupils of Ahmed Chatta
Primary School**

**A Dissertation Submitted in Partial Fulfilment for the
Requirements of Master's Degree in English Language
Teaching**

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Dedication

I would like to dedicate this humble effort, first and foremost, to my beloved mother, whose unwavering love, encouragement, and sacrifice have been the foundation of my journey. Her endless support, both emotionally and morally, has been my greatest source of strength and motivation

Additionally, I extend my heartfelt gratitude to all my relatives and friends for their kindness, companionship, and unwavering support throughout this journey.

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Abstract

Using gamification is being recognized as a useful technique to improve learning and raise results in language learning. This research, conducted at Ahmed Chatta primary school in Laghouat, aimed to find out the part that gamification plays in promoting primary school pupils' English-speaking skills while exploring why common teaching approaches can be hard to engage with. The research is focused on determining how well gamification strategies help students improve their speaking skills and their confidence in using English. Thus, the research was designed using quasi-experiment for 24 primary school students from the 5th grade and a questionnaire for their English teachers. Participants were selected through convenience sampling. According to the results of the experiment, students whose lessons included game-like elements improved their speaking abilities. Besides, implementing gamification seemed to greatly boost students' readiness and willingness to speak. Speaking activities with game-like elements and role play were the most effective ways to boost speaking skills. Overall, the study found that using gamification wisely greatly helps students learn language skills, mainly by improving speaking abilities. Nevertheless, students will not reach the best potential unless issues related to time, resources and class size are taken into consideration. The research recommends adding game-like elements to language teaching and suggests examining ways to improve practical use as well as how the effects of gamification continue over time. The research offers new insights into how gamification will transform teaching English and highlights possible new opportunities for innovation in education.

List of Abbreviations and Acronyms

Abbreviation/ Accronym	Full Form
CLT	Communicative Language Teaching
TBLT	Task-based Language Teaching
CBA	Competency-Based Approach
CL	Collaborative Learning
EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second Language
GOAT	Gamified Communication Tool (<i>Lyu, 2019</i>)
ABC	Affective, Behavioral, Cognitive
5AP	5 th grade primary school

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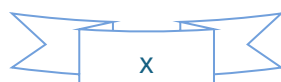
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General Introduction

General Introduction

1. Background of the Study

In the past few years, English has been extensively introduced at primary level in the majority of educational systems, like Algeria, where it has now been introduced from the third year. Teaching younger students, a foreign language is difficult because they rarely encounter it, often lose focus for long and require lessons that allow them to interact and feel included. Traditional approaches are not able to maintain learners' interest or provide sufficient speaking practice, and thus result in low learner involvement and limited oral proficiency. To do this, teachers should search for different teaching strategies to help their students communicate better.

Adding game elements to tasks outside games is becoming an important trend among language teachers. Many believe gamification can improve motivation, help learners stay engaged and shape a better learning setting. Gamification provides EFL learners practical chance to use the language by interacting in speaking activities. However, despite the global experience of rising interest in gamification, there has been a stark absence of empirical research exploring its effect in Algerian primary schools, particularly in its effect on the speaking proficiency of young learners.

2. Literature Review

Gamification has become a vital approach in language teaching development because it enhances educational experiences notably in EFL classrooms. Multiple research investigations have centered their studies on gamification because it creates active learners who stay engaged and motivated.

Nur Syazwanie et al. (2024) conducted research at the international level showing that interactive board games and gamified learning methods create communicating and critical thinking environments for students to improve their language acquisition (p. 3185). A study by Zainuddin et al. (2020) proved that ESL learning receives enhanced motivation and improved results when students receive points and leaderboards and rewards because it provides interactive and engaging learning.

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The research by Doğan (2023) analyzed gamified EFL vocabulary acquisition in blended courses and Edwin Alfonso et al. (2023) demonstrated how gamification establishes conditions to build student oral communication skills. Games create an environment that lets students use their language knowledge easily for the development of speaking abilities.

The research by Redjeki and Muhajir (2021) demonstrated that gamification enhances learner confidence and motivation and Marin-Pacurucu and Argudo-Garzón (2022) demonstrated how mixtures of digital with traditional games enable students to make cognitive progress and develop their oral abilities As cited in Edwin Alfonso et al. (2023), Harmer (2015) suggests that speaking in the classroom develops a student's fluency, grammar and understanding of vocabulary and pronunciation.

After being used first for entertainment, gamification is now applied to help students learn. Through gamifying language education teachers help students solve problems while encouraging them to work together which develops superior speaking abilities through meaningful language session interaction.

This research upgrades existing knowledge by researching how gamification is improving the speaking skills of young people in an under researched educational context. Other studies have discussed the benefits of gamification in language learning but this research examines its effectiveness in primary classrooms where other traditional methods fail to attract students. The analysis of the level of performance of students and their teacher perceptions also enables the study to offer direct lessons on the way in which gaming strategies for enhancing oral communication skills should be implemented. In addition, it draws the attention to the difficulties and benefits of introduction of game-based learning in practice. This research therefore not only reinforces the pronouncements on gamification's motivational and cognitive advantages but also provide new testimony regarding its use in early foreign language instruction- especially where there is scant opportunity for exposure to English.

3. Research Objective

The goal of this study is to check how gamification affects speaking skills of 5th year Algerian primary school (hereafter, 5AP). It aims to understand the impact of gamified tasks on students' oral Irish language skills and ascertains teachers' opinions and feelings about using games for teaching. The study looks at how students improve and how their teachers feel about gamification to understand its worth for improving primary-level speaking skills.

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4. Significance of the Study

The investigation is important since it connects teaching and research practices. Although gamification has received a lot of praise for increasing motivation, little is known about how it can help young EFL learners improve their speaking abilities. This research is separate from others by looking at just speaking, a group of young learners and the way of using games in teaching. This way, it helps build the collection of research and suggests practical ideas for teaching. It also advances knowledge about how to match authentic communicative goals with entertaining learning environments.

Because students use technology and games so much nowadays, they anticipate learning activities that are both interactive and enjoyable. Even without any digital aid, young children have to be kept entertained and emotionally involved in order to achieve fruitful learning outcomes. Most children find conventional workbooks boring and hard to use when speaking.

Gamified learning—through role-play, competition, and creative work—engages a rich and stimulating setting that encourages involvement and raises motivation. Because speaking needs a quick response and self-assurance, activities using games help people improve their spoken language in a natural way that many other practices ignore. Since primary students' realities should match their learning, this study seeks to find out if gamification enhances their speaking skills.

5. Research Problematic

The latest teaching methods prioritize communicative competence in primary-level English as a Foreign Language (EFL) class yet speaking skills remain the most difficult aspect to teach and evaluate especially for children learning English. The teaching issues faced by students become more severe because they experience anxiety and lack motivation while getting limited opportunities to speak with real people. Students fail to benefit from meaningful language use and genuine engagement through traditional speaking instruction which depends on repetitive drills designed by teachers.

Students enrolled in language learning now benefit from the implementation of gamification worldwide which serves as a leading approach to boost their involvement and drive for active participation. Through games students can experience learner-driven supportive settings which support their psychological and intellectual requirements while enhancing their

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use of authentic speech. The current research demonstrates a deficiency in empirical studies about Gamification for developing speaking abilities within Algerian primary school 5AP classrooms.

Some Algerian EFL teachers have started adopting games into their classrooms however there exists limited evidence regarding which games they choose and the outcomes of their implementation together with the learning difficulties they met. Research has failed to investigate how gamification affects students' speaking ability and their willingness to communicate and self-assurance in this particular educational environment. The exploration assesses how Gamified Learning influences the oral skills of 5AP students in Algeria alongside investigating the teacher perspectives about advantages and drawbacks of game usage in English as a Foreign Language speaking education.

6. Research Questions

To explore the issue the following research questions are formulated:

- How does gamification affect the learning of speaking skills in English among primary school students compared to traditional teaching methods?
- What are the most effective gamification strategies in enhancing students' speaking skills and communicative competence in an English language classroom?
- What impact does gamification have on students' willingness and confidence in engaging in English language speaking activities?
- What are the advantages and disadvantages of using game-based learning to teach speaking, and how do these affect students' communication skills in English?

7. Research Hypotheses

For this purpose, I hypothesize as follows:

- Gamification improves the English-speaking ability of primary school students better than traditional instruction.
- Some gamification approaches are more effective in enhancing the speaking ability and communicative ability of students in an English language classroom than others.
- Gamification increases the confidence level and interest of students in English language speaking tasks.

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- Gamification of speech lessons has its limitations as well as benefits that impact students' ability to convey English well.

8. Research Methodology

The present research uses mixed-methods approach. A quasi-experiment is set up using pre-assessment and post-assessment tasks for 24 5AP students in the quantitative phase to assess gamified instructions. Using a well-structured questionnaire, what teachers think is explored and examined as part of the qualitative research. We chose the sample by convenient sampling and it consisted of 24 5AP students and 15 primary school teachers. How speaking performance changed before and after the program is examined with statistical analysis of the quasi-experiment data. At present, I am looking at teachers' opinions and beliefs about gamification by studying their responses in the questionnaire.

9. Dissertation Structure

This dissertation starts with a general introduction describing the research goals and theoretical framework, then three substantive chapters are devoted to the analysis of gamification in language education. There are three major chapters in this dissertation. A review of the literature on the idea of gamification in education, its use in teaching foreign languages, particularly in elementary schools, and its effects on speaking abilities is given in the first chapter. In the second chapter, details of the research design, methodology, participant selection and both collection and analysis of data are given. Reviewing and explaining the findings based on the main questions and hypotheses is given in chapter three. Suggestions and topics for further study are mentioned at the close of the chapter. It ends with a broad back discussion of significance of findings, implications and what should be done next in research.

Chapter One: Gamification in Language Learning

Introduction

1.1 Defining Gamification

1.2 Development of Gamification in Language Education

1.3 Principles of Gamification in Education

1.4 Theoretical Framework of Gamification

1.5 Application of Gamification in Language Learning

1.5.1 Forms of Gamification in Language Learning

1.5.2 Significant Game Elements in Gamification

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Conclusion

Chapter One: Gamification in Language Learning

Introduction

This chapter explores gamification thoroughly, including its meaning, past developments, and bigger role in current language learning practices. It covers the important points behind gamification, referring to leading theories that tell us how it can motivate and involve learners of different languages. The first section explains why key notions like game mechanics, motivation, and learner autonomy matter when it comes to changing language education with gamification. Then, the chapter looks at how gamification works in language learning, mainly describing how to design and use activities that develop specific types of language use. It also looks at the link between language features and popular language teaching models, which is important for making lessons meaningful and useful. Speaking improvement because of gamification is one of the main points of discussion, explaining how bingo card-style exercises make students more confident and fluent in the target language. A review of the main issues in gamification also includes likely disadvantages, including people relying too much on special rewards, issues of access, and the need to carefully design the learning process. The purpose of this chapter is to give useful guidance to teachers, researchers, and curriculum developers interested in gamification by explaining both its advantages and disadvantages.

1.1 Defining Gamification

In the past decade, gamification has become widely used to get people to behave in certain ways in many different circumstances. They reveal that key features in games are quests, battling monsters, and making things, while small aspects such as points, levels, and badges are also important to gamification (Hung, 2017). As a result, duties that would normally be dull turn into challenges, waking up students' enthusiasm so they continue to study.

Additionally, Hung (2017) lists fewer central elements, for example, points, levels, and badges, that are included in gamification systems. They may look minor, but these features help support the cycle, celebrate progress, show players how far they've come, and keep them motivated.

Completing a goal and receiving points or a higher level leads to feeling accomplished and noticed, which supports keeping up with your motivation for a long time. When used together, key and optional game aspects give students a way to get involved in the learning process.

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Hung (2017) points out that well-designed use of such elements can strongly impact student attitudes, behaviors and learning outcomes, making gamification an attractive method of teaching in today's world.

1.2 Development of Gamification in Language Education

In 2002, Nick Pelling first used the word "gamification," officially gathering attention for it and pushing it toward wider acceptance in related fields (Marczewski, 2013).

Whereas game-like elements had long since been informally applied in countless activities reward systems, rank systems, and progress tracking systems the conceptual unity of having a term for it meant that such practices could now formally be academically researched and theoretically linked. Because of this, it was becoming clear how game mechanics could alter behaviour, encourage users and boost the experience found outside games.

As a result, gamification began to be viewed not as a fleeting trend but as an intentional design process with broad repercussions across industries ranging from marketing to business, to health, to most importantly, education.

By providing a familiar scaffolding, the neologization of the term enabled researchers and educators to examine how aspects most frequently found in digital and tabletop games—i.e., levels, obstacles, points, progress bars, and achievement badges—may be harnessed to support student engagement and learning gains.

For this reason, the room was entirely redesigned so that students became more actively involved, guided by their own initiative and teacher feedback. Gamification makes tasks that may seem difficult or boring into activities that draw learners in because they help them feel like they are achieving, making progress and reaching their objectives.

Eventually, using this method formed the basis of a teaching approach that emphasizes how feelings and emotions play a key role in a students' progress. As a result, the use of the term “gamification” in 2002 was much more important than just a change of words—it helped create the basis for a new method of supporting and understanding learning and engagement.

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1.3 Principles of Gamification in Education

Students naturally enjoy playing and competing which gamification in learning makes the most of by including game elements to help them engage more and want to participate. When teachers align learning with the way games appeal to students psychologically, lessons become more engaging in every aspect: mental and emotional. Drawing on this view, Nah et al. (2013) concluded five basic design principles essential to the effective integration of gamification in learning spaces. The three principles act as the basis for effective use of game mechanics in designing instruction.

The first is clear goal orientation because the learners will need a specified purpose and direction to remain interested and engaged in the activity. Second, straightforward methods for communicating student achievement means that learners can tell how they are getting on which boosts their confidence and sense of direction. A reward system is very important for both reinforcing positive actions and giving credit to those achieving top results which also supports keeping employees motivated for a long time.

Giving students challenges by competing against each other the right way will inspire them to become motivated and work hard.

Having fun is an essential part of gaming; if the activity is not enjoyable, motivating someone becomes far less achievable. Using these elements intentionally helps both keep students interested in what they are learning and encourages better learning outcomes through the emotional reactions and mental stimulation games often cause. The use of game features in learning is successful when those features are well matched with learners' goals, emotions and social interactions. If these main ideas are established, adding gamification can give learners experiences that go further than the ones found in traditional education.

1.4. Theoretical Framework of Gamification

Recently, gamification has drawn significant attention to education and language learning through its use of game design elements in order to increase motivation, engagement, and performance for learners. Studies in all levels of education proved that gamification is truly effective. At this regard, there is definitely a place for gamification within the foreign language learning environment.

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Using games for educational purposes develops motivational, participatory, and academic development; Lee and Hammer (2011) declared that games achieve effectiveness in several areas, among them cognitive, emotive, and social respects. Therefore, the gamification techniques are to be used in different educational areas that benefit the students in their learning.

All three educational aspects combine and interrelate with each other since one aspect helps to achieve success of the other, and all are useful in building personal motivation and engagement towards learning. The emotional area depends on the cognitive process since through it, a learner's capacity in acquiring the rules or the game system helps maintain their emotional state through success achieved via interaction with classmates (see figure 1.1).

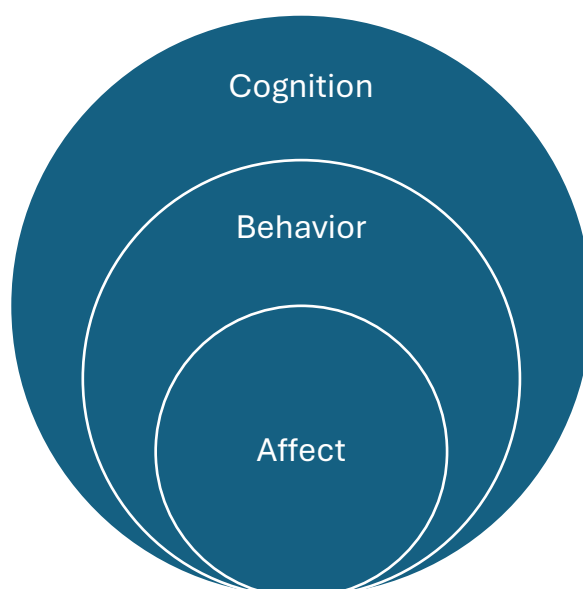


Figure 1.1 The ABC model of game design (Ifentthaler, in press; as cited in Zioud, 2019. P 31)

Gamification helps students a lot in learning languages because they regularly need to remember new words, grammar principles and the structure of sentences. People involved in these activities can review these concepts numerous times and deal with them actively by taking part in various tasks. Participation in activities that present problems, slight challenges and interactions helps students see how language knowledge concerns their learning. In this view, using gamification allows people to explore and develop their understanding of what they learn.

At an emotional level, using games in learning reduces stress and encourages students to try speaking another language. Because the fear of wrong answers is not present, students

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enjoy completing the mission and getting praise or rewards when they win. Making these adjustments to the environment supports a more successful classroom environment.

On the social side, gamification adds things like working together, talking with others and interacting with friends, all of which play a key role in language learning. In games, learners can cooperate with each other, negotiate the meaning of things and solve problems, exactly as in real daily communication. While they learn new language skills, learners also grow in their ability to cooperate, listen well and wait their turn to speak. Because of this experience, students feel more like one group and are more interested in what they are learning.

All three—cognitive, emotive and social—are connected to help individuals stay motivated and learn well. As the ABC model shows, a task designed as a game works best when all three parts are in balance. When students are prompted for mental effort, given emotional encouragement and feel welcome socially, they participate more fully and benefit more in the process. As a result, using gamification in language learning is about making a planned choice to improve how students learn and how well they progress.

1.5 Application of gamification in language learning

The use of gamification in education stands out and particularly in learning languages. Game design elements are added to education to encourage students, support their motivation and boost their learning progress. The following section covers how gamification is used.

1.5.1 Forms of Gamification in Language Learning

Gamification can take different dimensions, based on what the learning outcome and context may require. It includes things like online learning sites, mobile phone apps, standard learning tools and classroom lessons. Basically, the classroom uses interactive learning to encourage active learning, teamwork, problem-solving and skill development. Another important point to be made, however, is that gamification is not exactly about replacing learning content with mere games but rather incorporates mechanics into changing the learning experience (Kayımbaşoğlu & Hacı, 2016).

The main idea is to place content at the top of instruction, with game mechanics then introduced to improve both students' motivation and engagement. Offering students points for correct answers, grading tasks that give access to new exercises or speeding up grammar drills

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changes how they learn, though not what is being taught. Instructors still plan their teaching, but they now adapt to fit what their students enjoy and how they behave. Because of this approach, students can take part, pay attention for longer and feel more involved in their learning.

Furthermore, the element of gamification used can vary depending on what technology is accessible to utilize and what learners require. Personalized feedback, progress browsing and changing workouts can be provided to users in technologically advanced workout environments via mobile apps and computer software. Because these functions let students choose the speed and receive quick feedback, they are very helpful for those who require lots of practice in a language. Nonetheless, games can be integrated into simple or traditional classrooms by using card games, adventure stories or class debates. These low-resource methods can create community, positive rivalry, and motivation without recourse to any digital resource.

Shared to each of these is an emphasis on learner agency and participation. Rather than viewing learners as passive consumers of content, gamification evokes a more engaged part for the learner, with invitations to choose, act, and look back at the experience. In the area of student-centered pedagogy such a method emphasizes interaction, student independence and learning rooted in real-world contexts. By the redefinition of the learning experience of students in terms of points, progression systems, peer challenges, or narrative-driven objectives, gamification invites learners to interact with academic content in terms of curiosity and motivation.

Ultimately, the value of gamification is not that it is game-like but that it makes traditional learning spaces more meaningful and interesting spaces. It changes the aim from finishing works to accomplishing goals, gaining expertise and liking learning. If used in line with learning goals, gamification can create a system for finding and understanding information, while still motivating learners with little nudging.

1.5.2 Significant Game Elements in Gamification

Gamification in language learning involves a mix of important game elements targeted at boosting student motivation, interest and education. Experts from different research areas have found the following elements help in learning language:

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- Points and Levels: are a form of familiar markers that indicate progress among learners. In learning language, some things can be assessed, for example, your vocabulary or grasp of grammar.
- Badges and Achievements: receiving badges for skill acquisition does make students feel much more accomplished. On a language class, these badges can be put on anything from pronunciation to writing skills.
- Scoreboards: The competition created by scoreboards does cultivate participation.

