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**A Gamification Program to Enhance Speaking Skills
of EFL Secondary Stage Students and their
Motivation towards Learning these Skills
A Research**

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Journal of The Faculty of Education- Mansoura University
No. 116 – Oct . 2021

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Abstract

This study investigated the effectiveness of using a gamification program to develop first secondary stage students' EFL speaking skills and increase their motivation towards learning speaking. Participants of the study were two groups of first year secondary students (one experimental and one control). Instruments of the study were an EFL speaking test and a motivation scale towards learning speaking skills. The experimental group was taught based on the gamification program and the control group received regular instruction. Post-test and scale were administered to both groups after the program has been applied. Results showed that experimental group outperformed the control group. This indicated that the program had a good impact on developing EFL speaking skills and increased the motivation of the participating students. Therefore, it is concluded that using gamification is effective in developing EFL speaking skills for secondary stage students and increase their motivation towards learning speaking.

Key words: Gamification- EFL Speaking Skills –Motivation.

Introduction:

Learning a foreign language is essential nowadays. It is very important as it gives chances to people to engage in communities, communicate with others, develop themselves and find better jobs all over the world (Crystal, 2012). Because English is a global language, learners need to develop their English skills especially productive ones. To get the desired outcome of these skills, teachers should find innovative ways of teaching English language.

One of the most needed productive skills in English is speaking. Speaking is necessary for students as it helps them express themselves and communicate in English. According to Hybel and Weaver (2001), speaking

is the ability of using words and sounds of articulation to show meaning, express opinions, notions and emotions and to inform others, persuade or entertain them. Chaney as cited in (Elsayed, 2014) also regarded speaking as constructing meaning interactively through producing, receiving and processing information. Although speaking skills are very important for EFL learners, many problems arise while learning these skills. These problems may be due to teaching strategies, the curriculum itself, the learning environment or related to the learners themselves. A number of studies therefore, targeted the enhancement of speaking performance (i.e., Al-Ruhaily, 2011; Oradee, 2012; El-sayed, 2014; Al-Hosni, 2014; Salem, 2017; Eid, 2020etc) through suggesting techniques to overcome those problems.

Students can usually face many problems while learning EFL speaking skills due to many reasons such as lack of motivation, lack of support and having less authentic English language materials (Solcova, 2011). Additionally, other difficulties like big class sizes, students' poor proficiency, insufficient facilities and learning in a non- English-speaking environment can affect the learners' levels badly (Chen & Goh, 2011). Also, system of assessment does not focus on the skill of speaking, so students do not care about exerting effort in learning speaking (Yang et al, 2013). Moreover, lacking the necessary vocabulary to get the meaning across and keep communication or the strategies used by the teachers are not suitable for the students (Al-Hosni, 2014). It is believed that lack of motivation among most learners is a prime reason for neglecting that skill and treating it as a secondary language skill. In the following paragraph, the light will be shed on how motivation can play a drastic role to enhance mastery of the speaking skill.

Motivation is the internal and external elements that stimulate and sustain interest, desire, drive, willing and energy in a person to be incessantly interested and obligated to a job, role, subject, make an attempt to accomplish a goal, or to participate in the learning process. In education, motivation is considered a key determinant of learning. It is used to explain the attention and effort students dedicate to particular learning activities (Brophy, 2013). Motivation in EFL classes is indispensable for achieving successful learning. EFL teachers should teach speaking skills through new techniques and approaches in order to facilitate the learning process. One of the newly applied approaches to accelerate the development of the speaking skill is gamification.

Gamification is the use of game thinking, approaches and elements in a context different from the games. Learning through gamification integrates games into the learning process to teach a specific skill or achieve a learning objective (Pappas, 2015; Plass, Homer and Kinzer, 2015). Gamification can help in increasing students' behavior as interaction, participation, collaboration, creativity and self-guided study. It can enhance the motivation of the students that positively influence students' beliefs and attitudes towards learning and support learning process.

Gamification indeed is regarded as an innovative approach that currently has gained a lot of attention. Based on the previous discussion, students should be motivated inside the classroom to support their speaking skills through creative ways. Therefore, the researcher used gamification as an innovative and attractive way that can increase their level of in EFL speaking skills as well as their motivation towards learning these skills.

