



**Using Gamification as a Teaching Tool to Manage EFL Learners' Speaking Anxiety**

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## Abstract

Gamification can be applied to the field of language education. This study explored the feasibility of using gamification to alleviate EFL students' speaking anxiety in the foreign language classroom by using a mixed quantitative and qualitative approach. The study used McCroskey's (2005) Personal Report of Communication Apprehension (PRCA) as the survey text for the questionnaire, which was collected from a sample of 60 Chinese students from UTAR Kampar. Based on the results of the questionnaire, the speaking anxiety levels of the 60 students in four different scenarios were calculated. For the qualitative study, six students with the highest anxiety levels in the questionnaire were selected for experimental and semi-structured interviews. The findings showed that most of the participants recognized the effectiveness of using gamification to alleviate speaking anxiety and felt that this approach allowed them to learn more authentic vocabulary. At the end of the research, the researcher points out suggestions for future research in the field of gamification and the feasibility of teachers using gamification for language teaching.

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## **Chapter 1: Introduction**

### **1.1 Background of the Study**

In today's digital society, more and more people are addicted to virtual games because it brings them challenges and a sense of achievement that they do not feel in the real world, which makes them no longer satisfied with the traditional teaching mode of the teacher delivering the lesson and the students listening to it. Gamification is a teaching trend that integrates gamification into the classroom as it combines games with course objectives in different game environments, allowing students to achieve learning outcomes under the influence of various game elements (Huang & Soman, 2013). Gamification is important to identify the learning objectives that can be achieved in the game and to make sure that the content and resources for teaching are appropriate for the students. In this study, gamification will be used as an instructional tool to demonstrate whether gamification can help EFL improve speaking skills.

### **1.2 Statement of the Problem**

Stuttering, hesitation, and lack of confidence are common problems EFL learners encounter when using English to talk to others, and this often makes them feel anxious (Chand, 2021). When they speak, they are worried about saying the wrong speech, so they need to finish the whole sentence in their mind before they say it. This is more obvious in the classroom, when the teacher talks to them, the nervousness affects their brain thinking and causes them to say incoherent words or grammatically incorrect sentences. In the traditional English teaching model in China, teachers usually focus more on teaching the test in grammar and reading and neglect the development of students' speaking skills (Wang, 2021). Chinese students start

learning English late and have less exposure to native speakers, so they are not familiar with speaking English in daily life.

He (2013) uses a cross-validated approach of questionnaires and focused interviews to investigate Chinese university EFL students' English-speaking anxiety and finds that all speeches requiring timely responses and improvisation cause anxiety and feel out of control for Chinese students who are not proficient in English.

Meanwhile, oral examinations also create anxiety for Chinese students who are reluctant to communicate for fear of being evaluated negatively (Liu & Jackson, 2008). In addition, a lack of confidence is also an important reason for Chinese students' speaking anxiety (Tridinanti, 2018). While Fung & Min's (2016) study through four different tabletop role-playing mini games, enables students to speak English on their own, catalyzed by the language environment, as they immerse themselves in relaxed gameplay. They find that using a gamified teaching method could help low-level ESL students reduce speaking anxiety (Fung & Min, 2016).

In the previous studies, there is more research on the effects of gamification on ESL students' speaking anxiety and speaking skill improvement, but there is a lack of research on whether gamification is beneficial to EFL students' speaking anxiety. One of the significant problems impeding EFL students' growth in speaking is speaking anxiety. Therefore, this study aims to investigate whether a gamified task-based approach using role-playing helps Chinese EFL university students alleviate their English-speaking anxiety.

### **1.3 Research Questions**

1. What is the level of EFL students' oral anxiety in English-speaking lessons?
2. Why is gamification suitable to be used to manage EFL students' speaking anxiety during speaking lessons?

### **1.4 Research Objectives**

1. To identify EFL students' level of oral anxiety in the English-speaking lessons.
2. To investigate why gamification is suitable to be used to manage EFL learners' speaking anxiety.

### **1.5 The Significance of the Study**

The purpose of this research is to determine whether gamification and role-playing may help EFL students overcome speaking anxiety and speak English more fluently with people in an environment. As the course progresses, the gamified approach can assist students in alleviating the inherent tension often associated with learning English. Engaging in the game provides a sense of relaxation, fostering a greater willingness among students to utilize English as they collaborate with teachers and friends in search of clues within the game for effective communication.

Whether teachers can use gamification as a teaching tool to alleviate students' English-speaking anxiety and enable students to respond positively in the oral classroom in future teaching of EFL will be the significance of this study. Throughout this method, the teacher assumes the role of a game facilitator rather than a traditional instructor, eliminating the

perceived distance between teacher and students. Based on that, students no longer experience apprehension when interacting with the teacher and are more at ease during communication. Additionally, the implementation of gamification enables teachers to discern the specific interests of their students. This information can guide the teacher in selecting appropriate teaching materials, enhancing students' enthusiasm within the classroom and their overall proficiency in mastering the course content.

### **1.6 Definition of Terms**

1. *Gamification* is an instructional approach that allows students to learn by playing games with definite learning objectives and clear learning outcomes. Gamification uses games such as language games, narratives, and role-playing on different media and platforms to engage students and achieve classroom goals (Maloney, 2019). The implementation of classroom gamification requires defining the theme context, character role-play, learning objectives, challenges, and rewards (Hoyos, 2022). The goal of using gamification in teaching is to transform the academic component of the classroom into a game theme, thereby increasing student engagement in the classroom (Airth, 2023).

2. *Role play* provides students with a wider range of language opportunities by putting them in imaginary situations where they can act out their assumed identities. Realistic scenarios help students to become more immersed in their roles and to deliver lines that fit their characters. As the "facilitator", the teacher can remind the students when they are stuck, which helps them to follow the scenario more smoothly, thus increasing their confidence in speaking (Budden, 2004).