The application of game mechanics as a way of establishing a fun atmosphere around an activity is one of the most significant gamification dimensions to define. Key features include competition, level, challenge, social interaction, rule, reward, and time progress (Cho & Castañeda, 2019).

All these game elements play a specific role in building students' learning experiences. Teachers can use points and levels to show students their academic progress as they go along. Being open matters most in language classes because learning how to conjugate verbs or say things correctly can be hard without it. When students gain points and progress through the levels, they pay more attention to their wins which encourages them to continue their efforts.

Badges and achievements, when you look at them this way, show you have accomplished something. Getting to see and touch what they have accomplished makes students feel good about themselves and inspires them to keep practicing their skills. Instead of solely highlighting the final grade, badges celebrate students for what they learn on the way. For example, a student who has been rewarded with a badge for completion of a set of irregular verbs or contribution to conversation classes will be motivated to try more challenging work with greater self-confidence.

Scoreboards entail some competition which serves to create participation, particularly by students who perform better when working in a competitive environment. Used in the appropriate way, they help in cultivating an active learning space in which the students feel the urge to engage more actively in activities as they try to enhance their ranking. Boosting my workload yields more practice, a bigger effort and concentrated focus on the subject. But scoreboards must be brought in with care so that the competition is healthy and inclusive, not discouraging to those who will struggle to keep pace.

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More broadly, these game elements reflect the wider gamification elements used in learning environments. Learning is made fun because of competition, challenges, points systems and time limits. Rules and social interaction with others in class support fairness, visibility and help everyone learn how to use language. The struggle of tough questions keeps students interested and setting a timer for learning improves both attention and how well new material is remembered.

Together, the strategic positioning of these elements into learning spaces has the purpose of creating a space where learners are motivated, emotionally invested, and intellectually stimulated. Rather than dumbing down the learning experience, gamification reinforces it by connecting meaningful content to motivating blueprints. If applied with thought, these mechanics can play a big role in changing classroom learning, making lessons more interesting than doing repetitive exercises.

1.5.3 Conditions for Effective Gamification

Gamification will only be effective if it is coupled with certain learning outcomes. Werbach and Hunte (2012) emphasize that while gamified activities can be entertaining, they nevertheless must provide meaningful feedback if the progression of learning goals is to be successful.

Game mechanics must therefore be used intentionally and pedagogically, so that the things that students do are both enjoyable and meaningful. Points, level changes or badges should specifically be linked to significant improvements in learning such as gaining new vocabulary, becoming better at pronunciation or being able to apply complex grammar to what you say. A direct tie between what happens in class and what they play is missing which risks making students overlook the main academic objectives.

Appropriate feedback is critical for this balance to exist. Students should be able to read their own progress in ways that tell them what to do next and take them in a positive direction of improvement. Feedback in gamified environments can take many forms—e.g., immediate response to quiz items, visual cues that represent accomplishment, or computerized feedback that explains errors and offers suggestions for their correction. When feedback is well structured, it helps learners understand their thinking, monitor their way of learning, notice where they fail and keep up with their skills.

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With significant learning goals in mind, students keep playing these games for a long time. Though excitement about gamification may come at first, what truly motivates students afterward is belief that effort helps them grow in education. For language learning, it matters most because students gradually gain confidence when they are always supported and praised. Accomplishing a language task to move to the next level is not rewarding enough unless it leads to tangible improvements in how well students speak or write.

Gamification's benefits come from using games well, rather than adding game elements alone. Fun shouldn't be the only aim, but should help accomplish something more valuable. When students think the game's activities help with their learning, they are more likely to keep playing, participate regularly and work hard at learning.

1.5.4 Steps of Educational Games

To use game design and mechanics in education, instructors must move through different phases. This is based on a model devised by Huang and Soman (2013) (see figure 1.2):

1. Target Audience and Context Analysis: A foreign language teacher needs to analyze the environment of learning in which they find themselves understanding their students' learning styles, their skills, capabilities, motivation, and emotional reactions to the target language. By doing so, this analysis familiarizes the instructor with the classroom and enables them to easily introduce games within it.
2. The instructor should clearly set out the learning objectives so that students can create the right learning environment for themselves.
3. Building a Program: Teachers look at students' requirements and structure the game to ensure it supports learners' aims and drives them even more.
4. At this step, teachers can use games in their lessons, following guidelines, setting up feedback and taking into account how prepared their students are.
5. The instructor picks game actions that are useful for students and enables learners to cooperate, compete and face obstacles.

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Figure 1.2: *Five-step educational gamification model - Adapted from Huang and Soman (2013)*



Huang and Soman (2013) believe that with this step model, foreign language teachers can create an innovative and engaging learning environment. They have the option to design websites, play digital games and build the platforms needed for educational games.

1.6 Benefits of Gamification

Nowadays, gamification is a valuable and useful tool to improve language skills, mainly in speaking areas. Using it in English teaching has made the classroom more exciting and has help many learners improve the skills they need to use language successfully. Constantinescu (2012; quoted in Gozcu et al., 2016, pp. 128–129) determines the full list of advantages related to the implementation of games into the learning process, particularly English language teaching. All these advantages constitute elementary principles for implementing gamified teaching in a conscious and oriented way.

Community colleges mainly excel at building a comfortable and inclusive learning environment. Playing games conveniently reduces the apprehension we usually feel when learning new language skills, primarily through speaking situations. Playing games allows learners to contribute without stress, to make mistakes and to learn how to use the language differently. Because of this, special needs students or lack of confidence students will achieve better results than they would in a regular classroom. The safety gamified environments provide makes people in those settings eager to talk and connect with one another.

Enhancing motivation is an important result of gamification, as games usually stimulate enjoyment, excitement and interest enough to maintain a learner's attention for a longer time. If gamified learning exercises are set up correctly, learners are motivated to repeat hard or dull activities like practicing pronunciation, so those tasks become something they actually look forward to. Shifting this attitude may result in more engaged learners, more confidence generally and better performance with spoken language when it needs to be fast and fluent.

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Adding parts of challenge and competition to gamified activities helps to keep students interested and on point with their assignments. Whenever students are given goals, work with time limits or are evaluated in comparisons, they are encouraged to give their fullest attention and try harder. This means speakers must think fast, adjust their ideas as they speak and follow the rules of the communicative setting during each simulation. Besides that, by taking part in competitions, students enhance their communication and gain skills for negotiating, sharing turns and paying close attention to others.

Games make it possible to link vocabulary skills with understanding from other subjects. For example, when students play games in which they solve problems or act out roles, they need to use logical skills, math powers or cultural knowledge appropriate to the topic. Because of these connections between topics, students can improve their learning and see how beneficial English is for moving between and using information from different subjects. In this way, learners improve their ability to solve problems as they are studying language.

Aside from providing entertainment, games also help you to improve how carefully you study and analyze facts. Students are asked in these games to listen for words, but they also need to watch people's expressions and movements. Keeping students so involved helps them notice more details in language, get a better grasp of what is taught and correct themselves or their peers more often. Also, most games have clear goals that students can quickly follow, so they know exactly what to do.

From this perspective, playing games can help learners use more complex forms of thinking. Most of these games expect learners to evaluate information, build arguments, make guesses and come up with fresh concepts based on the scenarios. These actions support thinking skills, make us more creative and train us to choose which information to share which is necessary for effective talks. With interactive methods replacing worksheets, playing games helps students practice language with each other, instead of simply practicing alone and in an isolated way.

Materials used for gamification can be easily adjusted and customized. Because games can adapt to any level of expertise, they are a great fit for students of diverse abilities in one classroom. You can set the language at different levels, the time for the course spans from minutes to months or make the rules basic, advanced or in between, so anyone with any experience can follow. Furthermore, people can pick up instructional games easily and quickly,

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so little teaching is needed before students can begin using them. Being simple helps Clicker Exercises be useful for teaching when resources and time are not plentiful.

Moreover, gamified activities generally offer instant results, making it easy for both students and teachers to see the changes happening as they happen. Thanks to points, achievements or hints from the feedback loop, students can review their results and improve themselves. It also helps teachers spot which students struggle and which ones excel and then prepares lessons that target areas where their students need to improve. Thanks to lots of free online games, using games in teaching is now more convenient for teachers without access to institutional resources.

In English language teaching, using gamification is helpful for developing oral skills by offering many different ways to help students improve. When games have emotional comfort, encouragement, thinking tasks and versatile use, they become a good way to keep people involved and develop language skills.

1.7 Challenges and Criticisms of Gamification

Despite all the good points of using gamification, it has also received a lot of criticism. Others believe that, no matter how popular gamification is, it does not always achieve lasting learning or involve users much. A main issue that many teachers and researchers talk about is the high use of external rewards, like points, badges or awards. Initially, these incentives work well to peak a student's interest, but in the long run, they often stop students from being motivated on their own. Concern for score or rank at the end of a lesson can cause students to see learning only as something needed, rather than something valuable in itself.

In the article (Nicholson, 2012), it is explained that gamified learning does not always keep users interested. Only adding game-like elements to a class exercise isn't guaranteed to lead to better or more interested learners. Unfortunately, rewards given for doing something can sometimes take away what learners found interesting beforehand after they become linked to those rewards. Learning a new language emphasizes this concern, because keeping practiced and enjoying the language are very important for achieving success.

Nicholson (.ibid) also points out that poorly set up gamification approaches can lead to tension, stress and bad competition among learners. For students and especially for shy, unsure or struggling ones, seeing their names ranked all the time by the system may make them feel

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less motivated and boost their anxiety. In certain situations, using competition in education tends to cut down on the cooperation and inclusivity that are important for success. This situation might lead to wider differences in achievement and push students who find traditional classrooms overwhelming further aside.

Opponents of gamification also point to the possibility that the content may just be skin-deep. If teachers use a lot of fancy game features but don't match them to specific learning objectives, the process may lack depth or be scattered. Attention to game dynamics can make us less likely to use critical thinking, learn by reflecting or fully grasp language development. So, we need to consider whether gamification actually improves learning or just creates brief interest until things wear thin.

Teachers should take a moment to decide the goals and review the process for adding game elements into their teaching. Gamification isn't about making every part of a lesson feel like a game just to entertain students. Gamification works best when it's done with intention. It is not just about tossing in game elements for fun, but about using them in ways that genuinely support what students are supposed to be learning. That includes carefully considering how rewards are used and what impact they have.

Considering that each student likes different activities is important as well. Some students enjoy a bit of friendly competition—it pushes them to attempt earnestly. Others, however, can find that competition causes a lot of stress. Some individuals enjoy getting points or badges, but others may think those things are not important at all. Thus, it is critical to design gamified activities accounting for students' requirements, learning style preferences, and emotional response in mind. The goal is not to add bells and whistles—it is, rather to support and enrich the learning experience.

When cautiously implemented, gamification may revive language lessons, sparking curiosity, draw students' attention, and make the classroom feel more interactive and enjoyable. However, Nicholson (2012) point out that adding game-like features does not automatically improve outcomes. Teachers need to be realistic about what gamification can do—and what it cannot.

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Conclusion

As a conclusion, gamification can help strengthen motivation, engagement and skills in language learning. Teachers can add games to teaching to increase learner involvement and help students remember and work with what they learn more easily. Because of its rewards and challenges, gamification gives learners an extra reason to stay committed to learning. Even so, the actual good outcome of gamification in language learning comes from making use of both inner and outer rewards. If people are attracted to the fun of learning instead of just wanting badges, points or to be on top of leaderboards, their study becomes much more important and long-lasting. Besides, gamification helps to improve speaking skills which are important for everyone in their daily lives. Learning through games helps students practice speaking freely which allows them to overcome language difficulties, feel more confident and learn English without pressure. As long as gamification is well-executed, language learning goes from enjoyable to engaging; learners also build their language proficiency and get better at expressing themselves with others.

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Introduction

In this chapter, the basic concepts, models and approaches used in speaking in language learning are studied and explained. The chapter starts by explaining speaking skills and pointing out their key elements, helping to set the scene for seeing how they support language learning. Then, this section highlights how speech communication plays a part in language acquisition and it reviews existing models of the processes behind acquiring speaking abilities. This section examines usual problems people face in improving their speaking skills and how to address them. Besides, this chapter investigates how using gamification helps students increase their speaking skills and provides interactive education opportunities. It ends by exploring tools created for speeches with game mechanics and explaining their impact on learners' participation and skills.

2.1 Definition of Speaking Skills

Even though communicating is rightly one of the four main language skills—reading, writing, listening and speaking—this definition does not consider all the subtle points. In comparison Zuhriyah's (2017) description implies that speaking is only about verbal expression without considering all its other aspects.

While reading and writing allow time to reflect and improve your work, speech happens instantly and uses language as you speak. As a result, it is necessary to coordinate different parts of language at the same time: phonology, syntax and pragmatics.

Since speaking involves different cognitive skills, it is considered a tough skill, though the four-skills framework suggests they are all equal and can be used interchangeably, so the particular needs of speaking can be overlooked. Still, while saying words out loud is vital for speaking, thinking only about that aspect when teaching misses important parts of real oral communication. By focusing all of her ideas on language alone, Zuhriyah (.ibid) downplays the critical role these parts of non-verbal communication play in helping us send emotions, ideas and feedback to others in everyday life. The cultural suitability and choice of the proper way to speak also play a big role in assessing the usefulness of how we communicate. When communication is looked at in a rigid way, these fine points tend to be missed which can create shallow educational methods and leave students unprepared for a wide variety of communication.

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From this model, it is hard to understand how learners frequently have problems with speaking. While most people can read and write well, it is often hard for them to talk. What is left of the gap is about anxiety over languages, fearing mistakes, a harder time bringing words to mind when we're nervous and not being able to instantly give the words a look while we're talking.

No models that treat skills alone can successfully explain the fear related to foreign language speaking. As a result, students' desire to speak and their overall results in speaking are closely tied to their emotional and mental state which means the skill must be considered together with other aspects of learning.

Today's technology and modern media have made it easier for the four skills to blend in one way or another. These days, speaking often involves writing side by side, as with voice-notes or video chats that have chat features. Just as interactive media uses talk and listen all at once such activities sometimes require an instant response from the interaction partner.

Because of these environments, traditional ways of organizing language skills by compartment are starting to break down. In this sense, writing scripts, a diary or using warm-up exercises can help with speaking. Similarly, understanding what others say builds the base for having good conversations. Speaking and other abilities are closely connected, meaning speaking develops through working with the other skills.

On the whole, the four-skills model serves as a useful guide for language teaching, but speaking is barely mentioned within it. Speaking requires our brains to work in complex ways, use knowledge and skills about society and feelings and balance different kinds of knowledge. The term verbal production, as described by Zuhriyah (2017), glosses over the important factors mentioned. Traditional frameworks should be replaced by more holistic, integrative and context-sensitive speaking teaching approaches in order to help students improve.

2.2 Components of Speaking Skills

Speaking skills are made up of several elements a learner has to master in order to develop the speaking competency. These components are used when measuring how effective and good communication is. Brown claims (2001: 406-407) that speech is made up of fluency, comprehension, grammar, vocabulary and pronunciation. Every aspect contributes separately to making communication better. What follows will outline each of these topics in more detail.

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2.2.1 Fluency

It is the ability of someone to talk clearly and smoothly. It demonstrates that a speaker can say what he or she thinks and no one cuts them off or requires a very long break. Following Pollard's (2008) views, a learner carefully practiced one-at-a-time during a speaking session may engender quick glossophobia with practice. Teachers should make sure to hold role-play or debate sessions so that students naturally learn better and practice speaking spontaneously.

2.2.2. Comprehension

A speaker must handle spoken input and, at the same time, be understood by those they communicate with. One needs to recognize both the meaning of personal communication and the meaning of responses from others. Harris (1996) believes that communication involves speaking and understanding what speakers are communicating. If you do not fully understand, there is not much you can meaningfully join in with.

2.2.3 Grammar

Grammar explains how words must be put together in a sentence. To create grammatically correct sentences, someone must have the grammar skills. According to Brown (2017), speaking accurately in grammar makes communication better and helps people hold discussions more readily. Students should talk in the language to use grammar in the different ways they would in daily life.

2.2.4 Vocabulary

Because we use words to form meaning, vocabulary provides the support for all communication. As Willis (1990) notes, without grammar we can say only a little, but without knowing vocabulary, we cannot convey any messages. A person speaking each day should know the necessary words to make sure everyone can follow what they say. If learners know many words, they can offer meanings for feelings and ideas that are suitable anywhere and at any time.

2.2.5 Pronunciation

Pronunciation helps you speak so that those who hear can understand you. The system of phonology deals with both the sounds people make and how these sounds are modified by

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rhythm, intonation and stress. As explained by Fraser (2001), clear pronunciation means people understand messages better, so speakers can get points across with only little grammar and vocabulary. A teacher should encourage students to practice pronouncing by including activities that get students working with each other. Through doing this, students learn to communicate with a naturally correct speech.

2.3 Importance of Speaking in Language Learning

Talking is an important skill in learning any second or foreign language. Each of the major language skills is different in some way, but they are all useful: listening, reading, writing and speaking. Many people believe that speaking is the most important for people learning a new language. According to Brown and Yule (1983), the most important means of judging students will be their speaking skills in the real world. It stresses the importance of being able to speak well for learners' ability to communicate, form relationships and conduct ordinary business where most communication is spoken.

Though speaking is recognized as important, in many ESL/EFL classes it is taught mainly through repeating and memorizing. Even though learning these practices helps students learn the basics of a language, it usually does not get them ready for instant spoken dialogues. A lack of actual, interactive speaking in class can create a difference between the skills they develop in class and what they use outside. As a result, students could learn enough about language to understand basic rules, but not sufficiently to apply it freely in normal conversations.

2.4 Theoretical Approaches to Speaking Skills Development

Fluency and accuracy must both be improved in the teaching of language and approaches should address this well. Many who learn English hope to become completely fluent in it. Natural language production and lesser pauses make someone said to be orally fluent. Speech comes out at a quicker pace. We often ignore occasional grammatical errors in someone's speech because if what they say is easy to understand. It is usual to determine fluency by looking at how quickly and how often a person hesitates when speaking, according to Nation and Newton (2009).

Nation and Newton (2009) list down three essential conditions for fluency development:

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- Providing meaning-based activities: Activities for the purpose of oral fluency must focus on meaningful communication. That means showing students how to clearly and effectively express their thinking in actual communications.
- Familiar language contexts engage students better: Learners are much more relaxed and willing to join in during activities that contain topics and structures with which they have already had experience. Familiar subject matter provides a feeling of preparedness and confidence to use the target language.
- Developing students' encouragement to perform at a high level: The Fluency Task balances the production-comprehension issue due to least hesitation and spontaneous use of language. The time constraint can favor students in learning to speak more efficiently; their ability to express themselves in a speedy manner and with confidence is developed.

The techniques to develop oral fluency are identified by Nation and Newton (2009). These techniques aim to get learners fluency through keeping a balance between the production of speech, time management, and repetition of meaningful communicative contexts. The most well-known techniques are the "4/3/2 technique" and time pressure, both devised to push the students to develop efficiency in using the language. Such techniques are recommended by The authors Nation and Newton (2009) explain the steps to improve oral fluency. These techniques support a learner's fluency by looking at speaking, time allocation and repeating meaningful situations. Most teachers use the "4/3/2 technique" or time limits to help students improve their ability to use the language. Various techniques are advised by Nation& Newton (2009), as outlined below.

4/3/2 technique has students pair up and one student is the speaker while the other listens to them. For four minutes, one speaker talks while their partner listens. This way, the speaker tells the same facts with a different partner in three minutes. That partner then summarizes the first information given, in just two minutes. The regular way they perform this lesson helps the student feel more comfortable, speak better and express ideas clearly during time limits.

Another way to help language improvement is by adding time pressure. At times, restrictions encourage learners to handle and transmit information with increased accuracy and speed. If you use the 4/3/2 method or "same or different" or "find the difference" tasks, this technique is vital because both use time to gauge your performance. Learners must switch

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partners after each time for one set to help themselves become more skilled and flexible in using the new language.

Oral accuracy is concerned with how the grammatical rules, structures and appropriate vocabulary have been appropriately used. On this feature of speech, it has been gauged by "amount of error" (Nation & Newton, 2009). Key aspects which the learner should follow to maintain oral accuracy include grammar, vocabulary, and pronunciation. Grammar in spoken language does contrast with written grammar, yet it can be equally accurate.