Review of Literature and Related Studies:

- Speaking Skill:

Nature and Importance of Speaking Skill:

Oral communication skills are essential to communicate well for various purposes like work and education. Many researchers and linguists tackled speaking. For example, Richards (2008) identified speaking as expressing things in a spoken language through putting ideas into words in order to deliver the message by people. It is a communication means that helps learners communicate with each other to achieve specific aims or to express opinions, hopes and intentions. According to Boonkita (2010), speaking is a necessary skill for effective communication mainly in the world of internet. Also, Febriyanti (2013) regarded speaking as an interactive process of constructing meaning which involves producing, receiving and processing information. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

Speaking represents a priority for most English language learners. Thus, it gains much importance for all EFL learners. Hedge (2001) stated various reasons of the importance of teaching speaking skill in English classrooms. For instance, preparing students to communicate well with their teachers and peers, engaging students actively in pair work and group discussions, dealing with people outside classrooms, building their self-esteem, giving proper responses in debates and competing in finding better jobs.

Other scholars like (Aljumah, 2011; Diyyab et al, 2013; Rao ,2019) considered speaking as a vehicle that can connect individuals with societies. They see that, the more fluent the person is, the better he can know the world around him personally and socially. Based on these ideas, teachers need to teach speaking skill through inviting methods to attract students with an emphasis on adopting the material suitable for the level of the learners.

Difficulties of Teaching Speaking Inside the Classrooms:

Although teaching speaking is enjoyable, teachers and students face some challenges. According to Ur (2000), students can face the problem of inhibition about making mistakes and do not participate. Also, students may find nothing to say due to the difficulty of the topic or having no ideas to share. Students also suffer from their mother tongue interference or having low participation and little exposure. In addition, Nascente (2001) considered the anxiety of students while speaking is a challenge towards speaking. Feeling uncomfortable and lacking self-confidence hinder speaking in the target language perfectly.

Similarly, lacking the necessary vocabulary to get the proper meaning and having insufficient teaching hours inside classrooms are among the challenges that face learners. Other difficulties are highlighted in big class sizes, students' poor proficiency, insufficient facilities and learning in a non-English speaking environment (Aduwa-Ogiegbaen & Iyamu, 2006; Chen & Goh, 2011; Chang & Goswami, 2011). Oradee (2012) also stressed the problem of demotivation as EFL students are often demotivated in English classes and teachers neglect speaking inside classes and in assessments. Looking at our Egyptian classes, all these problems are found and almost all students suffer from the rigid ways through which they learn speaking. Consequently, EFL teachers should resort to modern techniques to teach speaking in a more motivating way.

- Motivation:

Nature and Importance of Motivation:

Motivation plays a significant role in the success of language learning. Wachob (2006) defined motivation broadly as the attribute that moves people to do or not to do something. It is an abstract complex concept that is used to describe human behavior. This means that motivation refers to the reason or reasons for engaging in a specific behavior especially human one. These reasons may be a drive, a need or a desire to achieve a specific goal or a state of being.

In education, motivation is considered a key determinant of learning. It is used to explain the attention and effort students dedicate to particular learning activities (Brophy, 2013). Motivation is a result of an interaction between a situation and an individual, it is premised on an individual's desire for change, which is situationally driven. Motivation to learn can be extrinsic or intrinsic. Motivation in EFL classes is indispensable for successful learning. It has a great importance.

One of the most important and difficult tasks for the teacher to motivate his/her students. Students who are not motivated will not be able to learn effectively, retain information, or participate and some of them may become troublesome. Motivation has an important role in the process of language learning. Realizing the relationship between motivation and its effect on language acquisition helps teachers do their best to develop learning. The overturn of motivation is passion, which relates to one's intrinsic goals and desires (Granito & Chernobilsky ,2012; Anwaruddin,2013; Loima, & Vibulphol, ,2016). Motivating Students can of course affect learning language skills positively especially productive skills because of the relationship among motivation, speaking.

- Gamification:

Nature and Importance of Gamification:

Recently, gamification in education has drawn much attention for many scholars and researchers. A closer look was given to applying gamification programs inside the classrooms. Gamification is defined as a strategy to infuse ordinary activities or processes with principles of motivation and engagement based on the gaming concept, game mechanics, dynamics, and frameworks to promote desired behaviors (Lee and Hammer; 2011). Deterding (2011) defined gamification as using game elements, game design techniques and mechanics in non-game contexts to engage people and solve problems., Therefore, gamification uses game design elements and game mechanics in non-game contexts in order to engage people, solve problems and increase students' motivation and engagement (Marczewski, 2013).