3. *Oral communication* is the fastest way to convey information and obtain effective information in human communication. Oral communication is divided into formal and informal. Formal types of oral communication include several types of meetings and presentations in various venues, and informal oral communication includes but is not limited to face-to-face conversations and telephone conversations (Swarthout, 2019). Oral communication is timely and flexible, requiring a short response time from the speaker and the conversation.

4. *Speaking anxiety* is a type of social phobia, and a person feels nervous when they are required to speak in front of a group of people. The formation of speaking anxiety may be caused by negative speech experiences, such as the speaker lacking confidence and being afraid of making mistakes; specific symptoms include the speaker's lack of concentration, trembling, dry mouth, and increased heart rate, which can potentially impact the speaker's speech performance (University of Pittsburgh Communications Services Webteam, 2015).

5. *Foreign language speaking anxiety* is observed in EFL students due to their low proficiency in the language, they often experience difficulties such as stuttering and hesitations during communication in the foreign language. This fear is driven by the apprehension of making grammatical or vocabulary errors, which might result in negative evaluations or judgments from others. They tend to avoid using a foreign language to interact with others, making it difficult for them to express their thoughts and opinions effectively in the target language (Khouni et al., 2022).

## **1.7 Conclusion**

The limitations of China's traditional English teaching model and students' lack of exposure to spoken English emphasize the importance of using innovative approaches in the English classroom. This study is dedicated to integrating gamification into the English classroom to reduce speaking anxiety that hinders effective language acquisition. Essentially, this study contributes to the evolution of education within a changing world by utilizing gamification to reshape English language education, promote authentic language interactions, and help students overcome speaking fears.

## Chapter 2: Literature Review

### 2.1 Introduction

This study will use the Input-Process-Output model proposed by Garris et al. (2002) as the theoretical framework for the experiment and the research involved in gamification and language learning, gamification design and implementation, English-speaking anxiety, and review of past studies.

### 2.2 Theoretical Framework

Garris et al.'s (2002) Input-Process-Output model (Figure 1) serves as this study's theoretical framework.

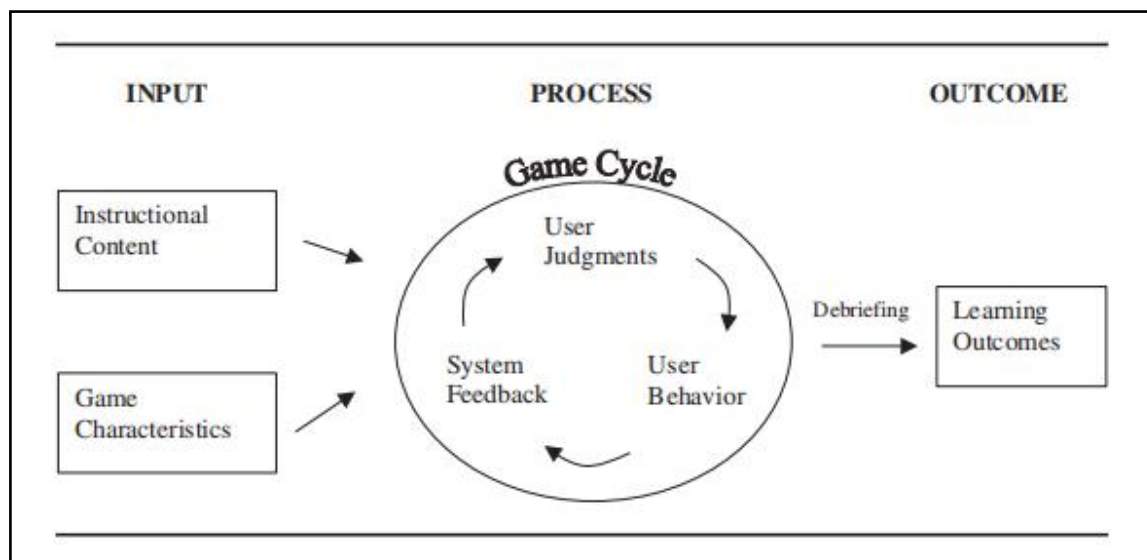


Figure 1. The Input-Process-Output Model by Garris et al. (2002)

The Input-Process-Output model, created by Garris et al. (2002), emphasizes that learners continually engage in the game, acquiring learning experiences throughout, rather than simply playing and completing it. This gamification approach enables students to practice

speaking skills during gameplay and observe their progress. The model comprises three main phases: input, process, and output.

In the initial input phase, two key components are considered: instructional content and game characteristics. The instructional content in this study focuses on using gamification to alleviate students' speaking anxiety and enhance their speaking abilities. So, the game design should maximize participants' interest, making the learning process enjoyable and fostering self-confidence.

Fantasy, rules or goals, sensory stimuli, challenge, mystery, and control were listed as game characteristics by Garris et al. (2002) Utilizing gamification for instruction creates a fictional world with defined rules and constraints, offering participants a unique and immersive experience distinct from reality. The game presents challenges that slightly exceed participants' current abilities, motivating them to explore the unknown and develop their skills.

The process of playing the game is termed the "Game Cycle" within the model, comprising user judgments, user behaviour, and system feedback. The user judgments refer to the participant's assessment of the game, including interest, enjoyment, involvement, or confidence. These evaluations result in user behaviour that affects the game's direction, ferocity, and quality. The system provides feedback based on the participants' performance, contributing to a continuous and iterative game-cycling process, focusing the participants on task completion.

Following the game-cycle process, participants undergo debriefing, wherein they review and analyse the events that occurred during the game, leading to the output of learning outcomes. During debriefing, each participant provides a summary of the game, allowing the teacher to assess improvements in the students' speaking skills.