2.5 Challenges in Developing Speaking Skills

Using communication or speaking skills is very important every day, particularly when someone's second language is English. According to Balderston (2018), this is especially important when students use international communication skills.

Difficulties usually result from the absence of important words and from not having enough time to practice speaking. Problems faced by learners include having large numbers in their classes, weak language skills, [few] resources and institutions that do not encourage the use of English (Aduwa-Ogiegbaen & Iyamu, 2006). Some EFL students become less motivated, according to Oradee (2012), since most English classes pay little attention to speaking during both teaching and grading. Only a few children in Egypt can speak freely and express themselves well because of the fixed style teachers use when teaching Egyptian. As a result, EFL teachers should try out new approaches to help students improve at speaking.

2.6 Effective Methods for Teaching Speaking Skills

Methods for teaching effective speaking will rely on the learner's level of communication and the efficiency with which they use language. This section teaches different successful approaches for teaching speaking, including Communicative Language Teaching, Task-based Language Teaching, Presentation and Drama, Competency-based Approach and Collaborative Learning.

2.6.1 Communicative Language Teaching (CLT)

Communicative language teaching (hereafter, CLT) improved the way we teach a second language by encouraging communication instead of routine. This method, which aims authentic

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interaction and negotiation of meaning (Hedge, 2000), has been particularly effective in the development of learners' speaking abilities - quite possibly the most crucial but most difficult skill to acquire in foreign language learning.

However, no matter how strong CLT theory is and how clearly it has helped, most language classrooms still struggle to use it. Lack of time, too many students and lack of pedagogical knowledge mean that many teachers use traditional graded materials and controlled practice.

This deprives students of much chance to engage in the very spontaneous, meaningful interactions that CLT encourages and research shows are essential for the acquisition of authentic communicative competence. To achieve rigor in teaching and give students opportunities for real-world speaking, the report offers gamification as a suggestion for bridging CLT principles with actual classroom activities.

2.6.2 Task-based Language Teaching

Whereas TBLT seeks to empower students to gain an intuitive sense of the language that will allow them to speak spontaneously. This method deflects attention from the explicit exposition of grammar rules to the actual application of language in real meaning contexts. The learners are not taught directly but rather learn the target language form and apply knowledge through complete activities. They are arranged to look like real-life interaction, allowing learners to practice communicating, negotiating and settling arguments in the new language. According to Ellis (2003), task-based learning is the advantage of allowing learners to draw on their already acquired competence and drive the language learning forward by using it. It suggests that students are not starting from zero but building on what they already know, which is in an active and communicative way. It also places the target of the attention of the students on achieving a particular goal, where language is a means and is used in the process, thereby becoming inevitable. The language therefore becomes a means to an end, encouraging more natural and goal-oriented usage, extremely close to the way language is used in life.

2.6.3 Competency-Based Approach

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Effective speaking in everyday situations is what the competency-based approach (hereafter, CBA) teaches in language education. CBA requires teachers to get learners prepared not only with respect to language forms but also regarding those skills and attitudes necessary to solve practical speaking problems.

The implementation of the competency-based program in Algeria, starting from 2003, chimes with international research underlining a relationship between learning and its context. In this approach, students will acquire real learning by developing their own competence in thinking and acting with a view to a world which they will be constantly shaping (Omari, 2015).

The purpose of the summative CBA syllabus is to teach students how to speak directly and clearly in various situations. This means that you are developing your listening, speaking, reading, writing, grammar and vocabulary. As such, the speaking syllabus objectives involve the learner in simulated group activities emulating life situations, producing and identifying the English sounds, and making constructive discussion contributions (Omari, 2015).

2.6.4 Collaborative Learning

Collaborative learning (henceforth, CL) significantly promotes young children to actively engage in group activities which enhances their speaking skills. This kind of education acts positively to develop students discussing aspects instead of just listening to what is being thought or copying notes.

Laal & Laal (2012) describe CL as a learning intellectual cooperation where the potential is shared between students to solve problems and produce products. The above active involvement is considered critical in speaking skills development because the children derive a number of advantages in the use of language interactively.

2.6.5 Presentation

Presentation is a good technique of effective speaking that can help students practice their speaking (Harmer, 2007). Students can make individual talks about a given topic or person. At this stage, students should get plenty of time to gather and set up the information. Listeners should also be given some specific things to do, for example, providing feedback to the presenter to ensure the listeners are engaged.

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As Harmer (2007) indicates, this process needs to be prepared for. The possibility of going over the presentation with perhaps first peers in pairs or small groups is extremely significant. During an actual presentation, active audience participation should be brought forth; for example, the audience may be asked if they have any more questions. It encourages students to learn both listening and speaking by doing activities together. According to Harmer, in this process, there are some key points that should be of concern.

2.6.6 Drama

Another very effective approach to teaching speaking, drama takes students out of the narrow contexts of the classroom into settings of real language use (Thornbury, 2005). Improvising ideas help students practice talking, express themselves and communicate in the classroom. It takes away the usual anxiety connected to public speaking and invites students to use the language more freely in any way they like.

By acting out short dramas, learners may become more confident, quicker with their speech and more ready to connect with their classmates. In agreement with Thornbury (2005) such a change from the regular classroom helps mix study with interactive talk, making the location where discussion is involved and educational.

2.7 The Intersection of Gamification and Speaking Skills

Several researchers have investigated concepts of gamification in regard to EFL learning, specifically how such a concept may influence speaking skills. Many times, the concept of gamification is defined by its characteristics, which relate to games. However, its definition can get a little bit confusing as many individuals have only a one-track mind concerning video games. In fact, it can entail so much more than just that-one single idea. For instance, Lyu (2019) created the Gamified Communication Tool (GOAT) and was intended for Japanese students to learn English and how easily one is able to apply this concept into other educational venues as well.

2.8 Developing Speaking Skills Using Gamification

When students act out realistic roles in games, they build their mindsets, improve their speaking skills and gain confidence (Kuśnierek, 2015). The main purpose is to teach students the skills they require for effective communication. You can boost your use of grammar and

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vocabulary words by playing Scrabble which is both fun and a way to build strategy (Lander, 2018). They offer plenty of encouragement and stay engaged which encourages everyone to learn together.

Students in charades use both spoken and physical ways to explain the answers. The method encourages the interpretation of gestures, makes people more fluent and helps them speak with self-confidence (Lopez & Sukal, 2007). Being flexible, it serves many uses in the classroom.

Searching for words within a word puzzle pushes people to remember more vocabulary (Adenan, 1992). The reason students keep being engaged is that they sense their efforts have been successful. As a result, learning through games is both interesting, dynamic and successful in addressing different areas related to language development.

2.9 Technological Tools and Platforms for Gamifying Speaking Skills

Mobile technology has introduced interactive tools that engage even younger learners into language learning. Apps now support speaking abilities by offering fun, effortless, and low-risk exercises (Ramya & Madhumathi, 2016). Apps offer convenience of accessibility, convenience of anxiety alleviation, and enable relaxed practice outside the classroom (Kim & Smith, 2017).

In another experiment, preschoolers developed their speech through interaction with humanoid robots that were connected to smartphones, using them as peers and conversing freely (Kim & Smith, 2017). This highlighted the way technology can be used in natural learning environments.

Speech with Milo, Phonetics Focus, and Kids Learn to Read are some apps that promote pronunciation via games (Gangaiamaran & Pasupathi, 2017). Starfall ABCs and Super WHY also help early learners with phonics and reading.

These types of materials build confidence and fluency by offering repeated, enjoyable practice with no risk of error (Díaz-Ramírez, 2020). Similarly, vocabulary games at students' age and level—like those on ESLGames+—are especially effective (Septida, 2019).

Sari et al. (2020) found in-class games such as "Paper Plane" and "Guess Your

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Animal" to be effective in improving students' oral skills, but preparation and class management were challenging.

As suggested by the British Council, “Picture Description” and “Charades” can help students work on speaking skills, creativity and teamwork.

To sum up, using mobile apps and games encourages learners to be confident, motivated and good at using language which are invaluable in teaching a new language.

Conclusion

Overall, speaking skill is considerably an important aspect for the establishment of appropriate communication and for achieving success in personal, social, and professional domains. Speaking well also means having solid interpersonal and non-verbal skills which you can improve by practicing in situations that focus on fluency, correct use and useful practice. Moreover, the importance of various methodologies, such as Communicative Language Teaching and Task-based Language Teaching, has been underlined since they make use of interactive platforms to raise student participation and motivation. This chapter will be followed by the research design that will research methodology that is going to be used in this research to investigate how gamification influences learning speaking skills.

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Chapter Three: Research Methodology and Results’ Interpretations

Introduction

This chapter explains the approach taken for the methodology and carefully analyzes and interprets the collected data to see how gamification affects students’ speaking skills. It is divided into two sections. The rationale and description for selecting the research’s type, approach and plan are given in the introductory part. These instruments were chosen: a questionnaire, a quasi-experiment implemented through pre-test, in-game learning and post-test. It goes on to talk about the number of subjects involved, the procedure for selecting them, how the data was handled and how researchers followed ethical principles. Then, data is analyzed and its findings are interpreted in regard to the purposes of the study. It tries to discover whether gamification helps students improve their speaking skills and verify whether the treatment is effective.

3.1 An Overview on Research Methodologies

In any research project, the methodology chapter is important because it explains in scientific terms how the research goals and questions were answered. Creswell (2014) highlighted that building an explicit, rational and well-structured method makes the study more credible and trustworthy, also helping readers carry out a clear evaluation of the results. Adhering to this view, the present chapter provides a detailed report of the research design used, as well as a justification for its selection on the basis of the study's objectives.

The author also describes the guidelines for picking study participants and the sampling styles used so that data collected is valuable and necessary. Also, the chapter offers a clear explanation of data collection tools, covering how they are developed, validated and how they are administered.

The data analysis methods are also described, presenting the approaches to data handling for both quantitative and qualitative data. The chapter ends by handling the limitations and delimitations encountered during research, giving an open-ended account of study scope and potential limitations. Through this step-by-step explanation, the chapter attempts to establish a strict methodological base that improves the overall validity and worthiness of the research.

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3.2 Research Design

To find out if gamification effectively boosts primary school pupils’ speaking skills, the study uses both quantitative and qualitative data together in a pragmatic design. Researchers using pragmatism use numerical data to determine what causes something and qualitative data to add more details and credibility (Morgan, 2007). This method helps researchers address their research issue in detail and select ways to answer their research questions that fit best.

The design for this research is closely related to a quasi-experiment. By using a pre-test and a post-test in this part, we can compare the students’ speaking skills before and after using games. The strength of quasi-experiments is that they include actual interventions that take place in the world (Grabbe, 2015). A combination of closed and open questions is used in the questionnaire to get information about students’ views and experiences with gamified learning.

3.3. Variables of the Study

A number of important variables have been located in this study. The implementation of gamification strategies in speaking education: is the main independent variable. This variable was put into action by using lots of gamified lessons with the experimental group which was made up of fifth-year primary pupils. By comparing speaking tasks from before and after the intervention, the primary dependent variable is the students' performance on speaking skills, which is quantified.

Improvements in the students’ ability to speak shows how successful the intervention was. As a qualitative variable, the study also investigates how teachers view gamification.

With this method, we gathered materials to check how gamification influences speaking and student interest. The intervention is designed so that the students’ grade, where they study (Ahmed Chatta Primary School) and the format and length of the game-based speaking exercises do not change over the course of the study.

3.4. Research Plan

This study aims to check if using gamification can enhance how students in primary school speak. There are two tools used in data collection: the questionnaire and experimental

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procedure with pre-test and post-test. The questionnaire, addressed to teachers of English in the primary school, solicits background information, investigates the use of games in language learning, and asks for the teachers' perceptions of how gamification affects the students' participation, motivation, and speaking ability. By using controlled tasks on vocabulary, sentence making, pronunciation and fluency, the intervention tests the students' ability to speak. The class plays charades, Pictionary, participates in races using a board and takes on word jumbles between the pre-test and post-test, keeping students active and allowing lots of speaking practice.

3.5. Sample of the Research

The present research is conducted in Laghouat province, with the subjects being Algerian primary school English teachers and primary school students of 5th grade (hereafter, 5AP pupils). A research setting is chosen that is easy to work with and fitted to the topic, so students and teachers can actively participate.

The study recruits' people for the study using convenience sampling which is a non-probability method. This is a sampling strategy that is employed because it gives room to sample participants on the basis of ease of access, geographical closeness, availability, and willingness to participate (Dornyei, 2007). Even though this sampling approach limits the generalizability of findings, the findings remain potentially transferable to similar learning environments. In addition, according to Morse and Niechaus (2009), quantitative and qualitative research sampling methods are designed to attain efficiency and validity maximization, making convenience sampling an appropriate choice for this research. The sample is divided based on the data collection tools:

- ✓ Fifteen (15) teachers participate in the questionnaire, providing insights into their experiences and perceptions of gamification in developing speaking skills.
- ✓ Twenty-four (24) 5 AP pupils participate in the experiment, which includes a pre-test and post-test to evaluate the impact of gamified activities on their speaking ability. (see table 2.1).

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Table 3.1 *Participant Distribution for Data Collection*

<i>Participant Group</i>	<i>Number of Participants</i>
<i>Teachers (Questionnaire)</i>	<i>15 teachers</i>
<i>5 AP pupils (Experiment: Pre-test, game implementation phase & Post-test)</i>	<i>24 pupils</i>

This sampling approach gathers all types of data needed to know how gamification helps primary school students improve their speaking ability.

3.6. Tools of the Research

For this study, a questionnaire is used to collect both qualitative and quantitative information and a pre-test and post-test in an experiment helps identify the role of gamification on students' speaking skills in primary school.

3.6.1 The Questionnaire

With a questionnaire, researchers show respondents a group of planned questions in a predetermined order. The survey created lastly to inquire into the experience of English educators in primary schools with gamification as a way to help students speak more. Questions in the survey are grouped into three sections: close-ended, multiple-choice and open-ended, so information can be gathered both numerically and with comments.

The first part of the questionnaire, "General Information," asks about respondents' gender, how many years of teaching they have had and how well their students know English. This helps us recognize the role of teaching background on teachers' feelings about gamification.

The second section looks at how language games are used by teachers in their teaching. I examine the frequency of using game apps in language learning, how important teachers are in using language games and what hurdles exist in doing so. Teachers are asked about using games to learn new vocabulary and what language skills show the most improvement. Here, we

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try to learn whether and how games benefit English lessons for young students and how they can help with learning. It is easy to analyze the stats from closed and multiple-choice questions since they can be coded for easy analysis (Fink & Kosecoff, 1996). The third part, "Speaking Skill," is focused on students' participation, confidence, motivation and the difficulties they might face when speaking.

It investigates how much teachers perceive gamification enhances students' willingness to speak, whether they have observed increased engagement happening during gamified practice, and the obstacles that interfere with students' performance verbally. Teachers are also asked to suggest successful activities that may result in promoting speaking ability in young learners. Open-ended questions enable respondents to elaborate on their attitudes in greater detail, yielding richer data about their opinions and experiences (Moser & Kalton, 1971). Because of these responses, every topic of concern is handled properly, adding interesting insights to the data.

3.6.2 The Quasi-Experiment

This explains the process of measuring how oral proficiency is affected by gamification in learners. The process follows a set order: first there is a pre-test, then gamification is added and after that there is a post-test. The test before the gamification phase measures speaking proficiency and the game-like exercises afterwards boost fluency, recall of vocabulary, pronunciation and how learners put sentences together. In the end, the post-test measures student advancement and checks how well gamification worked for teaching.

A test is necessary in this case to show the link between learning games and better speaking skills. Since the study uses a pre-test/post-test method, the findings show whether or not using games really helps students improve their ability to communicate. In an experiment, the situation is controlled, so results can be examined for differences in performances by comparing them.

A single group before-and-after evaluation is used to investigate if gamification has enhanced speaking skills. This approach which compares each person's state pre- and post-intervention, is why we choose a paired samples t-test. Second, it looks at how the entire group

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improves instead of just looking at each person individually. Eventually, the intervention is tested to see if its effects are significant.

Since it separates the change due to the intervention and accounts for how each student performed before, the paired t-test stands out.

3.6.2.1 The Pre-Test

“Picture Description” activity in the pre-test aims to assess the ability of the students to describe a scene with ease. The teacher shows a picture of people performing different jobs and hobbies, and the students are asked to describe what they observe in 3-5 sentences. Concerns that arise here are with vocabulary, building sentences and pronunciation. Their ability to talk about themselves in a clear and correct way is an important sign in judging their academic progress. For example, the teacher can query the students by asking them, "What are the people in this picture doing?" or "What is the job of the person in this picture?" The aim is to test their vocabulary recall and sentence formation fluency and appropriateness of the descriptions.

Match and Speak activity (Jobs and Hobbies) is intended to test students' vocabulary recall and sentence formation. Students are offered a worksheet with pictures of a range of occupations and interests and their corresponding words in this activity. Each image must be linked with its term and then one image can be used to craft a sentence. For instance, once matched picture of painting with word "Painting," a student can say, "I like painting pictures at home." This step asks students to recall words, use them in context and practice understanding the topic better. “Repeat After Me” (Jobs) activity tests pronunciation and fluency.

In each instance, the teacher states a sentence connected to a profession and the student must say it back. The sentences are arranged so that they steadily get longer and more challenging based on how much the student can handle. The exercise is aimed at verifying the right pronunciation and the student's ability to repeat the sentence. Examples of the sentences include, "A doctor treats sick people," "A teacher teaches in a school," and "A firefighter extinguishes fires." The activity focuses on pronunciation accuracy and fluency since students are repeating the provided sentences.

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3.6.2.2 The Gamification Implementation Phase

Gamification implementation was designed to enhance students' speaking skills through four interactive games about directions and hometown descriptions with particular language skills in mind but in a casual, friendly setting.

Charades were utilized to practice word and sentence construction, in which words like "turn left" or "library" were enacted by students who were then guessing and constructing sentences like "Turn left to walk to the park," actually supporting vocabulary recall as well as free speech. Pictionary supported the visual-verbal link by encouraging teams to guess words like "park" based on drawings before constructing contextual sentences, improving vocabulary recall and descriptive speech.

The Board Race activity produced time and direction-giving abilities through a competitive map-based race in which students raced to write and say routes like "Go straight, turn left to reach the park," which encouraged fluency and time-related grammatical accuracy.

Finally, the Word Jumble Race tested grammar and pronunciation by requiring teams to unscramble word jumbles to create proper sentences like "Turn left at the corner" before reading them out, improving syntax and pronunciation. In combination, the games created an interactive learning environment that increased student participation, with visible advantages like more participation from normally reserved students, improved fluency through constant practice, greater confidence in speaking, and better teamwork skills through team-based interactions, all of which led to the remarkable post-test gains in oral proficiency demonstrated in the study's results. The carefully crafted games proved to be successful in transforming traditional speaking practice into learner-involving learning tasks which made the production of language flow smoothly and pleasingly and systematically develop important communication skills.

3.6.2.3 The Post-Test

The post-test (appendix E) aims to assess students' progress in oral proficiency after introducing gamified activities. Those selected activities are important for practicing words, forming sentences, pronouncing them clearly and speaking fluently. They measure outcomes from the intervention and also cooperate to set up a fun and hands-on testing area.

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In the post-test, Activity 01: Picture-Based Vocabulary Recall tests recall of vocabulary and accuracy of pronunciation. The teacher shows a set of pictures illustrating sites and directions (e.g., park, school, hospital, direction arrows for "turn right" and "turn left"). Students are asked individually to name the place or the direction in the picture and then to make a simple sentence using the word. For example, when shown a picture of a park, one student can say, "This is a park," followed by, "Go straight and turn left to get to the park." It is an activity to check vocabulary recall as well as the ability to construct a sentence in words.

Activity 02: Giving Directions on a Map is meant to assess students' ability to give clear and concise directions. The students are given a basic map which shows some spots like a school, park, library and hospital. The teacher asks each learner to give instructions from a point to another, for instance, "How do I proceed from the school to the hospital?" A possible answer from the student is, "Go straight, right at the park, and the hospital is on your left side." This exercise determines if the student can offer precise and understandable directions in clarity and proper word choice.

Finally, Activity 03: Word Prompt Sentence Construction evaluates students' sentence construction and grammar.". The students receive word hints about directions or places, for instance, "library," "turn left," or "go straight" from the teacher. They need to make a full sentence by including the given vocabulary. So, if the prompt is "library," the student can give directions as, "Turn left and keep going to locate the library." You practice grammar by looking at the examples and creating your own sentences that are grammatically correct.