To apply gamification in classrooms is to create a challenging and a focused learning environment that activates motivational mechanics for students while learning such as badges, leaderboards, levels and points. Additionally, it is using some gaming principles like feedback and interactivity and applying them in nongame contexts (Stott & Neustaedter, 2013). Applying the features of gamification while learning motivates

students while learning a new subject and make the learning process enjoyable (Plass, 2015).

Using gamification in education is very important and has many fruitful sides. For example, gamification helps students not to feel afraid to make mistakes. They feel comfortable to take risks and enjoy the journey of learning (Muntean, 2011). Ongoing assessment, immediate feedback, seeing failure as an opportunity, being autonomous and learning by doing are all among the benefits of applying gamification in education (Charles et al. 2011). Students' feelings of acknowledgment and accomplishment that students feel as a result of participating in the gamified activities is a great benefit for them. Also, gamification is suitable for all types of learning styles. Students feel motivated to attend and participate in gamified classes (Barata et al., 2013; Goehle, 2013).

More pros of gamification lie in the clear and well-defined actions and goals. Learning mixed with fun through gamification provides students with various avenues to knowledge. Gamification can help in increasing students' behavior as interaction, participation, collaboration, creativity and self-guided study. Gamification can enhance the motivation of the students that positively influence students' beliefs and attitudes towards learning and support learning process (Kiryakova et al, 2014; Sombrio et al.,2014). Gamification can offer autonomy, participatory learning experiences, a spirit of competition, and new incentives for students, which may spur students' engagement and interest and lead to more effective learning (Ebrahimzadeh & Alavi, 2017).

Studies Related to Using Gamification in Enhancing Speaking Skills and Increasing Motivation:

Many studies have investigated the impact of gamification on the level of the students in their EFL skills especially speaking and their motivation towards learning speaking skills.

For example, Bustard et al. (2011) used the system of awarding points to students for activities such as: class attendance, contribution to tutorial questions, work of high standards, completion of quizzes, group assignment, answering of exam revision questions, and group presentations. This gamified e-learning system aimed at achieving some engagement factors like fun, social, identity, structure and feedback. The gamified system was found to improve students' learning outcomes in terms of pass rates achieved and their motivation towards learning.

In addition, Majdoub (2016) used an online gamified program called classcraft in order to promote high school ESL learners' motivation and engagement. Participants of the study were eight students at grade 10. Students experienced gamification elements such as rewards, challenges, points and the sharing of their progress online. A mixed method approach was used where quantitative and qualitative data were collected, analyzed and interpreted. Results showed that gamification elements design had a very positive impact on the participants leading to a potential increase of their motivation and engagement.

Machajewski (2017) conducted a case study to investigate the impact of gamification on EFL performance and motivation among STEM students. Participants of the study were 501 students enrolled in 4 semesters and 15 courses. Students used their personal devices in active learning with the gamification application "Kahoot" peer-response system. Results indicated that students had developed their EFL skills in general, had a greater level of motivation towards learning and increased their learning autonomy.

Moreover, Alfulaih (2018) investigated the efficacy of students' speaking ability using gamification teaching style in Saudi English Foreign Language (EFL) female speaking classes. The study used Class Action Research (CAR) methodology to apply different strategies and games to observe students' interactions. Data analysis were collected through pre- and post-interviews, observation notes, a questionnaire and a test. 50 Saudi female EFL students at Saudi Electronic University (SEU) participated in the study. Results reflected an improvement in the speaking ability of the students and gamification played a great role in improving motivation and stimulating students' attitudes.

Bende (2017) studied the effectiveness of gamification through Duolingo application on encouraging high school students to become autonomous EFL learners and develop their speaking skills. The research problem was investigated through applying an experiment with a group of high school students via using a pre-task student questionnaire, experimental teaching and post-task interviews. Results showed that the students need the EFL teacher's training and support in order to gradually become more independent. Data analysis revealed that Duolingo's gamified elements did not engage the students effectively to be autonomous learners but improved their ability to speak. At that point, it seemed that more research was needed on the influence of gamification, including Duolingo, on learner autonomy.

Previously mentioned studies highlighted the effectiveness of gamification in improving EFL speaking skills and increasing their motivation towards learning these skills. This reflects that using technology helps students' progress positively.

Pilot Study:

In order to determine the students' competence in speaking skills, the researcher administered an EFL pilot speaking test to (30) first-year secondary stage students. A motivation pilot study was also conducted to find the motivation level of the students towards learning these skills. The following tables show the results.