The model will be used in the experimental part of this study. In the input phase, the instructional content selects a literary book as the storyline to be used in the role-playing game in the gamification design, and the participants can deepen their understanding and memory of the characters and storyline of the whole literary book during the game. Game characteristics in gamification design are embodied in the slides that are used in the game, which provide participants with a virtual character and story scenario, allowing them to follow the clues to decipher the clues or team up to complete the challenges during the game, and allowing them to freely control the progress of the game. The game requires students to use English as the language of communication, allowing them to think and stimulate ideas through the clues.

In the "Game Cycle" stage, participants need to discuss and solve the problems shown in the slides with their peers based on the scenarios and clues provided in the slides. Participants can evaluate the difficulty degree of the game to confirm their ability to complete the whole game. Participants' judgment of the game will affect their game behaviour, too difficult deciphering sessions will undermine their self-confidence, while easy deciphering sessions will make them unchallenging so the game will be set slightly higher than the participants' ability so that they can keep thinking and challenging themselves. Depending on the participants' enthusiasm for the game, the researcher needs to immediately adjust by giving the participants some hints or adjusting the difficulty level of the game before moving on to

the next scene based on their feedback. Participants could choose to keep cycling through the process until they were able to complete the game.

In the output stage, the participants were required to use English to review and debrief the researcher on their analysing process of the whole case and output their learning outcomes. Based on the semi-structured interviews the researcher analysed whether the gamification teaching has alleviated their English-speaking anxiety.

### **2.3 Gamification and Language Learning**

In today's information-driven society, digital teaching is a new way of teaching and introducing gamification in the classroom, it will improve students' concentration and motivation to learn more than traditional teaching models (Al-Azawi et al., 2016). Using gamified instruction can provide students with a personalized and safe learning environment that enhances students' creativity and learning experience by creating different life scenarios that engage learners' interest and motivate them to actively participate (Raj, 2023). In consequence, students can improve their speaking accuracy faster by repeating practicing, and getting immediate feedback during the teaching process, enabling them to recognize and correct errors (Markovic, 2020).

Gamification can be used as part of a complementary and balanced language learning approach to traditional teaching methods, helping learners to improve their overall speech patterns in contextualized teaching and learning scenarios, encouraging learners to spend more time speaking in English, and prompting learners to actively generate language (Rivas, 2018). Through gamification, learners are actively immersed in the English language and

receive targeted practice in oral fluency, pronunciation accuracy, vocabulary acquisition, and self-confidence, resulting in substantial improvements in these key aspects of speaking ability (Wong & Yunus, 2021).

## **2.4 Gamification Design and Implementation**

Designing effective gamified language learning activities requires planning and consideration to ensure that the activities are engaging, educational, and aligned with the language learning objectives (Krishna, 2023). Establishing a variety of elements and types of gameplays, graduating from simple to complex, and using reward mechanisms allow the game to be educational while engaging students' desire for a challenge (Grabner-Hagen & Kingsley, 2023). Gamification includes game elements such as game progress, badges, leaderboards, and rewards that allow students to visualize the progress of their participation to motivate them to complete the course (Smiderle et al., 2020). As interactive language learning games, role-playing games allow students to apply their language skills and develop speaking and comprehension skills (Omar et al., 2020).

## **2.5 English-Speaking Anxiety**

Speaking anxiety exerts a significant impact on students' confidence in their language aptitude, limits their capacity to develop their ability to express ideas and comprehend the discourse of others, and obstructs the development of adept communication and long-term speaking skills (Altun, 2023), so it is important to address students' speaking anxiety in language learning. Three elements that affect English EFL speaking anxiety have been identified: fear of failure, test anxiety, and apprehension (Amouna, 2021). Communication

apprehension includes anxiety about speaking in front of others, which is intensified in the foreign language classroom by the fear of not understanding the verbal messages of the teacher and classmates (Yalcin & İnceçay, 2014). Within the speaking test classroom, students are afraid of answering the questions unprepared, and some students believe that the teacher's calling on the students to answer one after the other will make them feel stressed, and when they know which one they will be called on, the tension and anxiety will spread over time (Wörde, 2003). Meanwhile, students are also afraid of receiving negative comments from others while speaking a foreign language (Çağatay, 2015). Language anxiety has a significant effect on learners, and it leads to a decrease in motivation to learn a foreign language and language proficiency, proficiency in speaking is negatively correlated with speaking anxiety, and mental disturbance caused by anxiety is something that can be encountered by any language learner (Altun, 2023).

## **2.6 Review of Past Studies**

Fung & Min (2016) randomly divided 60 first-grade ESL students into an experimental and control group to play a board game using cards for students to express themselves in English under different topics and situations, and the study showed that board games as gamification helped students reduce speaking anxiety and increase speaking confidence. Lyu (2019) developed a GOAT (Gamified cOmunicAtion Tool) application using gamification and AR technology to encourage ESL students to speak English, and the experiment was evaluated on 39 ESL students in eight months and the results suggest that GOAT helps encourage students to communicate with the public and most likely allows students to overcome speaking anxiety. Ali (2022) has set up 60 ESL students as experimental and control groups for gamified instruction and showed through qualitative analysis study that Duolingo as an app



for learning spoken English helps ESL students to reduce speaking anxiety and increase enjoyment and skill development in learning English.

## **2.7 Conclusion**

Spoken English anxiety is a barrier to EFL students using English to communicate with others, so this is a worthwhile area of research to consider. There has been very little research around gamification and speaking anxiety given the existing literature. Although there have been studies that have demonstrated the usefulness of gamification for ESL students to alleviate speaking anxiety, there are not yet any studies that have shown that gamification is equally effective for EFL students to alleviate speaking anxiety. To determine whether such a relationship may exist, this study will focus on the effectiveness of gamification in helping EFL students with aspects of speaking anxiety.

## **Chapter 3: Methodology**

### **3.1 Introduction**

This section outlines the methodology that will be applied to the study, including how the participant sample will be chosen and how the techniques to be used for the participant sample, how the research process will be designed, what instruments will be used, how the data will be collected, and how the data will be analysed.