3.7. Data Analysis

Both qualitative and quantitative data analysis tools are used to look at the data that was gathered data collected. The questionnaire has closed-ended and multiple-choice questions, which will be analyzed statistically and quantitatively with the use of descriptive statistics such as frequencies and percentages to identify trends in teachers' answers. Finding the percentage of close-ended responses involves using the following method:

$$\text{Percentage} = \left(\frac{\text{Number of responses for a specific option}}{\text{Total number of responSes}} \right) \times 100$$

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The open-ended questions, however, will be analyzed qualitatively using thematic analysis to allow for the identification of repeated themes and more meaningful information regarding teachers' experiences with gamification on teaching speaking ability.

Regarding the techniques used to analyse the data collected using the experiment, it is quantitative. The pre-tests and post-tests experiment will be quantified by various statistical measures to identify improvement in students' speaking. These statistical methods will be used:

- Mean (M):

$$M = \frac{\sum X}{N}$$

X represents the score for each individual and N counts how many students there are.

- Median: The middle score of the data when scores are arranged from lowest to highest.
- The mode : the result that occurs most often in the data.
- Range:

$$\text{Range} = \text{Highest score} - \text{Lowest score}$$

The range indicates scores' spreading and the amount of variability there is in students' achievement. A wide range means massive difference in achievements, while narrow range informs us that there is more consistency among participants.

- This formula is used to find the spread of students' scores i.e., standard deviation (SD):

$$SD = \sqrt{\frac{\sum (x - M)^2}{N}}$$

- Paired Sample t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s / \sqrt{n}}$$

$\bar{x}_1$ and $\bar{x}_2$ represent the means of pre-test and post-test scores, s is the standard deviation, and n denotes the sample size. The t-test determines if the difference in students' speaking ability after gamification-based interventions is significant statistically.

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In order to ensure accuracy in statistical computation, SPSS (Statistical Package for the Social Sciences) computer program will be used. SPSS is used due to its effectiveness in computation of both descriptive and inferential statistics and thus can be able to analyze the feedback from the questionnaire and experimental data. By the inclusion of both quantitative and qualitative approaches to analysis, the research ensures a full evaluation of the effectiveness of gamification in enhancing the speaking skills of students.

The next set of sections focus on understanding, studying and talking about the findings. Relating to the method chosen, main findings are examined against the research hypotheses. Also, findings are referred to earlier research to support that they are correct.

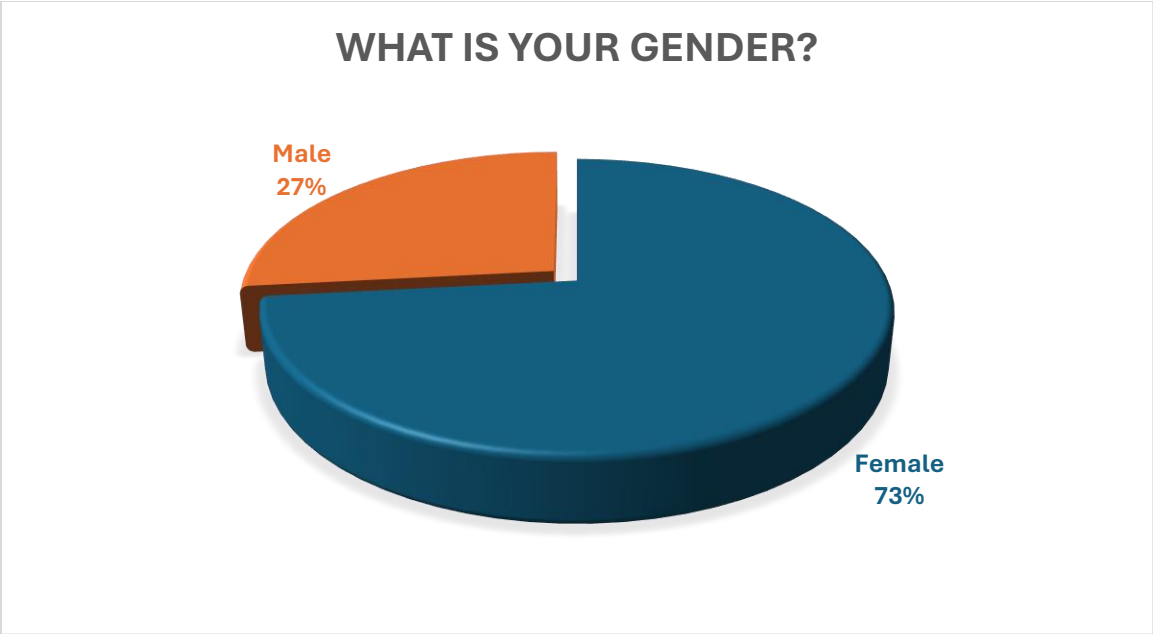
3.7.1 Teachers' Questionnaire Analysis

This questionnaire seeks to discover in-depth the experiences of primary school English teachers in applying gamification and how it impacts the speaking skill of students. The purpose of the first question is to determine the gender split of participants. Understanding the demographic profile of participants lends sense to understanding their opinions regarding integrating gamification in teaching English. It also works to measure whether gender diversity makes a difference towards shaping teaching experience and attitudes about gamification. The responses indicate that 73.3% of the participants are females while 26.7% are males (see figure 3.1).

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Figure 3.1: *Gender Distribution of Respondents*



Question 2 seeks to find out how much teaching experience the respondents have in primary school English. Teachers with more teaching experience are more likely to have tried gamification and other ways of using games in class. It also aims to determine if teachers' perceptions on the incorporation of gamification may be influenced by their degree of experience. The table 3.2 below show varying levels of teaching experience:

Table 3.2: *Databases for Respondents’ Teaching Experience*

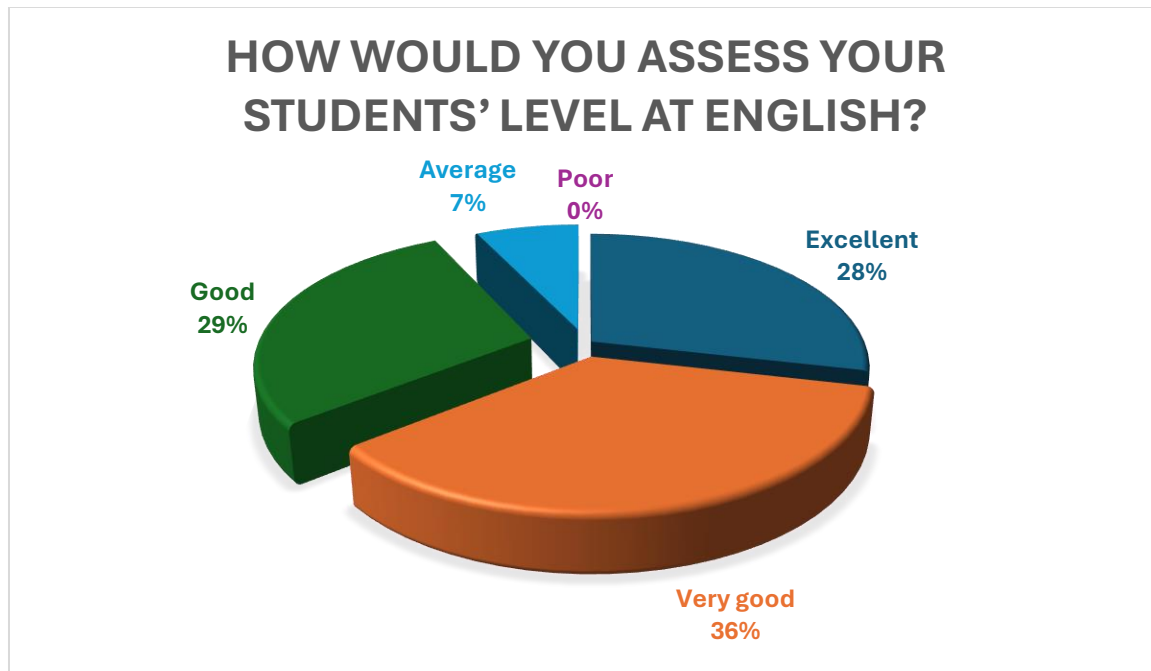
Number of Respondents	Years of Teaching Experiences
7 teachers	1 year
8 teachers	2-3 years

The third question showed that 50% of the participants felt their students had “Very Good” English skills, 25% thought it was “Excellent,” and 20% rated it as “Good”. Notably, none of the participants chose "Poor," and only 5% of the teachers rated their pupils as "Average" (see figure 3.2).

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Figure 3.2: *Pupils' Level of Achievement.*



The first question of the second section attempts to discover whether teachers employ games as an approach in their language class. Understanding the level of adoption shows us whether gamification is a common practice in elementary school English classes. It also permits an assessment of whether teachers already recognize the importance of games in learning a language, particularly enhancing speaking skills.

As it is shown in figure 2.3, 100% of the respondents answered "Yes", indicating that all of the teachers employ games as a strategy in their language classroom.

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Figure 3.3: *Teachers' Use of Games as a Strategy in Language Classes.*

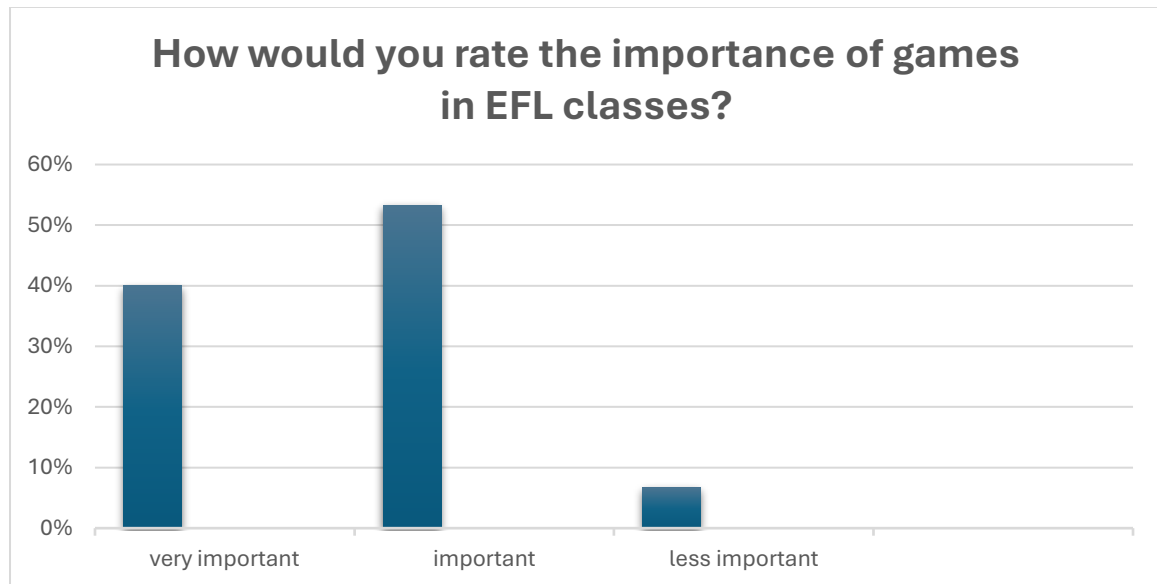


The next question tries to measure how teachers perceive the significance of games in English as a Foreign Language (EFL) classroom. Their perceptions of the value of games may help us understand how open they are to gamification and what they think about its effects on language learning, especially speaking. 40% of the participants regard games as very important in EFL classes. Figure 3.4 demonstrate that 53.3% rate them as important. 40% of the participants regard games as very important in EFL classes. 6.7% view games as not so important.

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Figure 3.4: *Teachers' Perceptions of the Importance of Games in EFL Classes*



The aim of the next question is to determine how often teachers apply games in their English language instruction. The frequency of the application of games indicates the level of gamification infused in instructional practices and whether it is an ongoing or a once-in-a-while strategy.

Figure 3.5 shows that 66.7% of the respondents use games sometimes in their teaching process, 33.3% use games frequently. According to the findings, although each teacher understands that games are useful, they are used differently often. The greatest percentage use games occasionally, which may be due to constraints such as time, curriculum requirements, or uncertainty about gamification effectiveness. Although there is significantly less but significant percentage of regular usage, it shows that some teachers actually have them as a key part of their instructional practices.

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Figure 3.5 *Frequency of Game Usage in English Language Teaching*

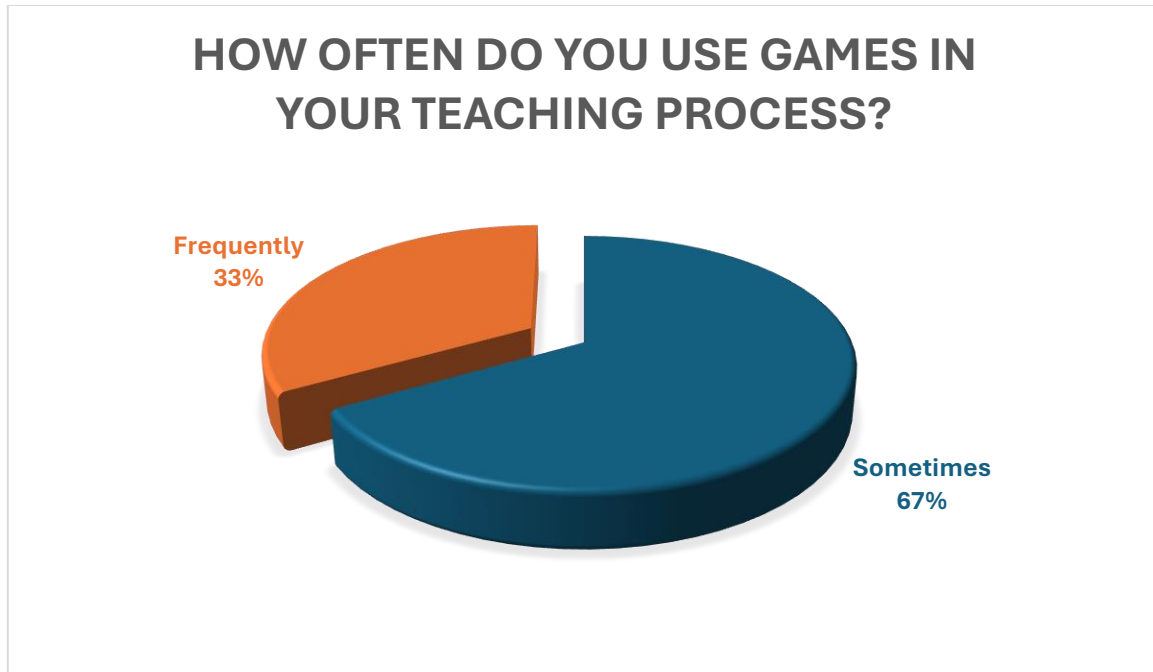


Figure 3.6 reveals that 93.3% of the participants believe language games to be both educational and entertaining and 6.7% consider games to be an entertaining method. Many teachers agree that language games are useful for teaching and amusing.

Figure 3.6: *Teachers' Perceptions of Language Games as Educative and/or Entertaining*



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The goal of this question is to know if teachers believe language games help students pick up new vocabulary. Their attitudes indicate the potential advantages of gamification in enhancing the lexical progress and overall language competence of learners. 100% of the respondents answered "Yes", indicating total agreement that language games help learners master new words. The total agreement indicates a strong consensus among teachers regarding the effectiveness of language games in word learning (see figure 3.7).

Figure 3.7: *Teachers' Perceptions of Language Games as an Effective Tool for Vocabulary Acquisition*

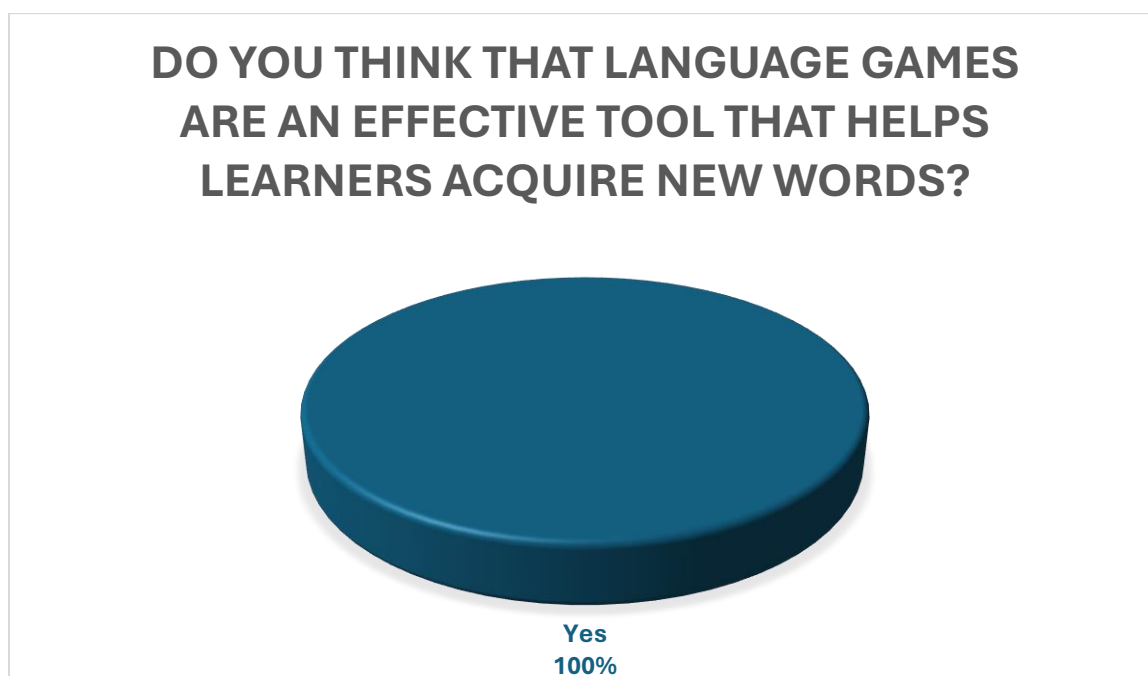
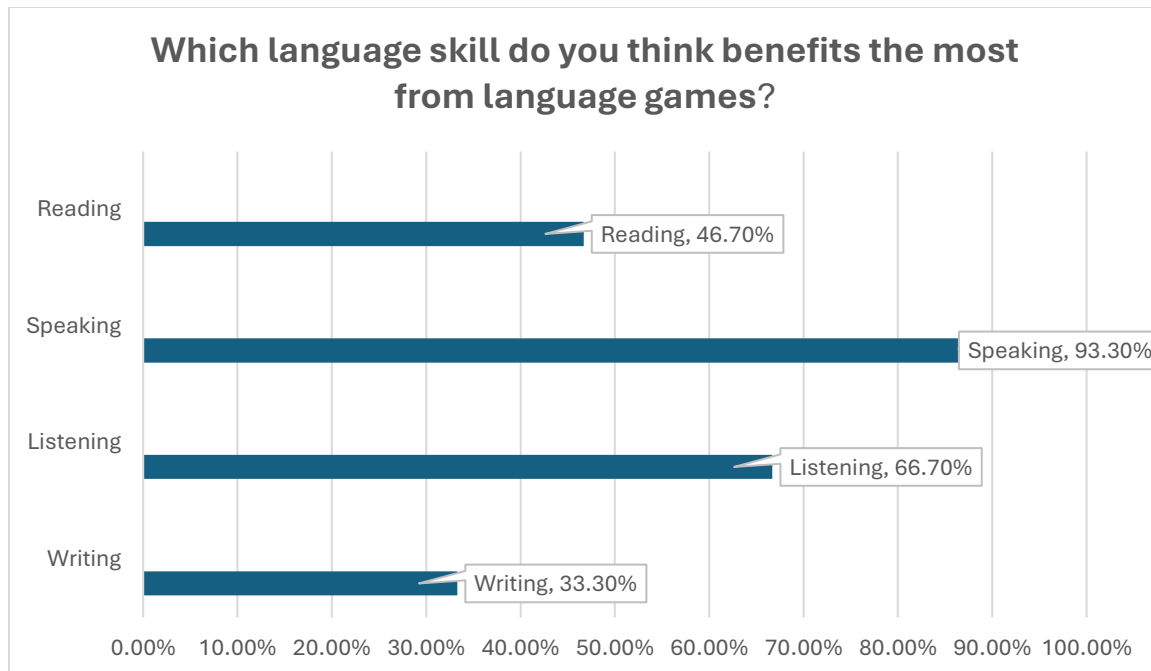


Figure 3.8 demonstrates that 93.3% of respondents believe that games enhance speaking skills, 66.7% consider listening to be effectively developed through games, 46.7% believe that games contribute to reading skills, 33.3% think that writing can be improved through games.