Table (1): Speaking Skills' Test Results

Results of the pilot study as shown in table (1) asserted that EFL secondary stage students are not at the desired level in speaking skills as clear in each of the defined skills' mean scores. Fluency of the students and other speaking skills were measured through using a rubric for scoring these skills.

Also, the researcher administered a pilot study of a motivation scale towards learning speaking to identify the level of motivation of students.

Table (2): Motivation Scale Results

Responses on Scale Items	Number of Students	%
Strongly Disagree	6	20 %
Disagree	10	33.4%
Neutral	9	30%
Agree	5	16.6%
Strongly Agree	0	0 %

Results of the pilot study as shown in table (2) asserted that EFL secondary stage students were not highly motivated in learning EFL speaking skills.

Statement of the Problem:

Based on the researcher's observation, review of literature and the results of the pilot study, the research problem was stated as follows "EFL first year secondary stage students have weaknesses in their speaking skills and lack motivation towards learning speaking skills". Consequently, it became essential to find a solution for this problem, so a proposed gamification program was designed to enhance first year secondary stage students' speaking skills and their motivation towards learning these skills

Research Questions:

This research attempted to answer the following main question:

To what extent can the gamification program contribute to enhancing EFL speaking skills of first year secondary stage students and their motivation towards learning speaking skills?

This main question led to the following sub- questions:

- 1- What are the speaking skills necessary for first year secondary stage students?
- 2- What are the features of the gamification program for enhancing first year secondary stage students' EFL speaking skills and their motivation towards learning these skills?
- 3- What is the effectiveness of the gamification program in enhancing first year secondary stage students' EFL speaking skills?
- 4- What is the effectiveness of the gamification program in enhancing first year secondary stage students' motivation towards learning EFL speaking skills?

Hypotheses:

This research attempted to verify the following hypotheses:

- 1- There is a statistically significant difference at (0.01) level between the mean scores of the control group and that of the experimental one on the post speaking skills test favoring the experimental group.
- 2- There is a statistically significant difference at (0.01) level between the mean scores of the experimental group pre-speaking skills test and that of the post speaking skills test favoring the post-test.
- 3- There is a statistically significant difference at (0.01) level between the mean scores of the control group and that of the experimental one on motivation scale towards learning speaking skills favoring the experimental one.
- 4- There is a statistically significant difference at (0.01) level between the mean scores of the experimental group pre administration of the motivation scale towards learning speaking skills and that of the post administration of it favoring the post one.

Purpose:

The present research aimed at enhancing EFL speaking skills of first year secondary stage students and their motivation towards learning speaking skills using a gamification program.

Significance:

The present research was hoped to be significant for students, teachers, curriculum designers and researchers for the following reasons:

For Students:

- Providing students with helpful activities for practicing speaking and enhancing communication inside the classroom
- Enabling students to use more communicative, cooperative, collaborative and competitive active learning strategies.
- Creating a motivating environment for students towards learning EFL speaking skills through using gamification.
- Introducing a mixture between education and entertainment which added fun to learning and made learning enjoyable for students.

For Teachers:

- Equipping teachers with a gamification program that can be used as a teaching guide for teaching EFL speaking skills.
- Raising the awareness of teachers of the importance of integrating gamification into classroom activities.
- Changing teachers' role to a guider and a facilitator in the educational process.
- Stressing the necessity of motivating students to achieve better results.

For EFL Curriculum Designers:

- Clarifying the importance of rethinking and modifying methods and approaches of teaching speaking skills.
- Stressing the importance of integrating technology while designing activities.
- Incorporating numerous activities based on gamification that course designers can adapt while designing courses for all educational stages especially in the era of online learning.

For EFL Researchers:

- Providing researchers with some insights into improving EFL speaking skills through a new approach of teaching (gamification).
- Attracting the researchers' attention to dig deep into the problems facing students while speaking in English using more innovative technologies.
- Showing the importance of finding more motivating and encouraging methods for enhancing EFL speaking skills.

Delimitations:

This research was delimited to:

Participants: 50 Male and female first year secondary stage students.

Place: Salem Madian Official Language School, Dekerness, Dakahlia.

Time: First Term of the academic year 2020/2021

Instructional Context: A number of speaking skills namely; (fluency – vocabulary- pronunciation- grammar- comprehensibility) suitable for the participants of the study and as prescribed in the official ministry teacher’s guide of the textbook (New Hello; Secondary 1).