### **3.2 Samples and Sampling Techniques**

The participants in this study will use simple random sampling selected from Chinese students who are studying at UTAR except for those studying ED and EL programs. They should have a basic knowledge of English and be able to use English fluently to communicate with others in daily life. Before the beginning of the experiment, 60 Chinese students will be selected to respond to the Personal Report of Communication Apprehension (PRCA) (Appendix 1) questionnaire. The researcher will calculate each student's anxiety score based on the score calculation provided by PRCA and rank the students from highest to lowest based on their scores. Purposive sampling will be used to choose 10% of the six students with the highest test scores to participate in the experimental and semi-structured interview sessions.

### **3.3 Research Design**

The study will use mixed methods of quantitative and qualitative analysis approaches, which include questionnaire, experimental, and semi-structured interview methods. Before the experiment, the researcher needs 60 participants to complete a questionnaire about PRCA

(Appendix 1) to assess each student's level of speaking tension in facing different communication situations. Based on the student's responses, the researcher will calculate their anxiety score based on the score calculation provided by PRCA and rank the students from highest to lowest scores. Thus the 10% of students (6 persons) with the highest scores were selected to enter the experimental and semi-structured interview stages of this study.

The gamification experiment is a game of deductive reasoning in role-playing, and the experiment is expected to be completed in one hour. The researcher will prepare seven slides containing one open slide and six-character slides. The open slide will contain story clues and questions for participants to discuss, and the character slides will contain the storyline and tasks for each character. First, the researcher will assign characters to each of the six students who participated in the experiment and give them their own character slides. Next, the researcher will use the open slides to provide clues for each session, and participants will collect clues from both open and character slides together to discuss and complete the task provided by open slides. During the progress of the experiment, the researcher will provide participants with two to three scenes for them to read the script and discuss the clues, and each session will take approximately 20 minutes. This experiment will help students enter a different language environment more quickly by allowing them to speak in a comfortable space, which not only practice their speaking skills but also train their deductive and critical skills. The purpose of designing the experiment in this study was to provide participants with a better understanding of gamified instruction in order to achieve better semi-structured interview results.

After the experiment, the researcher will conduct a one-to-one semi-structured interview with each participant who joins the experiment (6 persons), where the researcher will ask open-

ended questions (Appendix 2) to gather students' ideas. Understanding the participants' perceptions of the experiment from different perspectives will help to better analyse the results and provide valuable feedback for further research. During the interview process, ensure that participants are given enough time and space so that they can fully express their views and experiences.

### **3.4 Research Instruments**

Personal Report of Communication Apprehension (PRCA) is an instrument designed by McCroskey (2005) to help assess students' communication fears in a variety of communication situations and has been widely used in university classrooms. It will be applied to assess and calculate the speaking anxiety levels of 60 Chinese students.

The experiment will use slides as props for gamification and design a lesson plan that combines game elements and educational content as experimental instruments. The slides will be designed as a deductive role-playing game, and the story will be adapted from a literary source. The slides will contain the objective of the experiment, character introduction, character script, story clues, story props, game tasks, and other role-playing-related content. The slides will be designed to incorporate gamification elements into the teaching and learning process, providing students with a fun learning experience that promotes active participation and deeper learning through interaction and practice.

The one-on-one semi-structured interview will consist of the researcher asking four open-ended questions to the six participants and asking them to respond. The researcher will decide

to add or delete other questions based on the participant's responses, thus allowing the participants to fully reflect and share their experiences.

### **3.5 Data Collection**

For the questionnaire, information will be collected using Google Forms and participants will answer the 24 questions from the PRCA (Appendix 1) about speaking anxiety, knowing the level of speaking anxiety of students. The researcher shared the link of the questionnaire to 60 EFL students and requested them to complete and submit the link within 24 hours. The researcher calculated 60 students' speaking anxiety levels based on the score calculations provided by PRCA and ranked their scores from highest to lowest.

For the semi-structured interview, the researcher will prepare a list of 4 open-ended questions (Appendix 2) for 6 participants which contain gamified teaching and speaking anxiety. The researcher will ask the participants in order from the first question, and random questions may emerge during the semi-structured interview as the respondent's thinking diverges. The choice of face-to-face communication was more conducive for the researcher to observe the body language of the participants. In the face-to-face interviews, the researcher will observe the respondents' body language and emotions and record their responses with the phone, giving them time to think during the interview.

### **3.6 Data Analysis**

This study will use quantitative (questionnaire) and qualitative (experiment and semi-structured interview) analysis as the method of data analysis. The results of the data collected

in the inductive method will be analysed in the experiment to prove the idea that gamification can help alleviate the speaking anxiety of EFL students. Following the submission of the questionnaire responses by the 60 participants, the researcher used a score sheet provided by PRCA (Appendix 1) to determine the participants' levels of speaking anxiety and graded the results from highest to lowest. Then, all participants (N=60) were identified as having low, average, or high levels of communication apprehension in a bar chart.

In the analysis of the semi-structured interview information, the researcher will transcribe the responses of the respondents, record the hesitation status of the respondents in answering the questions and the content of their responses, summarize and generalize the categories related to the survey questions, and answer the survey questions.

### **3.7 Conclusion**

This section offers an in-depth summary of the study's methodology, covering the sample selection process, research design, technologies used in the study, data gathering procedures, and data analysis procedures. Establishes a foundation of validity for the execution of an experiment investigating whether gamification can reduce EFL students' speaking anxiety and provides a structured and specific approach to data collection and analysis.

## **Chapter 4: Data Analysis**

### **4.1 Introduction**

This chapter analyses the results of the questionnaire and semi-structured interviews collected for this study. The questionnaire survey was used to collect 60 responses from Chinese students studying at UTAR through Google Forms. The collected and calculated data will be transferred to bar charts for analysis. Semi-structured interviews were conducted to interview the 6 Chinese students who had the highest level of oral anxiety in the result calculation of the questionnaire, and their responses will be recorded and transcribed. Semi-structured interviews transcribed six respondents' answers to four open-ended questions.