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Figure 3.8: *Teachers' Perceptions of Language Skills Enhanced by Games*

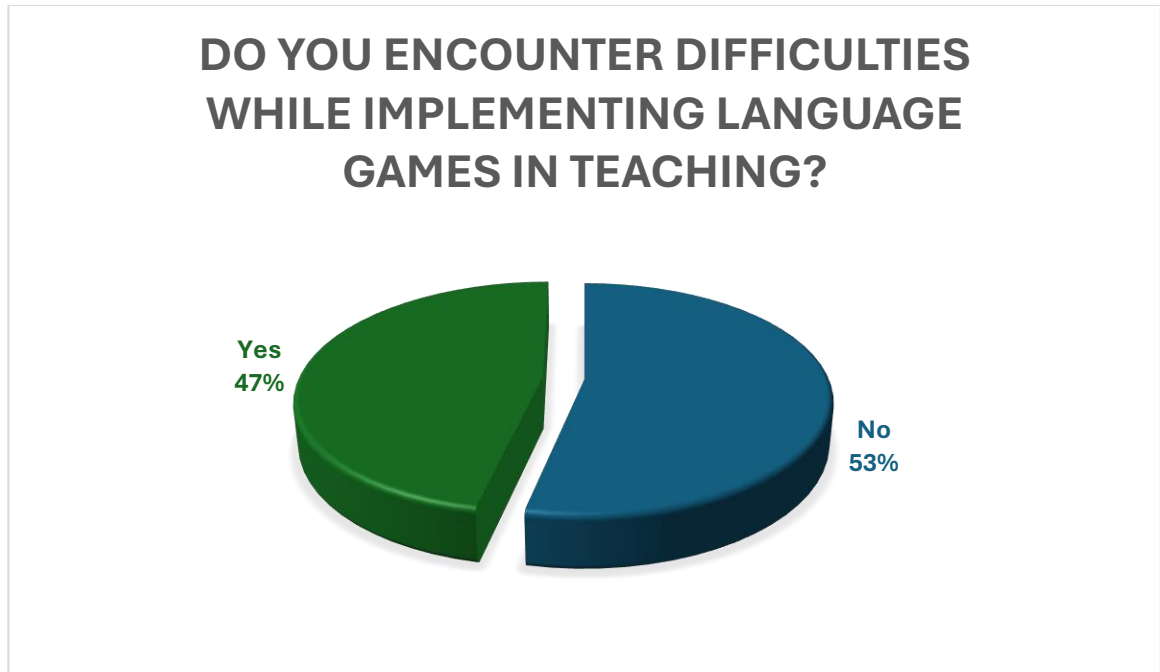


The following question looks at if teachers have difficulties when planning language games for their lessons. Knowing the challenges teachers face would enable understanding of what could prevent successful gamification and suggest solutions for easier implementation. 53.3% replied "No," stating that they don't experience difficulties. 46.7% replied "Yes," and meant they do experience issues in the execution of language games (see figure 3.9).

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Figure 3.9: *Teachers' Experiences with Difficulties in Implementing Language Games*



The purpose of the following question is to determine the particular problems teachers meet while using language games in class. Being aware of these topics uncovers challenges that might prevent gamification from being used effectively in language learning. Similarities in challenges can be used to offer tips for making game-based learning more effective. After the analysis of responses, the difficulties are classified into the following key points:

- Time Constraints
- Classroom Management and Student Behavior
- Understanding and Following Instructions
- Lack of Resources and Materials

The following question tries to find out how open the students are to participating in speaking tasks during the course. Understanding students' engagement levels can help determine the effectiveness of classroom strategies, including the use of language games, in fostering speaking confidence. 53.3% of respondents stated that students often show willingness to participate in speaking activities. 40% reported that students always engage in speaking. 6.7% indicated that students sometimes participate (see figure 3.10).

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Figure 3.10: *Frequency of Students' Willingness to Participate in Speaking Activities*

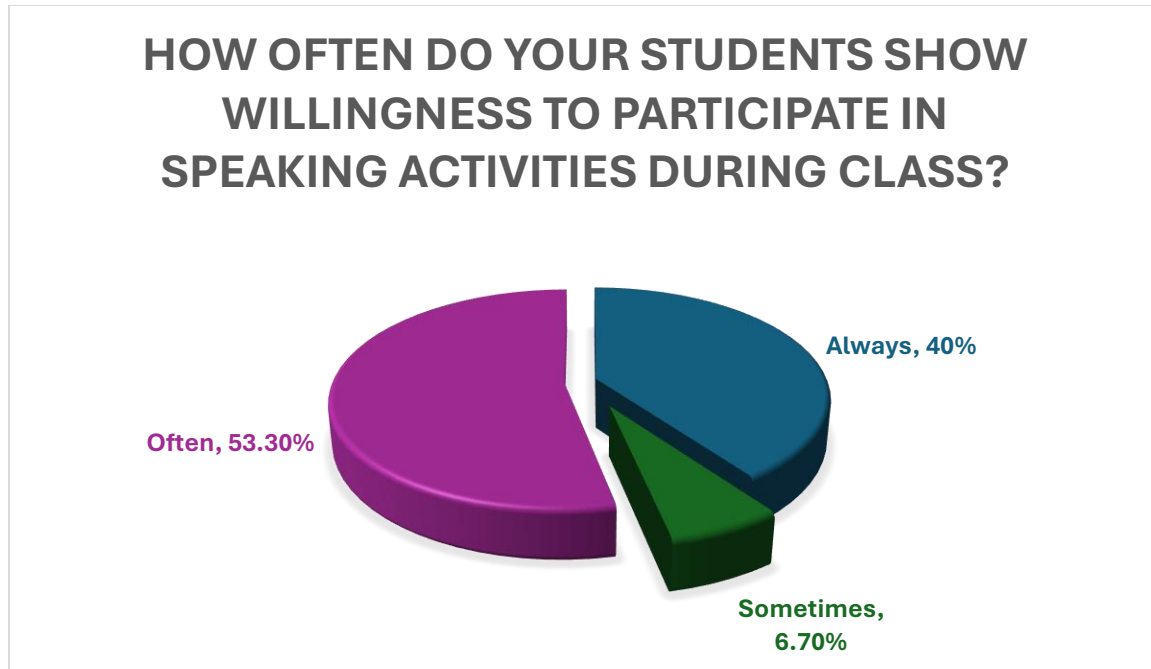
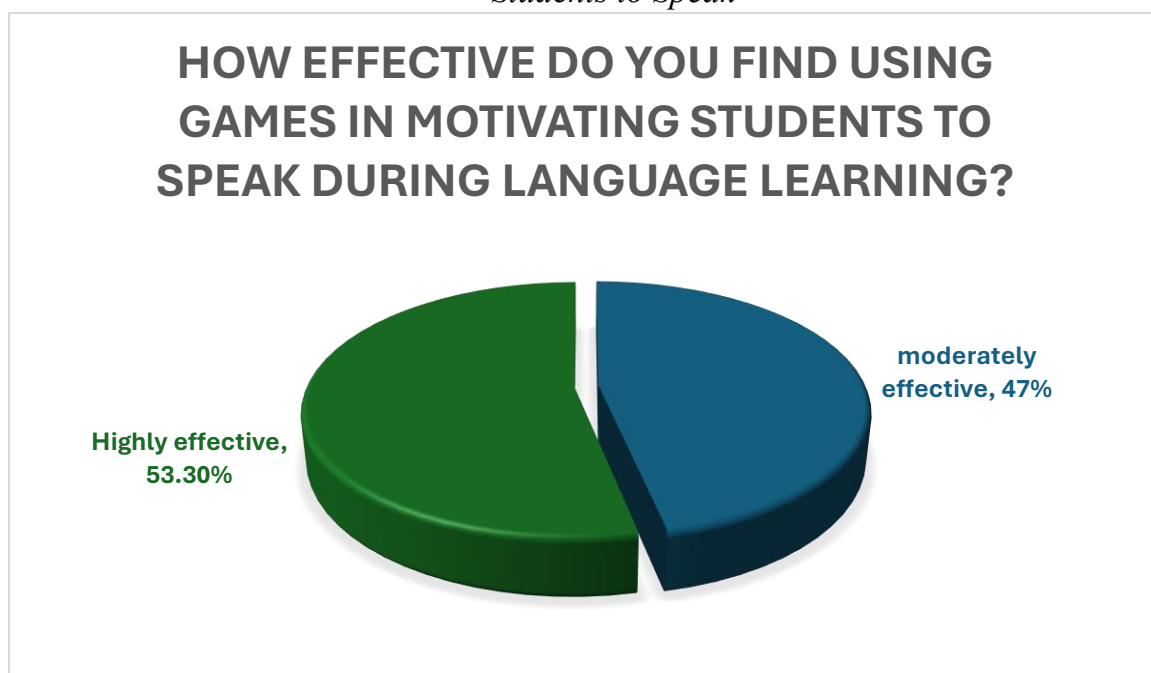


Figure 2.11 shows that 53.3% of the participants believe that games are very effective at motivating students to speak. 46.7% of the participants believe they are moderately effective in making students participate in speaking.

Figure 3.11: *Teachers' Perceptions of the Effectiveness of Games in Motivating Students to Speak*

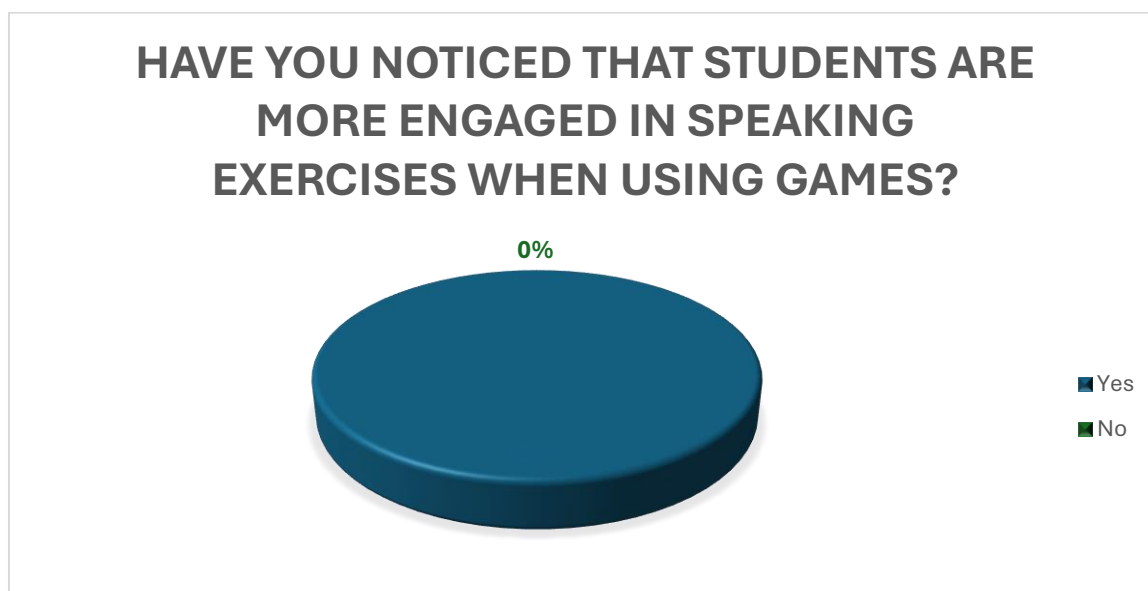


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The next question is posed to determine whether teachers observed more students' participation in speaking exercises when games are applied. Knowing this will help determine the impact of gamification on students' participation and interest in speaking in the target language. 100% of them answered "Yes", i.e., all have seen increased participation by students in speaking practice via the utilization of games (see figure 3.12). The consensus response suggests that language games are an extremely effective way of increasing student involvement in speaking practice.

Figure 3.12: *Teachers' Observations of Increased Student Involvement in Speaking Activity When Using Games*

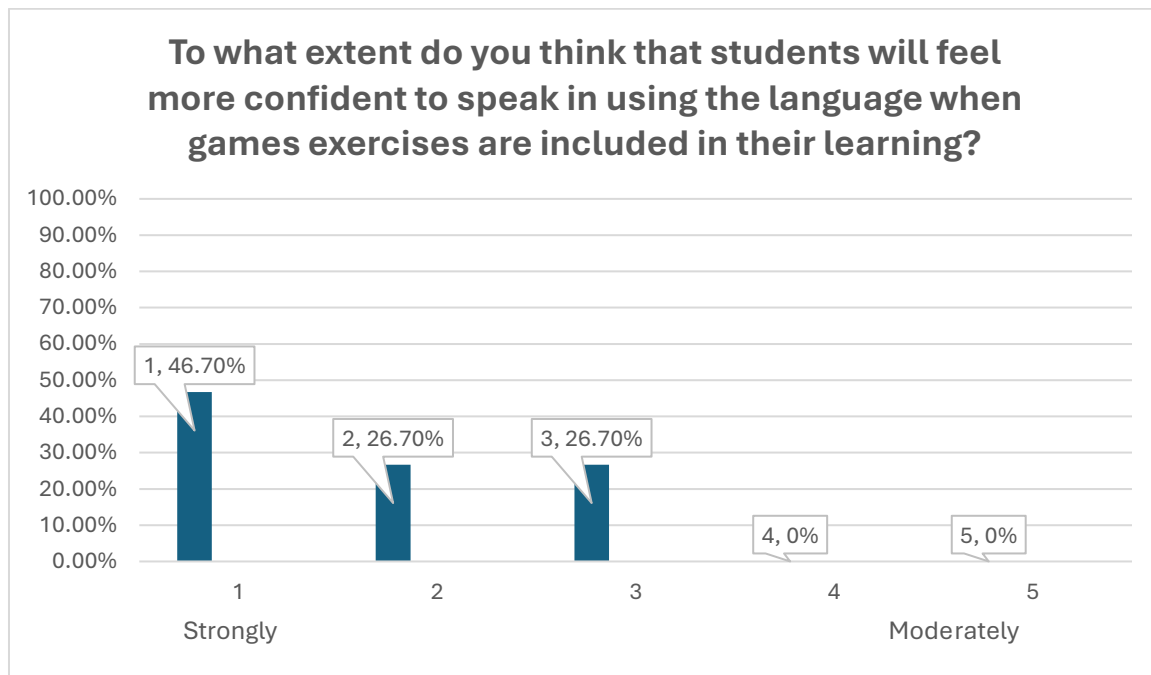


None of participants selected 4 or 5, which indicates that no teachers disagreed or felt that games were ineffective in boosting confidence (see figure 3.13). Greatest proportion of the teachers (73.4%, aggregate replies 1 and 2) believe that games are essential in gaining students' confidence to speak English.

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Figure 3.13: *Teachers' Perceptions of Games' Role in Boosting Students' Confidence to Speak*



This question attempts to find out whether or not teachers regard games as beneficial exercises for students to master speaking skills. This can provide insight into how beneficial games are in the area of language fluency and communication oral skills. 100% of the participants replied with "Yes," showing complete accord that games can be helpful to learn speaking competence (see figure 3.14).

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Figure 3.14: *Teachers' Perceptions of the Helpfulness of Games in Mastering Speaking Skills*



This question is designed to identify students' most typical problems in speaking English. Knowing such problems can help teachers implement effective strategies in addressing challenges and give a better supportive learning environment. On going through the responses, the most common problems students face in speaking can be put under the following broad themes:

- Fear of Mistake and Insecurity
- Pronunciation Difficulties
- Limited Vocabulary and Language Structure Challenges
- Listening and Comprehension Barriers

The objective of the question is to find the main reasons why students are weak in speaking. Teachers will be able to use these lessons to strengthen students' speaking skills when they learn them.

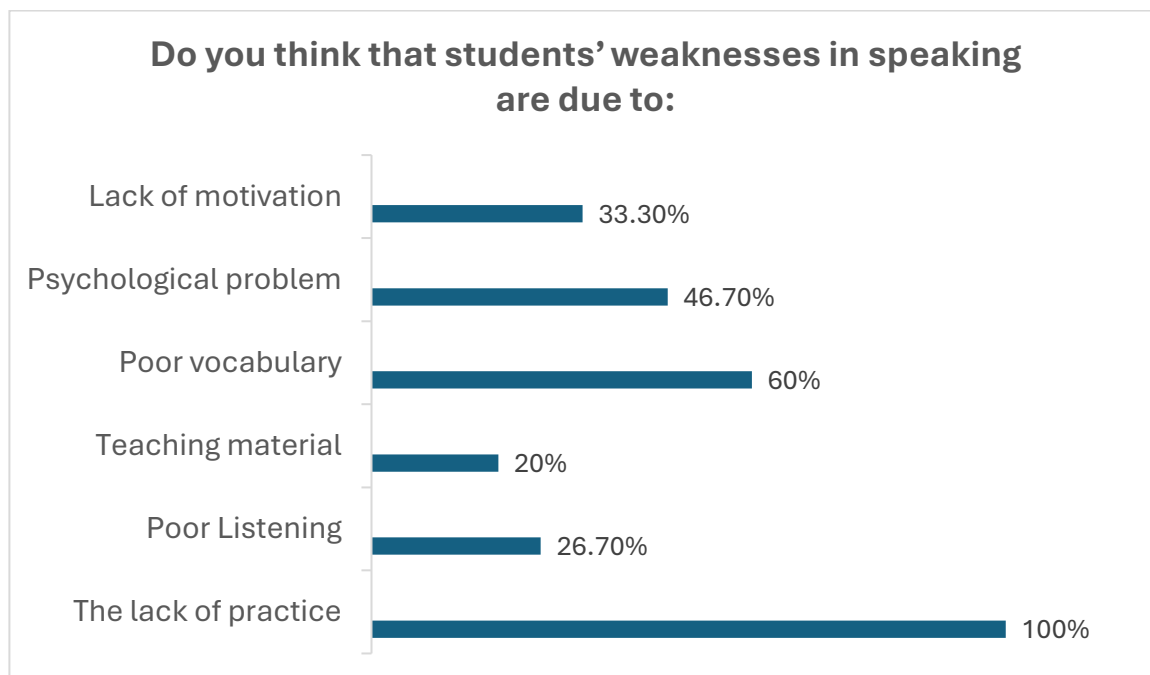
Every student identified lack of practice as the major cause of speaking problems. 60% attributed it to inadequate vocabulary, 46.7% reported psychological challenges like anxiety

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and low confidence, 33.3% reported lack of motivation, 26.7% attributed it to ineffective listening, and 20% accused course materials (see figure 3.15).

Figure 3.15: *Teachers' Perceptions of the Causes of Students' Weaknesses in Speaking*

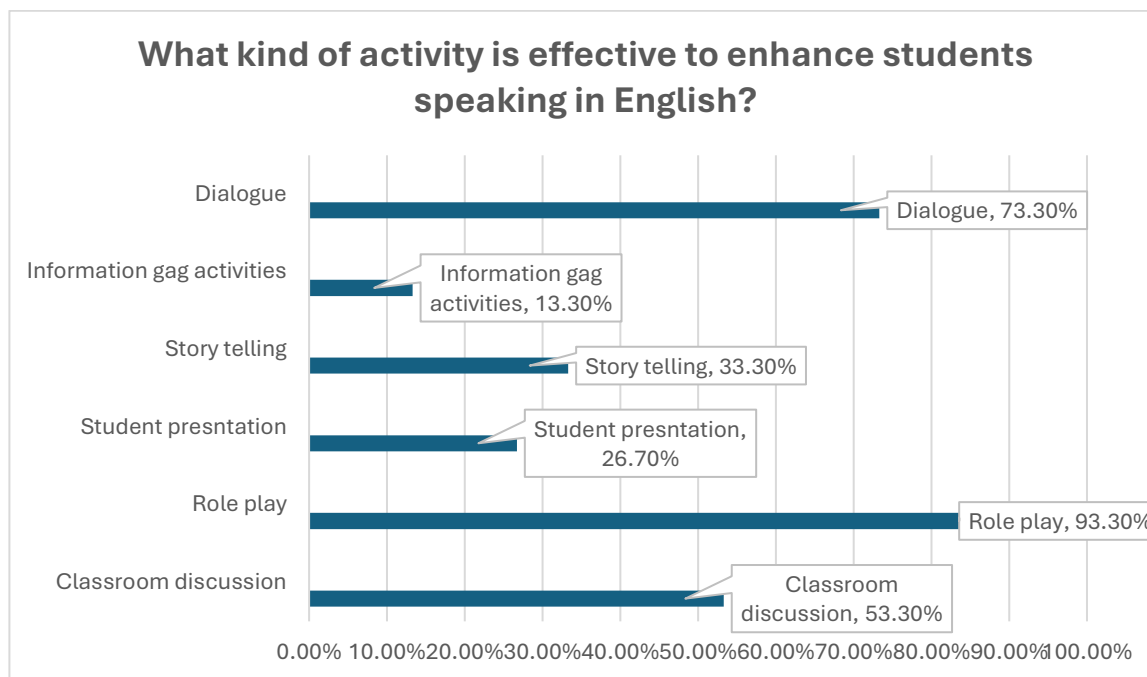


The question aims to find out which activity is the most effective one to improve the speaking skills of the students in English. It is essential to find out the most favored activities among the teachers in order to design interesting and efficient speaking drills for oral improvement. 93.3% of teachers found role-play as the most effective activity. 73.3% found dialogue to be an effective method. 53.3% opt for classroom discussion as a good strategy. 33.3% point out storytelling as an effective method. 26.7% find student presentations to be effective. 13.3% opt for information gap activities as an effective tool (see figure 3.16).