Methodology:**Participants:**

Participants of the study were 50 students at first secondary stage. Two classes were randomly selected from Salem Madian Official Language Schools, Dekerness City, Dakahlia governorate in the academic year (2020-2021) at the first semester. Those participants were divided into two groups: one is experimental which was taught via the gamification program and the other one is control which was taught via the regular method. Each group consisted of 25 students aged at 16-17 years old. Follow up observation was conducted during the study for recording students’ several trails in answering the exercises and their changing degrees to the best.

Design:

This research adopted the quasi- experimental design. Participants were divided into two groups: experimental group that was taught through the gamification program to improve speaking skills and their motivation towards learning these speaking skills and a control one who followed the regular methods of learning based on the teacher’s guide. Instruments of the study which included pre-post EFL speaking tests and a motivation scale towards learning speaking skills were administered to both groups before and after the program. The results of the pre-post EFL speaking tests and the motivation scale were analyzed by using a t- test for independent samples.

Instruments:

The present research used the following instruments:

- 1- A pre- post EFL speaking skills test with an accompanying rubric for scoring it designed by the researcher.
- 2- A pre-post motivation scale towards learning EFL speaking skills adapted from Keller (1987).

Operational Definitions of Terms:**Gamification:**

For the purpose of the current research, gamification was operationally defined as follows: using game design elements and mechanisms within non-game-related learning contexts in general and in the field of English language teaching in particular to maximize pleasure and participation and to enhance the desired use of gamification to enhance secondary school students' level in English speaking skills and their motivation towards learning these skills.

Motivation:

Motivation was operationally defined as: the internal ability of learners to motivate themselves as well as external motivations for students using the gamification program to overcome the obstacles and difficulties faced in learning English skills, especially speaking skills.

Speaking skills:

In this research: Speaking is operationally defined as the ability of learners to communicate with each other, express their opinions and talk about different topics in a smooth and a simple manner without fear of making mistakes while talking in a motivating gamified way.

Results and Discussion:

The results of the research are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Research results were reported as follows:

Testing the first hypothesis:

The first hypothesis stated that “There is a statistically significant difference at (0.01) level between the mean scores of the control group and that of the experimental one on the post speaking skills test favoring the experimental group”.

In order to test this hypothesis, a t-test was used. Table (3) illustrates the results.

Table (3): Comparing the control and the experimental group performance on the post administration of the speaking skills test.

VARIABLES	The group	N. of cases	Means	S.D	Df	T.Value	Sig.
Fluency	Control	25	11.1	1.99	48	-3.256	0.01
	Experimental	25	12.6	0.95			Sig.
Vocabulary	Control	25	12.0	1.63	48	-3.411	0.01
	Experimental	25	13.4	1.04			Sig.
Pronunciation	Control	25	11.6	1.41	48	-3.739	0.01
	Experimental	25	12.8	0.64			Sig.
Grammar	Control	25	12.6	1.34	48	-3.562	0.01
	Experimental	25	13.8	1.01			Sig.
Comprehensibility	Control	25	12.4	1.50	48	-2.891	0.01
	Experimental	25	13.4	0.70			Sig.
All Test	Control	25	60.0	7.05	48	-3.941	0.01
	Experimental	25	66.0	3.10			Sig.

Table (3) shows that the t-values were statistically significant at the 0.01 level. This means that there were significant differences between the experimental and the control groups in the post- administration of the EFL speaking skills test. These differences could be ascribed to the implementation of the gamification program. Therefore, the First hypothesis of the research was verified and accepted.

Testing the second hypothesis:

The second hypothesis stated that “There is a statistically significant difference at (0.01) level between the mean scores of the experimental group pre-speaking skills test and that of the post speaking skills test favoring the post-test”.

In order to test this hypothesis, a t-test was used. Table (4) illustrates the results.

Table (4): Comparing the performance of the experimental group on the pre and post administrations of speaking skills test

VARIABLES	The group	N.of cases	Means	S.D	Df	T.Value	Sig.
Fluency	pre – test	25	7.12	2.27	24	-14.290	0.01
	post – test	25	12.60	0.95			Sig.
Vocabulary	pre – test	25	8.64	2.34	24	-12.990	0.01
	post – test	25	13.40	1.04			Sig.
Pronunciation	pre – test	25	7.64	2.44	24	-11.667	0.01
	post – test	25	12.80	0.64			Sig.
Grammar	pre – test	25	8.92	2.44	24	-10.617	0.01
	post – test	25	13.88	1.01			Sig.
Comprehensibility	pre – test	25	8.88	2.53	24	-10.014	0.01
	post – test	25	13.40	0.70			Sig.
All Test	pre – test	25	41.20	11.35	24	-13.154	0.01
	post – test	25	66.08	3.10			Sig.