### **4.2 Questionnaire**

The questionnaire was used to calculate the results in two parts, the first part was to research the participants' level of speaking anxiety from the four aspects of group discussion, meetings, interpersonal, and public speaking, each aspect has 6 questions, a total of 24 questions. The bar charts show the participants' degree of agreement for each question. The second part was the calculation and analysis of the results of the four aspects of the first part which resulted in five summary charts. According to the criteria provided in the PRCA (Appendix 1), participants' levels of speaking anxiety were categorized into low, average, and high communication apprehension (CA). The bar charts show the participants' level of speaking anxiety.

#### 4.2.1 For Group Discussion

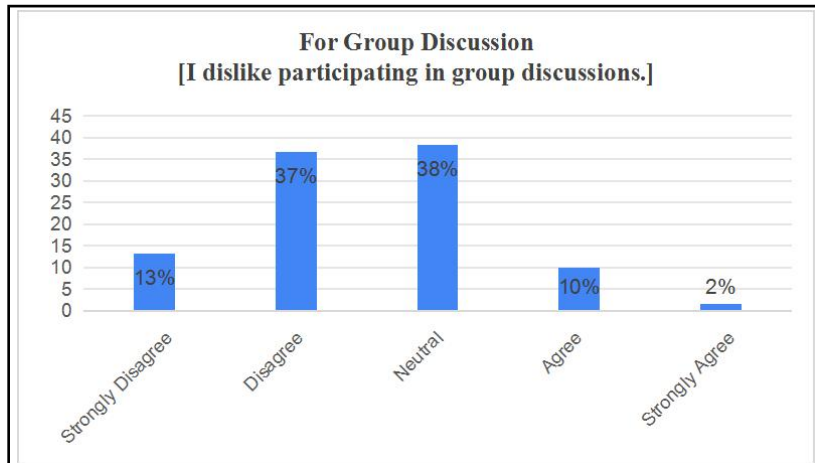


Figure 2

Figure 2 shows that participants dislike participating in group discussions. Based on the bar chart, 13% of the participants strongly disagree and 37% of the participants disagree as they like participating in group discussions. 38% of participants chose neutral in this statement. 10% and 2% of the participants agree and strongly agree with their dislike of participating in group discussions.

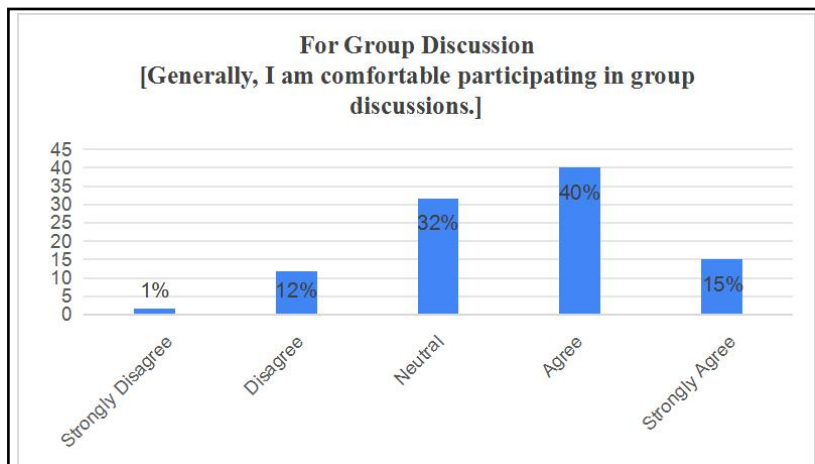


Figure 3

Figure 3 shows that participants are comfortable participating in group discussions. Based on the bar chart, 1% of the participants strongly disagree and 12% of the participants disagree as they do not feel comfortable participating in group discussions. 32% of participants chose



neutral in this statement. 40% and 15% of the participants agree and strongly agree to be comfortable in participating in group discussions.

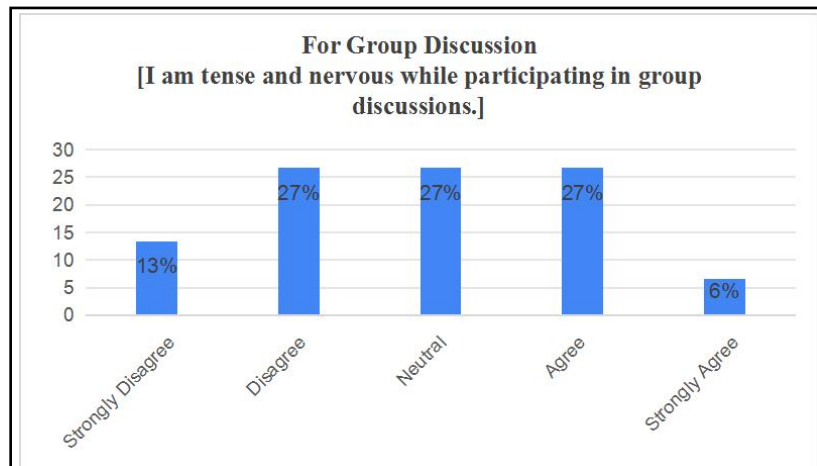


Figure 4

Figure 4 shows the participants were tense and nervous about taking part in the group discussion. Based on the bar chart, 13% of the participants strongly disagree and 27% of the participants disagree as they are not nervous when engaging in group discussions. 27% of participants chose neutral in this statement. 27% and 6% of the participants agree and strongly agree they feel nervous to attend group discussions.