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Figure 3.16: *Teachers' Perceptions of Effective Activities for Enhancing Speaking Skills*



The purpose of the last question is to allow teachers to provide more thoughts, ideas and suggestions on how to improve students' speaking with the help of gamification. The responses are helpful feedback for the potential benefits, limitations, and recommendations in maximizing gamification in language learning.

- **The Usefulness of Gamification for Building Speaking Skills:** Certain responses highlight the good impact of gamification on language learning. Teachers highlight that games encourage students to practice speaking, improve vocabulary, and boost motivation. Certain of the significant comments are:
- "Gamification can improve students' performance because role-playing methods can enhance speaking skill and collaboration."
 - "Gamification of language learning encourages speaking and improves verbalization and conversational skills."
 - "Games make the learners enjoy the language. Games motivate one to learn."
 - "Games are quite necessary while learning a foreign language."

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These answers reflect that gamification does provide an enjoyable and interactive learning atmosphere and therefore makes students eager to engage in speaking exercises.

- Gamification Implementation Problems. Some teachers complained about practical problems in using gamification in class, particularly when there are large classes and not enough time. Notable comments are:
 - " Using gamification in large classes is difficult when there is not enough time."
 - "Provide teachers with more resources and time so they have enough time to apply gamification in class."

Subsequently limited resources, constraints on time and classroom issues may keep teachers and students from fully adopting gamification in language classes. Educators gave useful ideas about how to use gamification to make learning language more effective. These include:

- Providing structured feedback
- Giving clear instructions
- Encouraging autonomy and critical thinking
- Gamification hours are on the rise

3.7.2 Quasi- Experiment Results' Analysis

Performance was measured in this study before and after participating in the game to see how much learning occurred. An initial assessment was completed by 24 participants, and their scores ranged from 2.0 to 10.0 (see Table 3.3). This section is dedicated to analyzing and interpreting the experiment data starting from the pre-test, to the post-test.

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Table 3.3 *Data Sets for Pre- and post-tests*

Pre-test Scores	Post-test Scores
5.5	7
6	7.5
3.75	5.5
5	6
8	9.5
3	5.5
3.25	5.75
4.75	6.5
7	8
7	8.5
2.5	5.5
9	10
7.25	8.5
6	7.5
4	6.5
5.75	7.5
2	4.5
6.5	7.5
3.75	7
4	7
5.5	7
6	6.5
4	7
7	8

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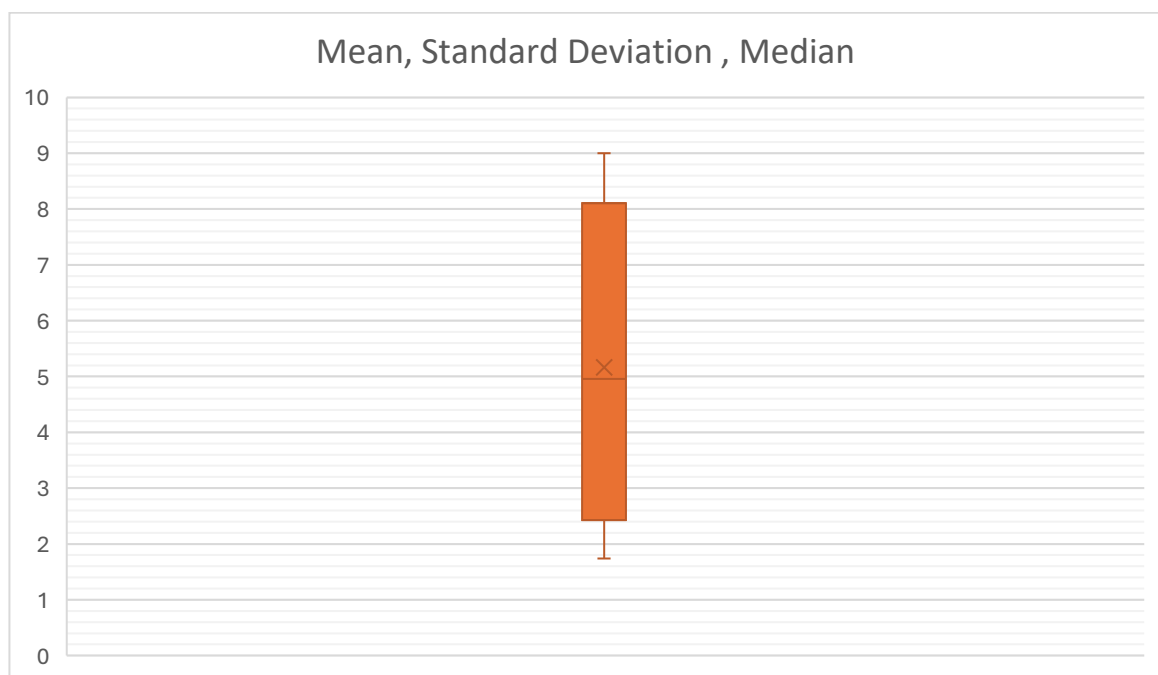
3.7.2.1 Analysis of The Pre-test Results

The pre-test speaking scores yield important baseline data on students' oral ability before gamification was introduced. The group has a mean score of 5.41 on a scale of 10 (see figure 2.18), demonstrating mean speaking abilities overall, if with great variations among individuals. This measure of central tendency gives an important point of reference in establishing whether or not gamification can enhance the group's mean performance in post-test measures.

The 5.0 median (see figure 3.17) score also supports the reality that half the students had scores below or at this midpoint level, indicating areas of improvement for over half the class. Importantly, there are three natural clusters in speaking ability among students and this is clearly shown by the tri-modal distribution and its clusters at 4, 6 and 7. Different levels of performance may indicate differences in confidence, earlier experience with another language or practice talking to others which can influence how students react to gamified learning.

The fact that the scores are not constant gives both obstacles and benefits for the study. The ± 1.74 standard deviation indicates moderate spread around the mean. These extremes, particularly the struggling students below 4, will be important to monitor when assessing the effectiveness of gamification in assisting diverse learners (see figure 3.17, table 3.4).

Figure 3.17: *Summary of Pre-test.*



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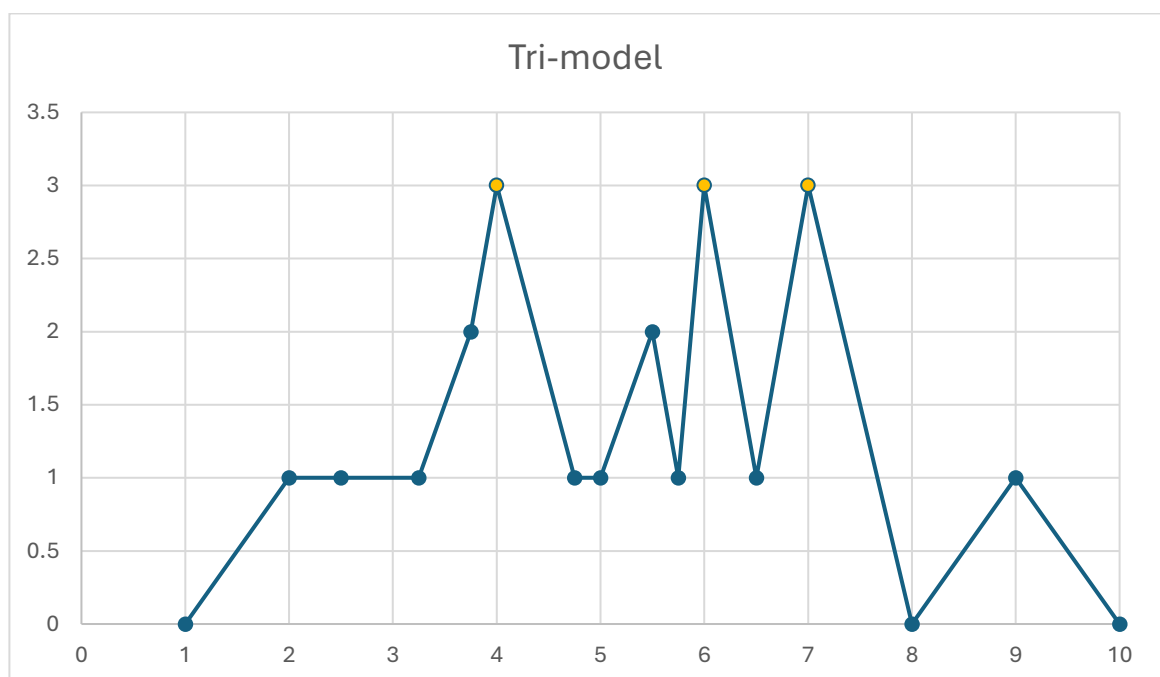
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Table 3.4: *Pre-test Overall Results.*

<i>Average (Mean)</i>	5.41
<i>Median</i>	9
<i>Range</i>	4.5
<i>Standard Deviation</i>	± 1.74

The pre-test speaking test scores show clear baseline data on the speaking capability of students before gamification. Coming with a mean score of 5.41, with a standard deviation of 1.74, a median of 9, and a tri-model mode of 7; 6; 4. The group is demonstrated to possess average speaking capacities in general but with wide variability between individuals. It offers an important standard to check if gamification leads to better average performance in the group after the final assessments.

Figure 3.18: *Pre-test Mode*



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Table 3.5: *Pre-test Tri-model*

Mode 1 (high)	7
Mode 2 (mid)	6
Mode 3 (low)	4

3.7.2.2 Analysis of The Gamification Implementation Phase

The use of games in the classroom greatly changed how students interacted with their learning. The group's members became very interested and enthusiastic about taking part in Charades, Pictionary, Board Race and Word Jumble. Once reserved students started speaking up or acting more assertively. Learners showed signs of being at ease by smiling, laughing and standing up straight without any stress. Working as teams, the students helped each other resolve problems and learn to communicate better.

Friendly contests became a big part of the reason students stayed interested, as no one felt bad about competing. As the sessions continued, students showed they were happier and more motivated and their participation, eagerness to speak and self-esteem were noticeably higher. Many students said these classes helped them and were fun, interesting and useful, especially shy students who said they had become less reserved in speaking (see Appendix E).

3.7.2.3 Analysis of The Post- Test Results

Gamified activities used revolutionized the classroom environment into a more exciting and engaging environment, instantly catching students' imagination and increasing participation. The activities worked well to give a low-anxiety learning experience, which is crucial in language acquisition, as students felt secure and more willing to try out things without the fear of failure. Emotional safety enhanced their readiness to communicate and remain active throughout lessons.

Being part of game groups allowed students to learn new communication and social abilities, while also caring for students who found it harder. Positive competition was the motivational stimulus, encouraging students to challenge themselves within an encouraging and respectful environment that prized effort and persistence over winning. Psychological and

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emotional influence on gamification was significant, in which students showed intrinsic motivation, natural enjoyment of the learning process, and high self-esteem. These changed the way of creating resilience required for sustainable language learning. Overwhelming testimonials of students cemented the program's overall effectiveness overall, supporting not only the effectiveness of gamifying teaching, but also as a transcendental experience in itself, making learning languages easier, simpler, and enjoyable for students overall.

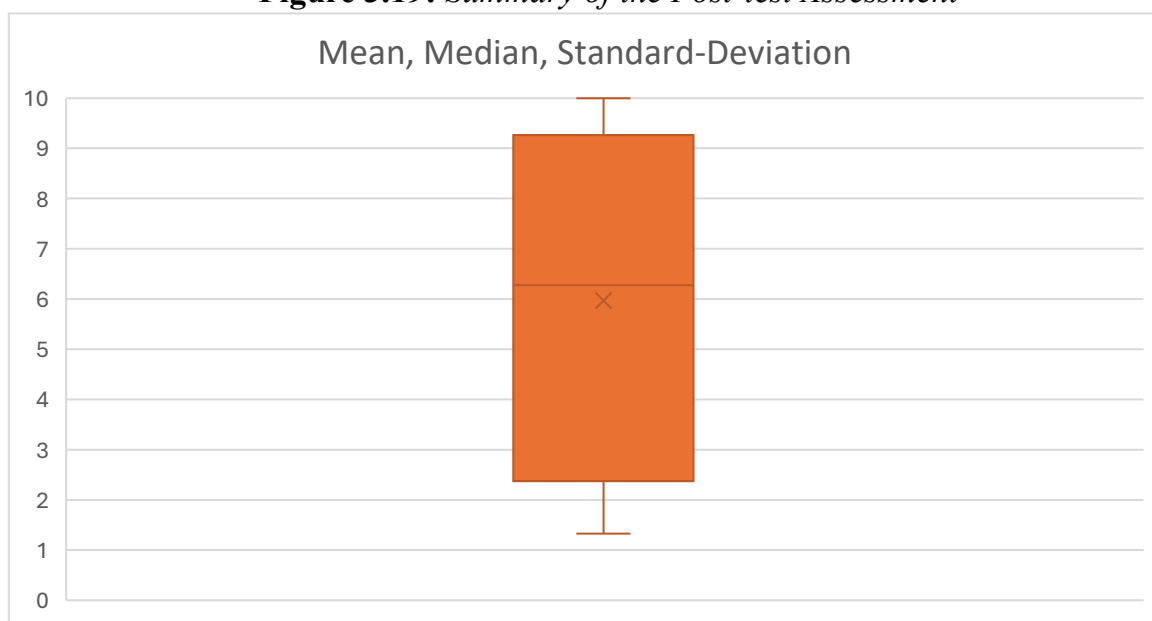
3.7.2.4 The Post-Test

Students improved their performance a lot after using gamified learning strategies in the classroom. The fact that students did better on the post-test with a mean score of 7.05 than on the pre-test, indicates they improved their use and understanding of the skills.

It is significant that 10 is the median, since close to 50% of the participants achieved the best possible score after intervention. The small 5.5 points difference in the spread means different abilities within the group are clear, but not so much that it could cause worry about students not getting the same learning opportunities.

The standard deviation of approximately ± 1.33 shows a relatively low spread from the mean, showing that most students scored close to the average with few outliers. Figure 3.19 displays these extremes, along with the following table 3.6.

Figure 3.19: *Summary of the Post-test Assessment*



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Table 3.6: Post-Test Summary Results

Mean (average)	≈ 7.052
Median	10
Standard- deviation	≈ ±1.33
Range	5.5

The post-test mode is 7, which is the score with the highest frequency of participants. This implies that the most students scored this more than any other, reflecting a centralization of performance at this level (see figure 3.20, table 3.7).

Figure 3.20: Mode for Post-Test

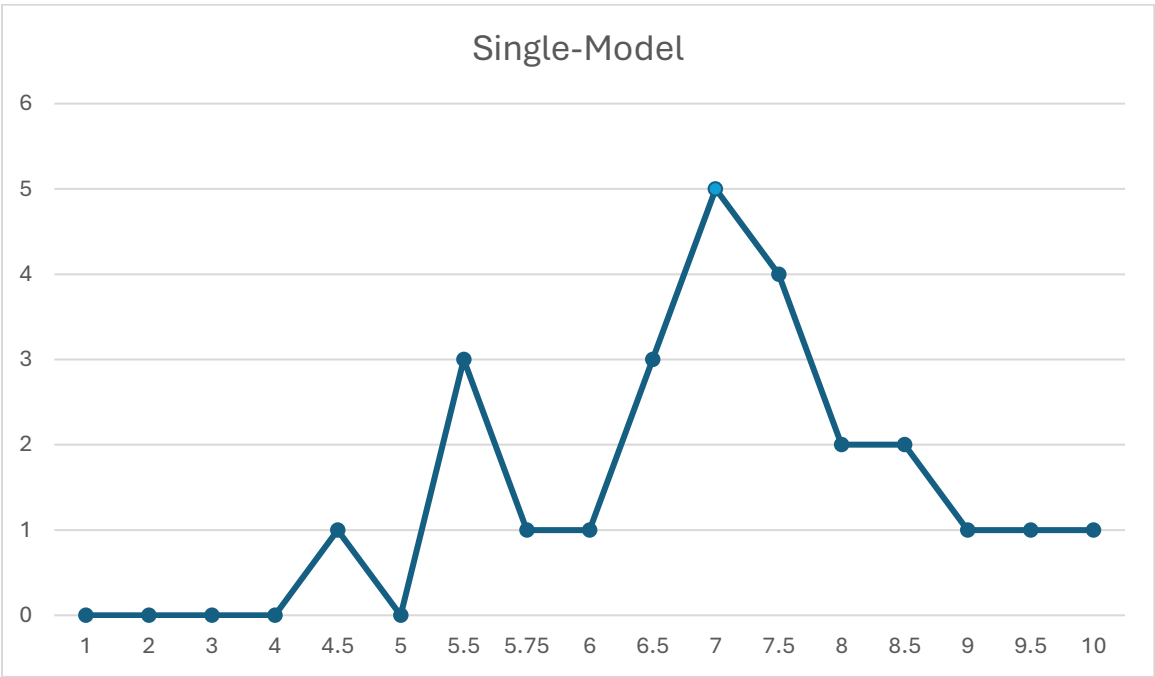


Table 3.7 Mode Frequency for Post-Test Results

Mode	7
Frequency	5

3.7.2.5 T-test Results

Statistical comparison of pre-test and post-test scores between the two groups revealed that a mean difference of almost 1.80 points was observed, indicating a notable improvement

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in participants' speaking performance following the gamified intervention (see figure 3.21; table 3.8).