Results in table (4) reveal that the mean score in the post administration of the speaking skills test was greater than that of the pre administration in all EFL speaking skills. The t-test value was significant at the 0.01 level for all the speaking skills and the total use of all speaking skills. Thus, the second hypothesis is accepted and verified.

Testing the third hypothesis:

The third hypothesis stated that “There is a statistically significant difference at (0.01) level between the mean scores of the control group and that of the experimental one on motivation scale towards learning speaking skills favoring the experimental one”. In order to test this hypothesis, a t-test was used.

Table (5) illustrates the results.

VARIABLES	The group	N.of cases	Means	S.D	Df	T.Value	Sig.
Attention	Control	25	18.56	2.02	48	-6.174	0.01
	Experimental	25	21.72	1.56			Sig.
Relevance	Control	25	19.88	3.42	48	-3.824	0.01
	Experimental	25	22.88	1.92			Sig.
Confidence	Control	25	18.92	2.92	48	-5.209	0.01
	Experimental	25	22.40	1.60			Sig.
Satisfaction	Control	25	26.84	2.60	48	-5.226	0.01
	Experimental	25	30.00	1.52			Sig.
All Scale	Control	25	84.20	6.49	48	-8.805	0.01
	Experimental	25	97.00	3.26			Sig.

Table (5): Comparing the control and the experimental groups on the post administrations of the motivation scale towards learning speaking skills.

Results in table (5) indicated significant differences between the experimental group and the control group's mean scores in all the sub skills and the total score on the post administration of the motivation scale towards learning speaking in favor of the experimental group. These results confirm the third hypothesis and can be attributed to the gamification program.

Testing the fourth hypothesis:

The fourth hypothesis stated that “There is a statistically significant difference at (0.01) level between the mean scores of the experimental group pre administration of the motivation scale towards learning speaking skills and that of the post administration of it favoring the post one”.

In order to test this hypothesis, a t-test was used. Table (6) illustrates the results.

Table (6): Comparing the performance of the experimental group on the pre and post administrations of the motivation scale towards learning speaking skills

VARIABLES	The group	N.of cases	Means	S.D	df	T.Value	Sig.
<i>Attention</i>	pre – test	25	18.40	2.102	24	-6.790	0.01
	post – test	25	21.72	1.56			Sig.
<i>Relevance</i>	pre – test	25	20.20	1.97	24	-5.861	0.01
	post – test	25	22.88	1.92			Sig.
<i>Confidence</i>	pre – test	25	20.12	2.75	24	-3.167	0.01
	post – test	25	22.40	1.60			Sig.
<i>Satisfaction</i>	pre – test	25	25.28	1.86	24	-10.339	0.01
	post – test	25	30.00	1.52			Sig.
<i>All Scale</i>	pre – test	25	84.00	4.68	24	-11.643	0.01
	post – test	25	97.00	3.26			Sig.

Results in table (6) illustrated that there are statistically significant differences between the mean scores of the experimental group in the pre-post administration of the motivation scale towards learning speaking in all its sub-skills and the total score of the scale favoring the post administration. These results are compatible with the fourth hypothesis and confirm its validity.

Conclusion:

According to data analysis, discussion and results, it was concluded that gamification programs enhanced English speaking skills of first year secondary stage students and increased their motivation towards learning these speaking skills. These results are clear as t- values were highly significant at 0.01 level. Also, results of the experimental group in the post test and scale were better than those of the pre-test and better than the results of the control group.

These encouraging results were attributed to the designed gamification program and also to the positive impact of the learning environment. Encouraging learners to be autonomous and applying learning-centered approach helped greatly to achieve such results. Moreover, diversity of exercises, games and quizzes included in the program were so helpful and provided learners with enough practice to improve their speaking significantly. Additionally, collaborative activities and communicative pair and group work were so effective in the students' success and raised their motivational level towards learning speaking skills. In brief, gamification offered a better learning environment for the students, activated shy students, developed their speaking skills, increased students' motivation towards learning and increased interaction.

Suggestions:**This research suggested the following points:**

- Conducting a follow-up study to evaluate the impact of gamification on other language skills.
- Applying various gamification programs on different stages (i.e., primary and preparatory).
- Replicating the experimental treatment on larger samples.
- Measuring the impact of using gamification in EFL contexts on other attitude aspects (e.g: self- efficacy, foreign language anxiety).

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