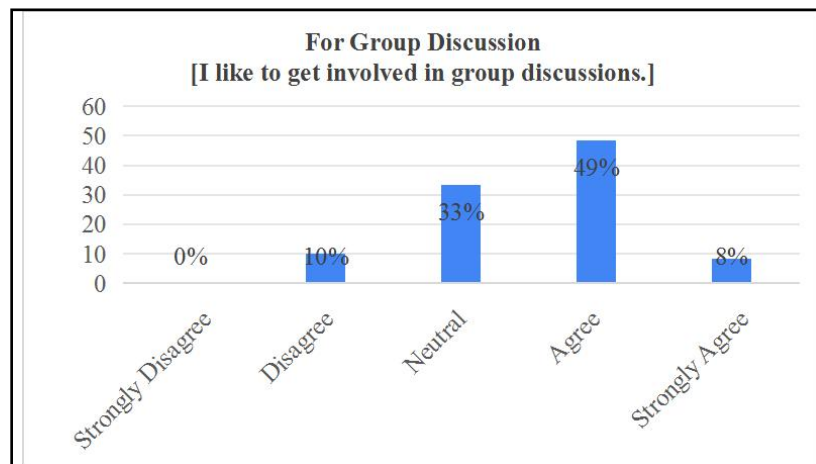


Figure 5

Figure 5 shows the participants' liking to engage in group discussions. Based on the bar chart, 10% of the participants disagree as they are not fond of engaging in group discussions. 33%

of participants chose neutral in this statement. 49% and 8% of the participants agree and strongly agree based on their liking to be involved in group discussions. None of them chooses to strongly disagree with this statement.

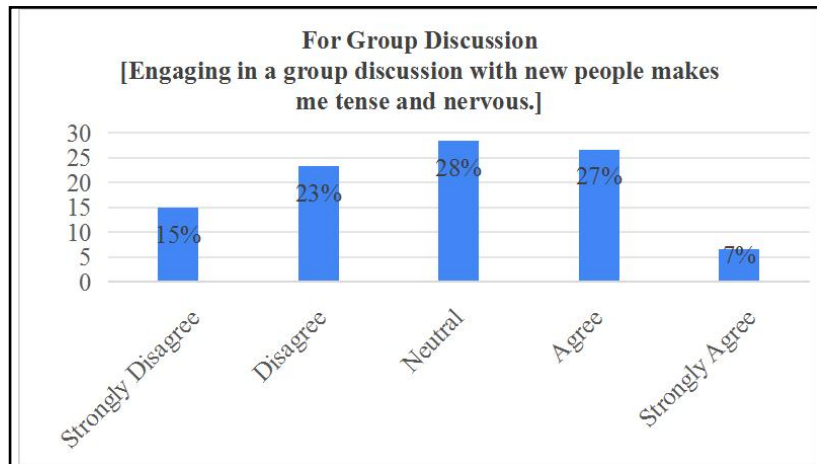


Figure 6

Figure 6 shows the participants were tense and nervous about group discussions with new people. Based on the bar chart, 15% of the participants strongly disagree and 23% of the participants disagree as they will not feel nervous during group discussions with new friends. 28% of participants chose neutral in this statement. 27% and 7% of the participants agree and strongly agree when discussing with new friends in a group they feel tense and nervous.

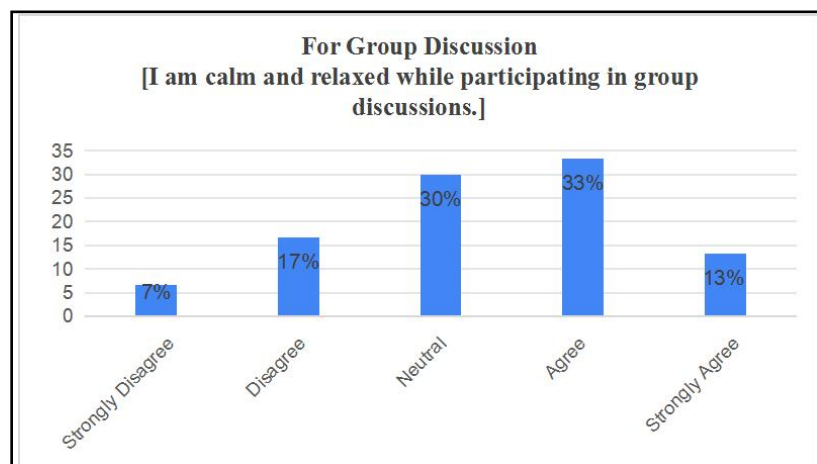


Figure 7

Figure 7 shows when the participants engage in group discussions, they are calm and relaxed. Based on the bar chart, 7% and 17% of the participants strongly disagree and disagree as when they attend a group discussion, they are unable to feel calm and relaxed. 30% of participants chose neutral in this statement. 33% and 13% of the participants agree and strongly agree when attend group discussions, they feel calm and relaxed.

#### 4.2.2 For Meetings

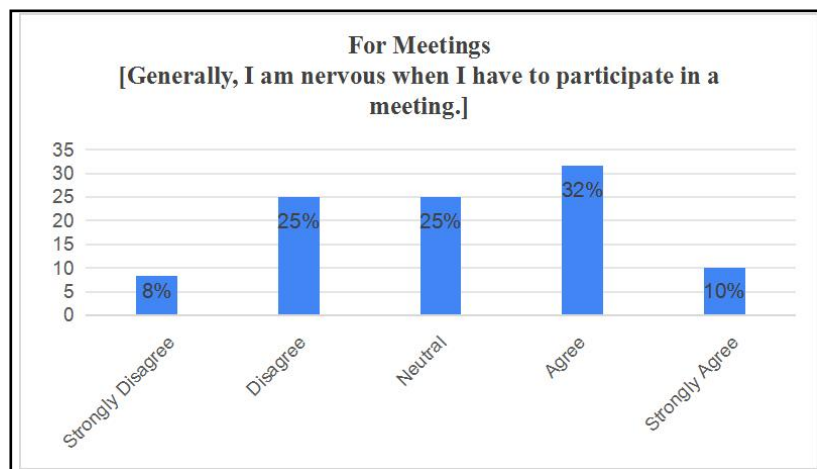


Figure 8

Figure 8 shows that participants feel nervous when attending meetings. Based on the bar chart, 8% and 25% of the participants strongly disagree and disagree as they do not feel nervous when attending meetings. 25% of participants chose neutral in this statement. 32% and 10% of the participants agree and strongly agree they felt nervous when taking part in meetings.