Figure 3.21: *Mean Difference between Pre- and Post-Tests*

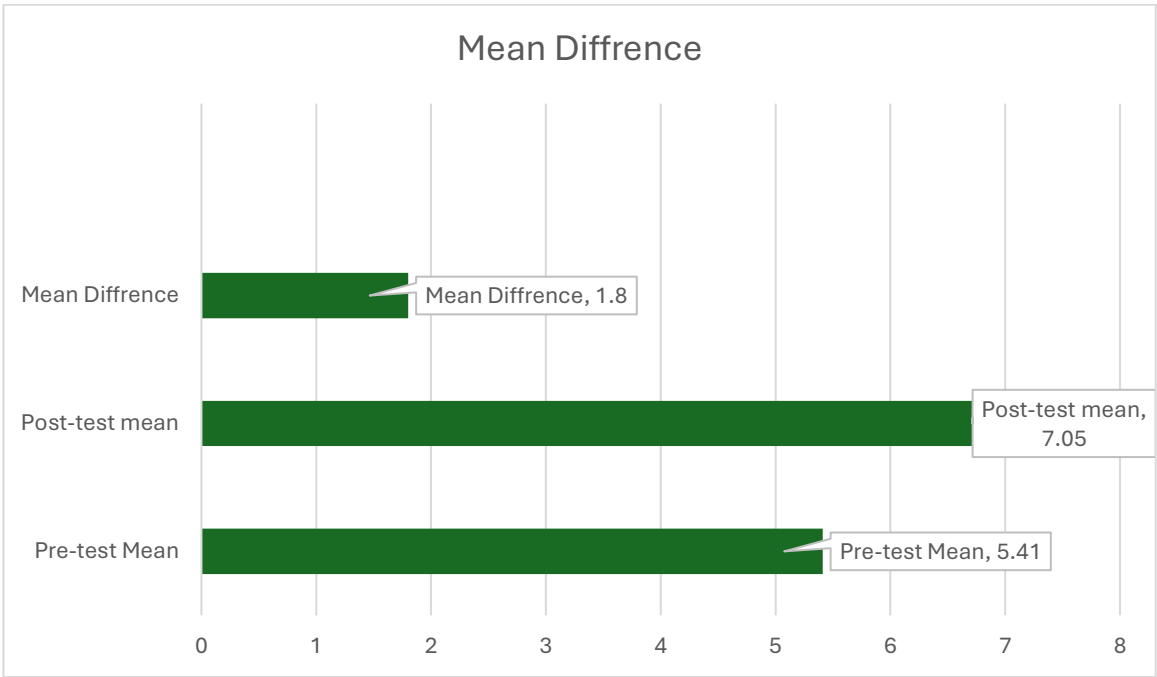


Table 3.8: *Mean Difference*

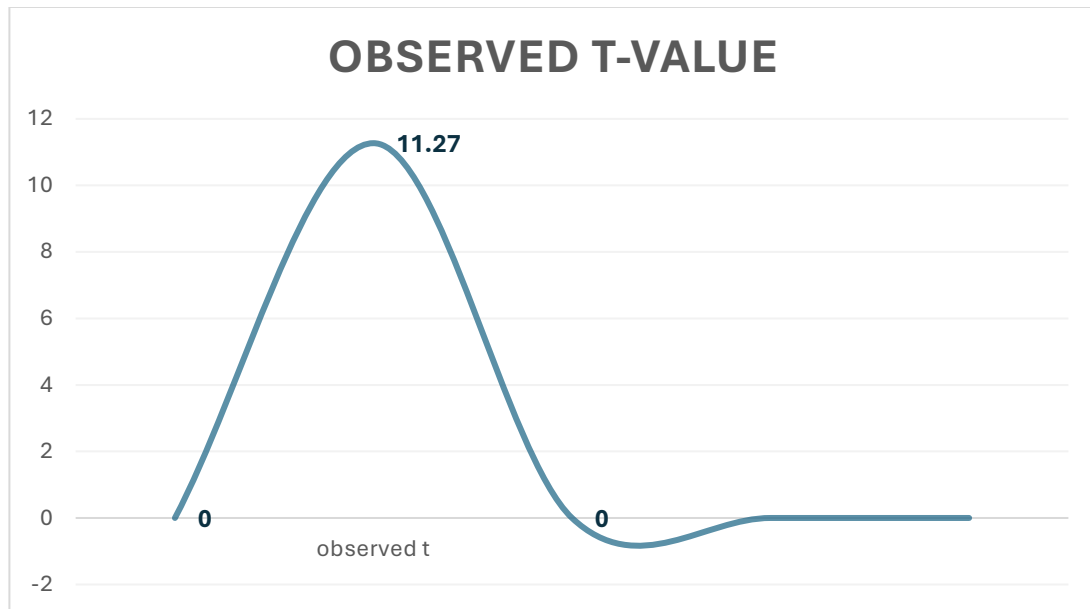
Pre-Test Mean	5.41
Post-Test Mean	7.05
Mean Difference	1.80

The t-statistic thus calculated was almost 11.27, indicating a very large effect size. (Figure 3.22).

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Figure 3.22: *T-Statistic for The Quasi-Experiment*



3.8 Interpretation of Results

This section looks at teachers' feedback and a quasi-experiment that assess the consequences of gamification on students' ability to speak.

3.8.1 Interpretation of the Questionnaire Results

Evidence from the findings shows that there are more men than women working as teachers. Although the study is not particularly about gender differences, there may be differences in how male and female teachers view the use of games in education. That is why, when everything is combined, the main thing we examine are the overall trends in teachers' experiences and attitudes.

Most of the participants have only been teaching for a short time, since 1 to 3 years are the most common ranges. The study shows that the majority of participants are starting out in teaching which may limit their willingness to try gamification. Unfamiliar tools and strategies are more likely to be accepted by younger teachers than by older ones. Having knowledge about how experienced they are allowing for a better understanding of how they view gamification and the perceived impact on students' speaking skills.

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According to the overwhelmingly positive evaluation of pupils' level of achievement, students are thought to have strong language skills in general, which is consistent with the successful implementation of gamification techniques in the classroom. Because there are no "Poor" answers, it means that students have developed proficiency when speaking.

Adding competition, prizes and interactive activities using English, gamification keeps students interested and confident about using the language daily. As a consequence, speaking skills such as fluent talk, good vocabulary and proper pronunciation are developed.

Since all respondents agreed, it means that using games is already a usual activity for primary school English teachers. People feel games are helpful in education because they promote student involvement, motivation and communication between classmates. The results also indicate teachers' readiness to keep exploring structured gamification strategies to maximize their impacts on speaking capacity among the students. Still, the integration of games to some extent, the types of games used, and their assumed effect may vary and should be studied.

The results indicate that an overwhelming proportion of teachers recognize the significance of using games in teaching EFL with over half rating them as being important and quite a high proportion rating them as very important. Such a large positive attitude reflects that teachers like the role games play in inducing engagement, stimulating motivation, and facilitating language development.

The small proportion (6.7%) of interviewees who listed games as being unimportant could be representative individual teaching methods, curriculum constraints, or concerns over their applicability. That there are no rankings of games as not important, however, affirms that gamification in general is enjoyed as an efficient language teaching tool.

Findings of the next question item support the need to study in more depth the factors that dictate the use of games and whether or not extra support or training would increase utilization on a more significant level.

The following question attempts to know teachers' perceptions of the role of language games in class. Specifically, it attempts to find out if teachers perceive games as primarily an

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education tool, an entertainment source, or both. This serves to measure how teachers integrate games in their classes and what they are looking for regarding the benefits of gamification.

Results of the following question item indicate that most teachers perceive games as an appropriate pedagogical tool that not only enjoy learning but also contribute a great deal to language acquisition. The low percentage that perceives games as being merely entertaining could reflect a supposition that while games entertain students, their teaching impact depends on the application. The results suggest that properly planned gamification can increase motivation and learning when learning a new language.

According to Teachers' Perceptions of Language Games as an Effective Tool for Acquiring Vocabulary, teachers see that language games benefit word memorization, provide useful examples and make students more involved in the learning process. It is shown that using gamification in teaching vocabulary increases students' interest and helps them remember better. Because of this perspective, further studies could investigate the games that teachers discover best help children learn new words.

It asks which language-related abilities teachers consider can be developed best with the help of games. Noticing these impressions allows teachers to see which types of language skills are most improved through games and choose the ideal games for each skill.

The results indicate that teachers overwhelmingly associate language games with speaking (93.3%) and listening (66.7%) skills, suggesting that games are particularly effective in promoting oral communication and auditory comprehension. The interactive and changing way most language games are played often requires people to communicate and be good listeners. While a smaller percentage of teachers believe that games contribute to reading (46.7%) and writing (33.3%), suggest that games are generally perceived as more beneficial for oral skills rather than literacy-based skills. It may be useful to think about or create activities that use games to help with reading and writing.

The results show that while a slight majority (53.3%) of the teachers do not experience issues with using language games, a significant proportion (46.7%) of them do experience issues. This raises the question that even though gamification can exist, there are still some reasons why it is slow to be fully used in teaching practices. The issues can lie on classroom

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management, time constraint, lack of resources, or various degrees of students' participation. Since nearly half of the interviewees list challenges, further study of the nature of their challenges can help shape the design of strategies or training programs to leverage the effective deployment of language games in teaching.

The thematic analysis reveals that time constraint, classroom management, students' comprehension, and scarcity of resources are the major issues in applying language games. Overcoming these problems by maximizing the use of time, classroom tactics, transparency in teaching, and provision of resources can maximize the effectiveness of gamification in language learning. This suggests that:

- Many teachers consider time management an issue while incorporating games in the classroom. The program might not have sufficient time for the activity of the game, thus struggling to include the same within the lesson.
- Active participation and control may be hard to maintain. Some pupils will take charge as active players and some will stay in the background. Besides, having large classes while carrying out game-based activities may be messy, thereby reducing the efficacy of the learning experience.
- Students may be unable to understand the rules or objectives of the games and, therefore, become perplexed and less interested. Gamification might not work well if resources, suitable teaching approaches or quality games are hard to come by.

There can be limitations on the effective use of gamification due to a lack of suitable materials, instructional methods, or access to good-quality games. Teachers might need extra resources or training to be able to integrate games in their lessons properly.

Teachers commonly say that students are usually willing to talk in class and a noticeable proportion say that students never fail to join the conversation. It might therefore be that most students are motivated and participate in speaking activities through various engaging methods taught by the teacher. However, the who only sometimes see participation indicate that a small portion of students may still struggle with speaking. The reason may be a low level of self-confidence, fear of getting things wrong or not having a wide enough vocabulary. For this

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reason, strategies could be introduced, like scaffolding, ways to build confidence and offering more speaking tasks, to ensure everyone participates.

The purpose of this question is to look at if language games help teachers motivate students to participate in speaking activities. Seeing how gamification motivates students helps us highlight its role in improving speaking skills while learning another language. The results indicate that all the teachers recognize the effectiveness of games in increasing learner motivation to speak. More than half rate them as highly effective, meaning that games are important in overcoming speaking apprehension, increasing engagement, and offering a fun and engaging environment in which learners feel encouraged to use the focus language. While 46.7% think games are moderately effective, it indicates games do enhance motivation but effectiveness may depend on factors such as the type of the game implemented, students' language proficiency levels, or class atmosphere. Games may not be enough for certain students, so using organized speaking events or confidence boosters can help them join in more actively.

Games likely make the learning situation more enjoyable and easy-going, reducing anxiety and making students more engaged. The competitive and interactive nature of games could also make learners feel more motivated to use English for communication. Since all respondents agree on the positive impact of games, this finding confirms that gamification in learning languages is a valuable method of building students' speaking skill. Educators might look into playing different kinds of games and choosing those that fit the needs of multiple learning styles and abilities.

The aim of this question is to measure the view of teachers towards how much games contribute to enhancing students' confidence in speaking. Having this effect may help teachers adjust their pedagogical methods to make the learning process even more favorable and engaging. 46.7% of the teachers selected 1 (Strongly Agree), which indicates that they agree that games significantly enhance students' confidence in speaking. 26.7% selected 2, which indicates that they feel there is a definite positive effect. 26.7% selected 3, which indicates a moderate level of agreement.

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Teachers' Perceptions of Games' Role in Boosting Students' Confidence to Speak reflect that gamification helps in reducing fear, which makes the students feel more comfortable speaking in a secure platform. In addition, 26.7% of the teachers selected 3, a more middle-ground perspective. Even though they concede that games do contribute to confidence, they can be thinking that other factors—such as systematic practice speaking, feedback, or classroom atmosphere—are also involved in confidence among students. Lack of responses for 4 and 5 lends support to that all the teachers do not hold the view that games are unable to enhance students' confidence in speaking. This highlights that using games in language lessons tends to boost a student's comfort speaking to other people.

Responses on the next question item reflect a uniform response that reveals that teachers across the board consider games to play a crucial role in developing speaking skills among the students.

There is strong agreement that shows that games provide authentic speaking practice, encourage actual communication, and that there is an effective classroom where learners are comfortable practicing spoken English. Since all respondents agree on the helpfulness of games, this finding confirms the need for applying game-based activities in language instruction. Games are most likely to enhance fluency, pronunciation, confidence, and motivation, and are therefore a great way to develop speaking skills.

Results also reveal that the most common problems students face in speaking reveal that:

Students are afraid to speak since they fear making errors, lack confidence, and are nervous about public speaking. Because of this psychological block, they are not motivated to take part in speaking exercises. To eliminate this, teachers can create a safe and encouraging learning environment where errors are considered a learning process and not as failure.

Pronunciation is a major weakness for the majority of students, which makes them hesitant to talk. It can be because they have not received enough exposure to native pronunciation rules, have little practice in speech, or have difficulty hearing and producing some sounds. Teachers can include teaching sound recognition, listening practice and exercises on how to pronounce words.

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A great many students are unable to express themselves while speaking due to having a restricted vocabulary. This limitation in the lexical resources threatens their capacity for delivering their ideas flowingly. For enhancing the recall of words, instructors can use word games, stories, and role-plays with regular conversations.

Some students find listening comprehension to be a challenge, thus, impairing their response abilities in conversation. There is a need for solid grounding in listening skills to be used for the development of speaking skills. A teacher can use interactive chats, role-playing and recordings as tools to develop both the listening and speaking skills at once.

Thematic analysis indicates students' primary problems in speaking involve fear of errors, lack of confidence, problems with pronunciation, restricted vocabulary, and listening difficulties. These have to be approached with a synthesis of confidence drills, practice with pronunciation, enrichment of vocabulary, and listening so that the response is holistic and comprehensive in ensuring speaking skills develop.

Results show that Lack of practice prevents the students from increasing their fluency and confidence levels. Constant practice of speech, role-plays, and debates are the remedies. Dull vocabulary restricts the scope of communication, which can be increased by word games, narrative, and contextual learning. Psychological problems lead to student resistance to speak, and the need for a friendly classroom environment comes into play.

Lack of motivation reflects that students are not interested in speaking exercises, which can be overcome by engaging approaches such as language games and simulations of everyday situations. Poor listening skill affects understanding and response, and the need for cohesive listening and speaking practice comes into focus. Ineffective teaching material cannot elicit speaking skills, and therefore additional interactive material is required. Findings shows that difficulties in practice, vocabulary and psychological issues are the main obstacles.. This can be addressed by rectifying them with particular exercises to enhance the oral communication skills of students.

A large majority of respondents agree that role-play was the most effective practice to cultivate speaking skills among the students. It reflects that learner-centered, situational

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learning promotes students to replicate actual communications within a secure and engaging environment.

Participating in role-play activities usually boosts self-confidence, encourages thinking outside the box and helps individuals improve their speaking skills. Dialogue came in as the second-choice favorite, and 73.3% of the teachers preferred it. This indicates that structured dialogue helps learners in improving fluency, pronunciation, and response production, and therefore is a requisite component of speech practice.

Classroom debates were favored by 53.3% of the respondents, showing that free-flowing discussions make students more comfortable in expressing their opinion and engaging in successful communication. It encourages students to use critical thinking and speak without preparation. Storytelling and student presentations were also listed as effective activities. Storytelling improves creativity as well as memory for words and stories, but making presentations helps students boost their confidence and improve organized speaking skills. Information gap activities, selected by 13.3% of teachers, were the least favored.

It means that even though these activities support clear communication among employees, they are rarely used and not viewed as top-ranking methods. Findings indicate that role-play and talking with others are the most rewarding ways to practice speaking in a new language. Discourse in classroom discussions, telling stories, and student presentations can also enhance speaking development, though information gap tasks might be practiced less frequently. mixing these methods can help students improve their speaking abilities.

Teachers are advised to design games right, give clear game instructions and make sure there is enough time for playing so that gamification works well. The comments underline that using gamification is recognized as helpful for increasing speaking skills by involving learners more, motivating them and increasing their vocabulary. Nonetheless, aspects like short times in class or many students in a class can affect how it is used. Experienced teachers suggest giving more resources, replying promptly and using systematic techniques to get the most out of gamification for language teaching.

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3.8.2 Interpretation of the Quasi-Experiment

This section provides an account of the quasi-experiment findings, where emphasis is on the students' performance during the three phases: the pre-test, the gamification treatment, and the post-test. The purpose is to notice any changes and to test if gamification helped students improve their speaking skills.

3.8.2.1 Interpretation of the Pre- test Results

The main findings from the pre-test help to shape the gamification intervention. Since the mean score for speaking is not very high, but the scores are spread out, this shows students need customized instruction. Successful implementation should ideally narrow the performance gaps while raising overall achievement, measurable through higher mean scores and reduced standard deviation in post-tests. The tri-modal pattern actually indicates that gamification design must include adaptable challenge levels to support learners at all three levels of ability in an effective manner.

The pre-test speaking test scores show clear baseline data on the speaking capability of students before gamification. Coming with a mean score of 5.41, with a standard deviation of ± 1.74 , a median of 9, and a tri-model mode of 7; 6; 4. The group is demonstrated to possess average speaking capacities in general but with wide variability between individuals. The central tendency helps you judge if gamification is likely to boost the performance of the group in the final results.

They are very important for the success of the gamification intervention. The average score indicates that students have general speaking skills and the different ways scores were given suggest that different teaching methods are important. Successful implementation should ideally narrow the performance gaps while raising overall achievement, measurable through higher mean scores and reduced standard deviation in post-tests.

Importantly, there are three clear clusters in speaking ability for the students which are seen at 4, 6 and 7. These separate levels of performance can represent variations in confidence, previous language exposure, or practice in communication, variables that might affect the way students react to gamified learning. The tri-modal pattern actually indicates that gamification

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design must include adaptable challenge levels to support learners at all three levels of ability in an effective manner.

3.8.2.2 Interpretation of The Findings of The Gamification Implementation Phase

With gamified activities in the classroom, students had an improved learning environment. Perhaps one of the most notable trends that were observable was engagement and enthusiasm. From the beginning itself, learners evinced a heightened sense of enthusiasm and keenness to participate in the various games, e.g., Charades, Pictionary, Board Race, and Word Jumble. These activities, chosen for suitability by age and for interactivity, caught the students' imaginations immediately and made the classroom environment an engaged, dynamic, and enjoyable atmosphere. In particular, students who usually stayed quiet were now participating with more energy and determination, showing that they felt comfortable and confident.

Another common theme was that of creating a low-anxiety learning atmosphere, one notably important in the settings of language acquisition. Traditional speaking exercises cause fear and self-consciousness. Rather, these game periods showed me care, happiness and belonging. The lighthearted atmosphere of the activity provided students with space to try out things without the fear of making mistakes. Visible behaviors such as smiling, laughing, and open body positions reaffirmed this emotional comfort. Some students said they enjoyed greater comfort and felt more relaxed in Harkness discussions which improved their attention and made them more willing to talk during lessons.

There was a strong emphasis on working closely with the team in the sessions.

A highly salient sense of teamwork and collaboration was also observed during the sessions. Group activities caused students to work in close proximity with one another, cooperate to overcome challenges, and achieve shared objectives. Due to such encounters, kids gained better skills within social and communication areas like turn-taking, paying close attention and helping others. Many students who performed badly alone benefited from groupwork, since they received assistance and a feeling of belonging. It allowed students to get to know each other in class as well as on a more personal level outside of class.

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Secondly, the sessions were supplemented by friendly competition. The students were strongly motivated by the formal, yet friendly, competition offered by the games. Games like Charades and Pictionary were motivation triggers in the classroom, keeping students engaged and challenging them to push their limits. Competitive pressure was expertly handled so that the game continued to be a motivation factor rather than a threat. Students hugged each other irrespective of whether it was their side winning or losing, and each other's diligence, appreciating diligence over winning.

The psychological and emotional impact of gamification learning was intense. Students were constantly expressing signs of enthusiasm, happiness, and motivation. You could see that joy in the raised participation, the students' willingness to share and their increased confidence. This joy was evident through increased participation, more willingness to speak, and enhanced self-esteem. Successful completion of activities, both individually and in groups, provided the learners with a feeling of achievement and reinforced students' belief in themselves, which is the secret to long-term resilience in learning a foreign language.

Lastly, Student comments show that these classes were truly successful. When questioned about their experience when looking back on what had occurred, most of the students characterized the games as fun, stimulating, and helpful. Most students wanted to get more of these exercises in their future classes. It was notable that shy students said that the games improved their confidence in speaking before others. Their general positive comments validated the value of gamified lessons as learning tools as well as life-altering experiences that made language learning enjoyable and accessible to all.

3.8.2.3 Interpretation of The Post-test Results

The evaluation after the activities confirms that playing games has helped students get better grades, feel more confident and stay motivated. Because the learning process became more relaxed through gamification, learners reduced their fear of failure, remembered more information and succeeded at a higher level on the test. In the frame of this research, where learners were exposed to gamified learning activities, the mode of 7 is a clear improvement compared to the pre-test and represents that most of the learners acquired a good, above-average grade. It refers to the consistency and positive impact of gamification on the performance of the learners since many learners attained this standard and relatively high score.

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3.8.3 T-test Interpretation

The results of the t-test comparison indicate that application of gamification significantly influenced the speaking performance of students. About 1.80 points separates the post-test scores from the pre-test scores which is a valuable progress noticed after the gamified treatment. Moreover, the estimated t-statistic value of 11.27 suggests an extremely large effect size, in favor of the argument that improvement was not coincidental but a reflection of a significant, meaningful effect of the gamification method on students' oral ability. It proves that using games to exercise language learning helps children in primary school to improve their oral proficiency.