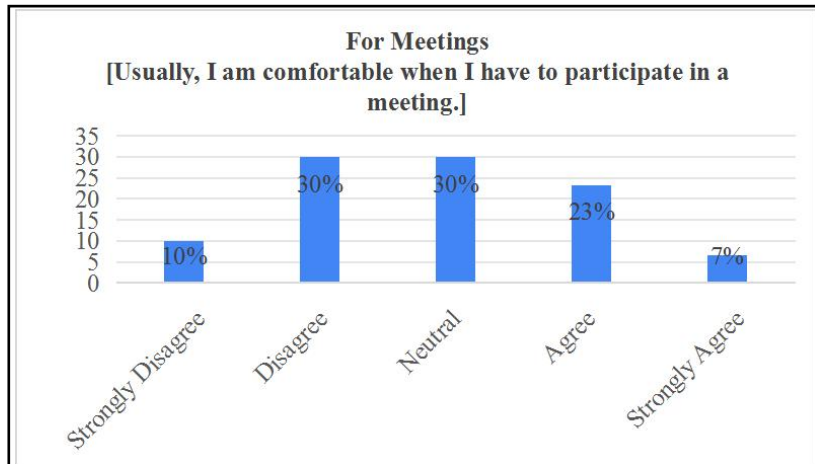


Figure 9

Figure 9 shows when participants are required to attend meetings, they feel comfortable doing so. Based on the bar chart, 10% and 30% of the participants strongly disagreed and disagreed as they were uncomfortable with having to attend the meeting. 30% of participants chose neutral in this statement. 23% and 7% of the participants agree and strongly agree they would feel comfortable if they had to attend a meeting.

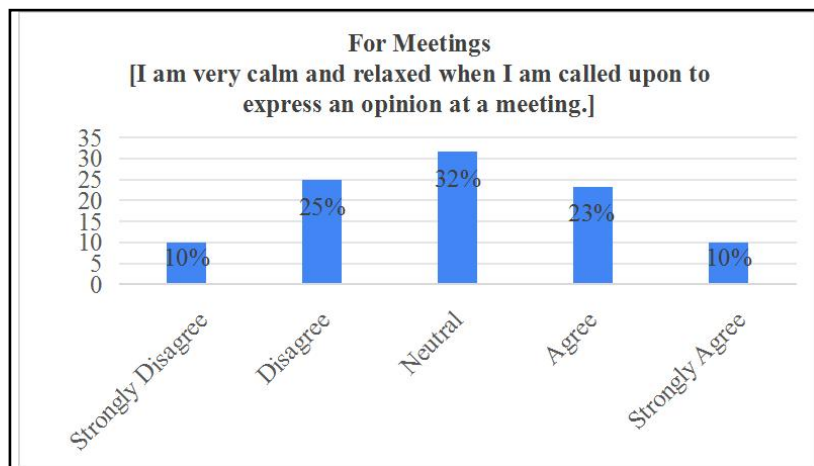


Figure 10

Figure 10 shows that when participants were requested to express their views during the meeting, they were very calm and relaxed. Based on the bar chart, 10% and 25% of the participants strongly disagreed and disagreed as they felt unrest and uneasy when asked to express their views at the meeting. 32% of participants chose neutral in this statement. 23%

and 10% of the participants agreed and strongly agreed they felt peaceful and relaxed when they were asked to express their views at the meeting.

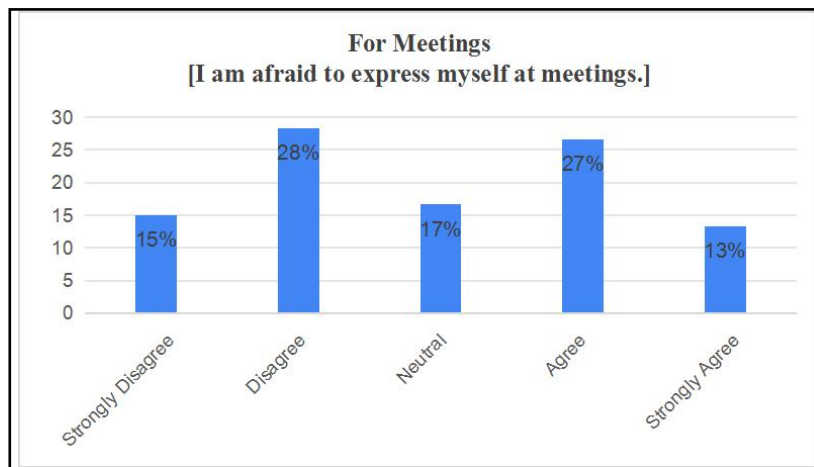


Figure 11

Figure 11 shows that participants are afraid to express themselves at meetings. Based on the bar chart, 15% of the participants strongly disagree and 28% of the participants disagree as when expressing themselves in meetings they were not afraid to do so. 17% of participants chose neutral in this statement. 27% and 13% of the participants agree and strongly agree they were fearful of expressing themselves in meetings.