3.9. Results of the Hypotheses of the Study

The research results present convincing evidence answering all four research questions and verifying the hypotheses set out concerning the influence of gamification on the English-speaking skills of primary school children. Gamification relies on basic building blocks like points, badges, and scoreboards to drive motivation and engagement where points and levels provide cumulative feedback, badges signify milestones, and scoreboards foster healthy competition (Cho & Castañeda, 2019).

For Hypothesis 1 (Gamification improves primary school children's English-speaking skills better than conventional teaching), experimental data revealed significant improvement with mean score gain of 1.80 points (from 5.41 to 7.05) and large effect size ($t \approx 11.27$), strongly supporting the hypothesis that gamification improves speaking skill better than conventional teaching. The reduction in standard deviation (± 1.74 to ± 1.33) also indicated that gamification leveled performance at ability levels. Huang and Soman's (2013) model is similarly important for the guarantee of steps to the successful use of gamification: analysis of learners' needs, objective-congruent game mechanics, experience structure, resources identification, and addition of competitive features - a process that ensures pedagogic intentionality in the building of speaking skill.

For Hypothesis 2 (Some gamification strategies are more effective in enhancing the speaking skill and communicative skill of students in an English language classroom than

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others), the questionnaire showed that teachers nearly across the board thought role-play (93.3%) and dialogue activities (73.3%) were most effective, while the experimental application of four different game types (Charades, Pictionary, Board Race, and Word Jumble) all showed measurable improvement. Traditional games like role-play and charades develop fluency and critical thinking significantly by replicating everyday conversation (Kuśnierek, 2015), while vocabulary memorization is developed with board games and puzzles enhance involvement (Adenan, 1992), and thus guaranteeing that some game-based techniques are more successful, particularly those focusing on genuine communication situations and peer conversation.

The findings for Hypothesis 3 (Gamification increases the confidence and interest level of students in English language speaking activities) were highest, with 100% of teachers noting increased participation in game-based activities and 73.4% agreeing that games significantly contribute to increased confidence, supporting Krashen's Affective Filter Hypothesis of less anxiety facilitating language generation.

For Hypothesis 4 (Gamification of speech lessons has limitations and strengths that affect students' ability to communicate English effectively), whereas 93.3% of teachers acknowledged the pedagogical value of games, 46.7% of them had challenges with its implementation like time constraints, classroom management, and accessibility of resources, which is why only 33.3% used games on a regular basis despite acknowledging its value. Werbach and Hunte (2012) stress that gamification must tie game mechanics to measurable learning outcomes, as feedback loops are crucial to sustaining engagement and relate "fun" to academic success - a major consideration in the study's mentioned challenges.

The correlation of quantitative and qualitative results provides firm evidence in favor of all four hypotheses, and this implies gamification has the potential to enhance speaking instruction significantly but with the overcoming of practical problems through teacher training and provision of resources.

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Conclusion

This chapter discussed the methodological design for an investigation of gamification's impact on speaking competence employing a mixed-methods design incorporating teacher questionnaires and experimental treatment. The evaluation used a quasi-experimental setup by including pre- and post-tests, classroom games and surveys completed by teachers. Analysis of the data collected revealed patterns in instructional effectiveness, favored pedagogical practice, and factors in implementation. These outcomes highlight salient points in the integration of game-based learning methodologies while both articulating the feasibility and presenting challenges in their practice in real world language classrooms. These outcomes present to the educational debate new methodology's ability to produce rudimental language facility.

General Conclusion

General Conclusion

The purpose of this study was to look at the effect of gamification on the learning of English-speaking abilities by primary school students. It is apparent from the results that incorporating games helps students improve in speaking far more than using traditional teaching. Role-play, charades and practicing conversations in the target language made students use the language more easily and know more vocabulary. This study underscores the value of gamification in creating an engaging and interesting learning environment, showing unmistakable proof, that gamification can help mitigate the issues with traditional language teaching.

The opening chapter introduction offered a broad explanation of gamification in education, setting its essential principles and theory. Based on the study, gamification features like points, badges and leaderboards help a lot in encouraging students to become more motivated and actively involved. As mentioned, gamification in language learning stresses that game concepts should be used together with the goals of learning and the needs of students.

The second chapter discussed how people learn to speak a new language and suggested how gaming can best enhance those lessons. It was decided that certain methods and games, including role-play and exercises centered on doing tasks, are very helpful in gaining fluency and confidence in speaking another language. The research also indicated that gamification can assist in defeating the most common challenges of learning a language, such as anxiety and non-cooperation, by providing an enjoyable and less stressful learning process.

The third chapter covered different methods used in experiments and how to look at results. Overall, using gamification was considerably more effective in improving speaking skills than the usual methods. Besides, the study revealed that gamification increases the motivation and confidence of students in English-speaking practice. Nevertheless, it was noticed that introducing gamified lessons was sometimes difficult due to time pressures and not having enough resources and these factors must be resolved to make learning effective for students.

The research concludes with solid experimental data which supports all four research questions and associated hypotheses about how gamification affects English-speaking abilities of primary school students. Studies have validated that combining points awards, badges provisions and leaderboard systems creates positive effects on student motivation levels along with heightened student engagement (Cho & Castañeda, 2019).

General Conclusion

Experimental data revealed speaking ability enhancement under gamification which resulted in students achieving 1.80 higher points (from 5.41 to 7.05) with a strong effect size ($t \approx 11.27$) compared to traditional methods. Scores from participants indicated better learner consistency in skills development. The research outcomes concur with Huang and Soman's (2013) theoretical construct by proving the necessity of linking game elements to specific learning targets.

The research results indicated that teachers rated role-play along with dialogues as the top methods for effective language instruction with percentages of 93.3% and 73.3% respectively. The teaching methods promoted speaking efficiency in addition to helping students keep vocabulary while maintaining their continued involvement (Kuśnierek, 2015; Adenan, 1992).

Results from the evaluation confirmed that game-based teaching methods enhance student motivation to communicate in class as well as their speaking confidence. All teachers witnessed elevated participation patterns while 73.4% of them documented increased student self-assurance which substantiated Krashen's Affective Filter Hypothesis.

Games held pedagogical merit according to 93.3% of teachers but many of them recognized time limitations alongside resource scarcity (46.7%) as barriers to their implementation. Only 33.3% used games regularly. The need for measurable outcomes which supports gamification emerges from Werbach and Hunter's (2012) argument.

The findings of this study affect the way English-speaking primary students are taught at school. The research demonstrates that gamification creates meaningful positive effects on student development of fluency and pronunciation alongside vocabulary acquisition. The data demonstrates that teacher-led instructional approaches no longer provide sufficient conditions for enhancing EFL oral proficiency thus game-based methodologies appear as superior pedagogical alternatives in modern learning environments. Educational games equipped with role-playing activities together with point systems and rewards boost learner motivation in addition to minimizing their natural apprehension toward learning new languages particularly among children. Educational practitioners now use this pedagogical transformation because it helps develop interactive learning spaces for students.

The study proves that gamification creates an inclusive learning environment with enjoyable educational experiences that leads students to become more participative and

General Conclusion

confident English speakers. Educational institutions should adopt game-based instruction methods to education because they create better learning conditions for developing communicative competencies compared to conventional approaches. The investigation shows that some challenges like lack of enough time for teaching and inadequate materials can prevent all parts of game-based learning from being used. Educational institutions and proper planning should receive priority because these limitations highlight the requirements for effective gamification integration.

Multiple suggested recommendations arise from the study results. Educational training programs must incorporate dedicated instruction about gamified learning design and use to provide teachers with strong abilities to implement these methods in their practice. Official language programs must include gamification for structured sustainable speaking skill development according to decision makers in the educational field. All institutions must dedicate appropriate financial support with lesson duration and necessary materials to generate efficient execution of gamified classes.

Additional research should deal with the current study's observed limitations by analyzing prolonged gamification impacts on language acquisition while testing its effects in multiple educational and cultural environments. Future research must examine how emerging technologies like augmented reality and AI as well as virtual reality can improve gamified language learning processes. The evaluation needs to identify which game types and specific gamified activities lead to the most effective language skill development in speaking abilities among different components of grammar and fluency and pronunciation. The assessment will contribute to developing the effectiveness of gamified teaching methods in English as a foreign language education.

On the whole, this research reinforces the positive use of gamification for language learning with speaking skills. As much as gamification is immensely useful, research also notes down-to-earth constraints such as the availability of resources and limited time that will impede the extensive use of gamification. Future research, therefore, needs to focus on surmounting these challenges by probing into the long-term gamification impacts, evaluating its worth in various cultural environments, and analyzing the role that complex technological tools have in gamified language learning systems.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to collect data for a master's dissertation titled **“Investigating the Efficacy of Gamification in Enhancing Speaking Skills among Primary School Students.”** Your insights and experiences are invaluable to this study. Kindly answer the following questions honestly. **Your responses will remain anonymous and will be used solely for academic purposes.**

Thank you for your time and cooperation.

Thank you for your time and cooperation

Section One: General Information

Q1. What is your gender?

a) Male ☐

b) Female ☐

Q2. How many years have you been teaching English at primary school level?

.....

Q3. How would you assess your students' level at English?

a) Excellent ☐ b) Very good ☐ c) Good ☐ d) Average ☐ e) Poor ☐

Section Two: Games and Language Learning

Q4. Do you incorporate games as a strategy in your language classes?

a) Yes ☐ b) No ☐

Q5. How would you rate the importance of games in EFL classes?

a. Very important ☐ b. important ☐ c. Less important ☐ d. Unimportant ☐

Q6. How often do you use games in your teaching process?

a) Frequently ☐ b) Sometimes ☐ c) Rarely ☐ d) Never ☐

Q7. According to your experience language games are:

a) Entertaining technique ☐ b) Educating technique ☐ c) Both ☐

Q8. Do you think that language games are an effective tool that helps learners acquire new words?

a) Yes ☐ b) No ☐

Q9. Which language skill do you think benefits the most from language games?

a) Writing ☐ b) Listening ☐ c) Speaking ☐ d) Reading ☐

Q10. Do you encounter difficulties while implementing language games in teaching?

a) Yes ☐ b) No ☐

If yes, please mention them?

.....
.....

Q11. According to your experience are there any benefits of using language games in the classroom? Please mention them?

.....
.....
.....

Section Two: Speaking Skill

Q12. How often do your students show willingness to participate in speaking activities during class?

a) Always ☐ b) Often ☐ c) Sometimes ☐ d) Rarely ☐ e) Never ☐

Q13. How effective do you find using games in motivating students to speak during language learning?

a) Highly effective ☐ b) Moderately effective ☐ c) Not effective ☐

Q14. Have you noticed that students are more engaged in speaking exercises when using games?

a) Yes ☐ b) No ☐

Q15. To what extent do you think that students will feel more confident to speak in using the language when games exercises are included in their learning?

a. Strongly ☐ b. Medium ☐

Q16. Based on your experience, are games exercises helpful in mastering speaking skill?

a) Yes ☐ b) No ☐

Q17. What are the most common challenges students face in speaking?

Provide a brief explanation:

.....
.....

Q18. Do you think that students' weaknesses in speaking are due to

a) The lack of practice ☐ b) Poor listening ☐ c) Teaching material ☐

d) Poor vocabulary ☐ e) Psychological problem ☐ c) Lack of motivation

Q19. What is kind of activity is effective to enhance students speaking in English?

a) Classroom discussion ☐ b) Role play ☐ c) Student presentation ☐

d) Storytelling ☐ e) Information gag activities ☐ f) Dialogue ☐

Q20. If you have further suggestions or comments concerning “Investigating the Efficacy of Gamification in Enhancing Speaking Skill among Primary School Students”, please indicate them.

.....
.....
.....

Thank you for your participation!

Appendix B

Pre-Test

Activity 01: picture description. Objective: Assess students ability to describe a scene fluently.

Instructions: Show students a picture depicting people engaged in different jobs and Hobbies

Ask them to describe what they see in 3 5 sentences

Example prompt:

What are the people in this picture doing?

Can you name the job of the person in the picture?

Assessment focus: vocabulary accuracy, sentence structure and Pronunciation.

Activity 02: Match and Speak (Jobs and Hobbies).

Objective: Assess vocabulary recall and sentence formation.

Instructions :

1. Give the student a worksheet with job and hobby pictures and their corresponding words.
2. Ask the student to match the pictures with the words.
3. Once matched, ask them to say a sentence about one picture.

Example:

- Picture: Painting.

- Word: "Painting."

- Student: "I like painting pictures at home."

Assessment Focus: Vocabulary and fluency.

Activity 03: Repeat After Me (Jobs).

Objective: Assess pronunciation and fluency.

Instructions:

1. Say a sentence related to a job, and ask the student to repeat it.
2. Start with short, simple sentences and gradually increase length if the student is comfortable.

Examples:

- “A doctor helps sick people.”
- “A teacher works in a school.”
- “A firefighter stops fires.

Assessment Focus: pronunciation and fluency.

Appendix C

The Gamification implementation phase

Topic: Showing the Way, Directions, and Hometown

1. Charades

Objective : Practice vocabulary and sentence construction about directions and places in their hometown.

Instructions :

1. Write words or phrases related to directions and hometown (e.g., “turn left,” “library,” “park,” “go straight”) on slips of paper and place them in a box.
2. One student picks a slip and acts out the word or phrase silently (e.g., pretend to “turn left”).
3. The other students guess the action and form a sentence using the guessed word.

- Example:

- Word: “Turn left.”

- Student A acts it out.

- Student B: “You are turning left.”

- Teacher: “Good! Now use it in a sentence.”

- Student B: “Turn left to go to the park.”

2. Pictionary

Objective : Reinforce vocabulary through visual and verbal connections.

Instructions :

1. Divide the class into two teams.
2. A student from each team comes to the board and picks a word related to directions or their hometown (e.g., “school,” “bridge,” “hospital”).

3. The student draws the word without writing letters or numbers while their team guesses.
4. After guessing correctly, the team makes a sentence using the word.

- Example:

- Word: "Park."

- Student draws trees, a swing, or a bench.

- Team guesses: "It's a park!"

- Sentence: "Go straight, then turn right to reach the park."

3. Board Race

Objective : Encourage quick thinking and sentence construction about giving directions.

Instructions :

1. Draw a simple map on the board with labeled places (e.g., "school," "market," "park").
2. Divide students into two teams and give each team a marker.
3. Call out a starting point and a destination (e.g., "From the school to the park").
4. One student from each team races to the board and writes the directions (e.g., "Go straight, turn left").
5. After writing, they read their directions aloud. The team gets a point for correct writing and pronunciation.

- Example:

- Teacher: "Go from the school to the park."

- Student writes: "Go straight, turn left."

- Student says: "Go straight, turn left to reach the park."

4. Word Jumble Race

Objective : Practice sentence formation, grammar, and pronunciation.

Instructions :

1. Divide the class into small groups.
2. Provide each group with a set of word cards related to directions and places (e.g., “turn,” “left,” “at,” “the,” “corner,” “hospital”).
3. Groups race to arrange the cards into a correct sentence.
4. Once finished, a group member reads the sentence aloud.
5. Award points for accuracy and pronunciation.

- Example:

- Words: “Turn,” “left,” “at,” “the,” “corner.”

- Sentence: “Turn left at the corner.”

- Student reads: “Turn left at the corner.”

Appendix D

Post-test

Activity 01: Picture-Based Vocabulary Recall.

Objective: Test vocabulary recall and pronunciation accuracy.

Instructions:

1. Show students a set of pictures related to places and directions (e.g., a park, school, Hospital, arrows for “turn left,” “turn right”).
2. Ask each student to name the place or describe the direction shown in the picture.
3. Follow up by asking the student to create a simple sentence using the word.

Example:

- Picture: A park.
- Student: “This is a park.”
- Teacher: “Good! Can you tell me how to get to the park?”
- Student: “Go straight and turn left to get to the park.”

Activity 02: Giving Directions on a Map

Objective: Assess students’ ability to give clear and accurate directions.

Instructions:

1. Show students a simple map with labelled places (e.g., school, park, library, hospital).
2. Ask each student to give directions from one place to another.

Example:

- Teacher: “How do I get from the school to the hospital?”

- Student: “Go straight, turn right at the park, and the hospital is on your left.”

Activity 03: Word Prompt Sentence Construction

Objective: Evaluate sentence construction and grammar.

Instructions:

1. Provide students with word prompts related to directions or places (e.g., “library,” “turn Left,” “go straight”).
2. Ask each student to form a complete sentence using the given word.

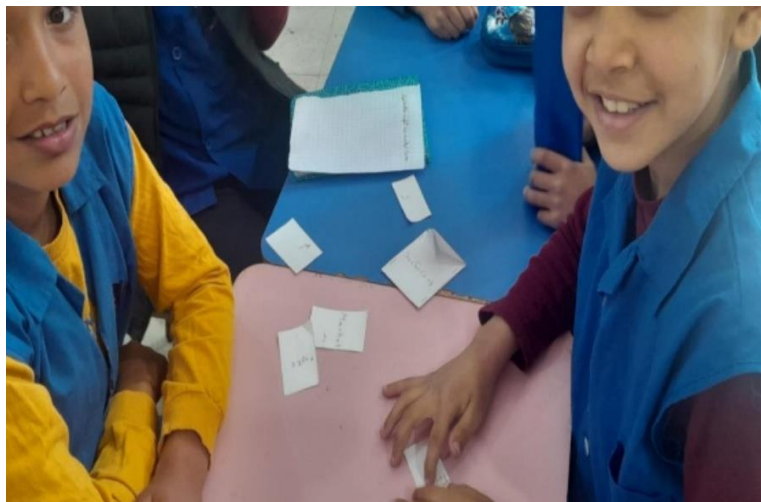
Example:

- Word: “Library.”
- Student: “Turn left and go straight to get to the library.”

Appendix E

Learners' Feedback





Investigating the Efficacy of Gamification in Enhancing Speaking Skill Among Primary School Students: Case Study of 5th-year Pupils of Ahmed Chatta Primary School

Summary

Gamification affects the English speaking of 24 fifth-grade students (5AP) in Ahmed Chatta Primary School -Laghouat, and this is what this research examines. With a mixed methods approach involving quasi-experimental design with questionnaires from 15 teachers, the findings revealed that learners had reported enhanced speaking skill and confidence through gamified practices such as role-play. The study confirms gamification's effectiveness, but its implementation levels are challenged (with time and resources, and also in large class assemblies and recommends its adoption with its teacher training-implemented well and institutional support suggestions for further longitudinal effects research.

Keywords: gamification, vocabulary retention, 5AP students, Ahmed Chatta Primary School - Laghouat, EFL teachers, speaking skills.

Résumé

Dans cette étude étaient évalué les effets de la gamification sur les compétences oral en anglais d'un échantillon de 24 élèves de 5AP de Laghouat. À partir d'une méthodologie mixte (quasi-expérience éclatée à des questionnaires adressés à 15 enseignants), une amélioration manifeste des compétences linguistiques et de la motivation des élèves avait été constatée grâce à des activités ludiques telles que les jeux du rôle. Si cette recherche permettait de présenter l'utilité de cette approche, l'étude constatait aussi des difficultés rencontrées dans la mise en place des activités (manque de temps, manque de ressources, effectifs lourds et peu motivés) et recommandait de l'accompagner d'un enseignement approprié, tout en appelant à la recherche sur la pérennité de ses effets.

Mots-clés : ludification, rétention du vocabulaire, élèves de 5AP, École primaire Ahmed Chatta - Laghouat, enseignants d'anglais langue étrangère, compétences orales.

ملخص

الهدف من الدراسة هو تحقيق تأثير التلعيب على تطوير مهارة الكلام باللغة الانجليزية لدى 24 تلميذا بالسنة الخامسة بالاعواظ. اعتمادا على منهجية مختلطة (تصميم شبه تجريبي مع استبيانات 15 استاذًا)، أظهرت النتائج (5AP) ابتدائي تحسنا في المهارات اللغوية والثقة. حيث تم قياس التأثير باستخدام الاختبار الشفوي والاستبيانات التكوينية

الكلمات المفتاحية: مدرسة أحمد شطة الابتدائية - الأعواظ، التلعيب، الاحتفاظ بالمفردات، تلاميذ السنة الخامسة ابتدائي معلمو اللغة الإنجليزية كلغة أجنبية، مهارات التحدث.