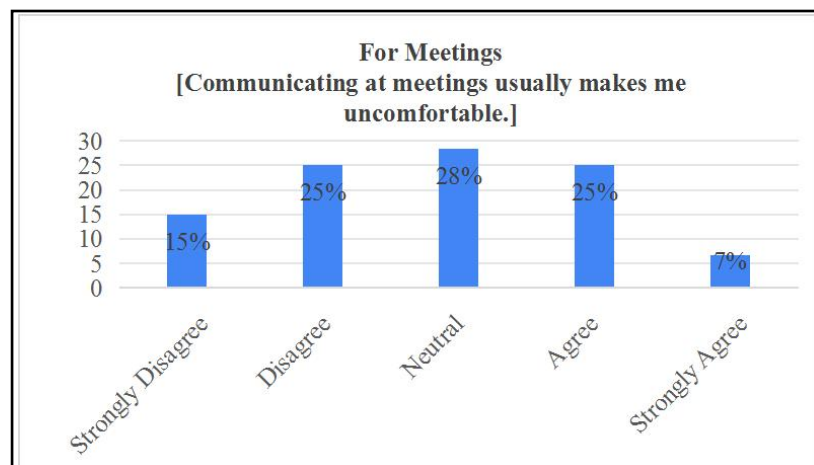


Figure 12

Figure 12 shows that communicating at meetings usually makes participants uncomfortable. Based on the bar chart, 15% of the participants strongly disagree and 25% of the participants

disagree as they are not uncomfortable when communicating at meetings. 28% of participants chose neutral in this statement. 25% and 7% of the participants agree and strongly agree they would feel uncomfortable when communicating at meetings.

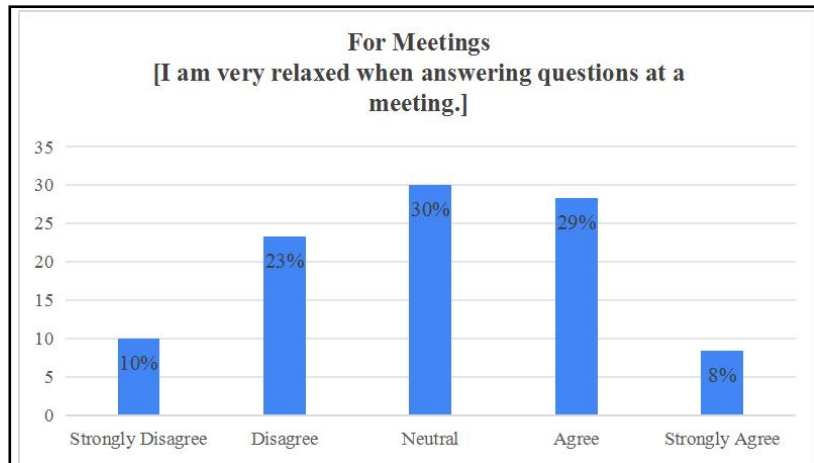


Figure 13

Figure 13 shows when participants answered questions in the meeting, they were very relaxed. Based on the bar chart, 10% of the participants strongly disagree and 23% of the participants disagree as they do not feel relaxed when answering questions at a meeting. 30% of participants chose neutral in this statement. 29% and 8% of the participants agreed and strongly agreed when answering questions in the meeting that they felt relaxed.

#### 4.2.3 For Interpersonal

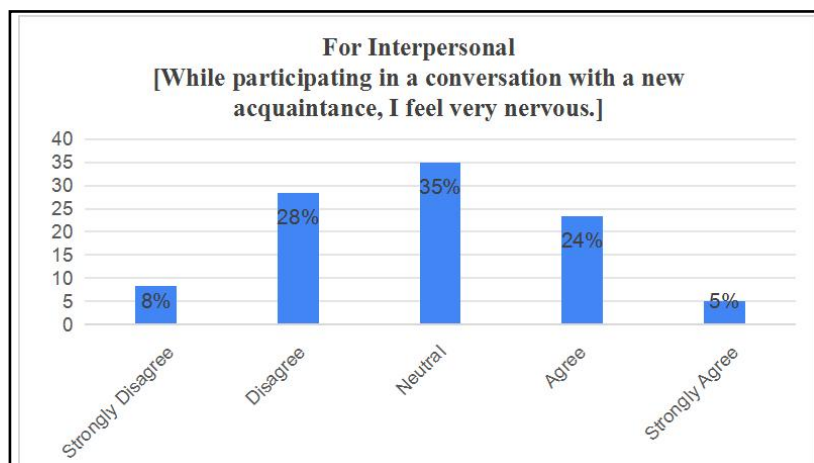


Figure 14

Figure 14 shows when participants talked with new acquaintances, they were very nervous. Based on the bar chart, 8% and 28% of the participants strongly disagree and disagree as they would not feel nervous when they talked to a new acquaintance. 35% of participants chose neutral in this statement. 24% and 5% of the participants agree and strongly agree they feel nervous when they talk to new people.

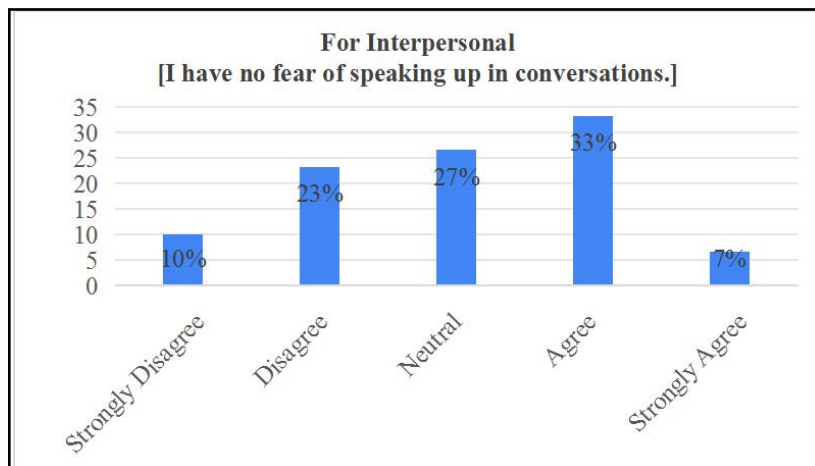


Figure 15

Figure 15 shows that participants were not afraid to speak up during the dialogue. Based on the bar chart, 10% of the participants strongly disagree and 23% of the participants disagree as they fear speaking up in conversations. 27% of participants chose neutral in this statement. 33% and 7% of the participants agreed and strongly agreed that they were not afraid to speak up during the dialogue.

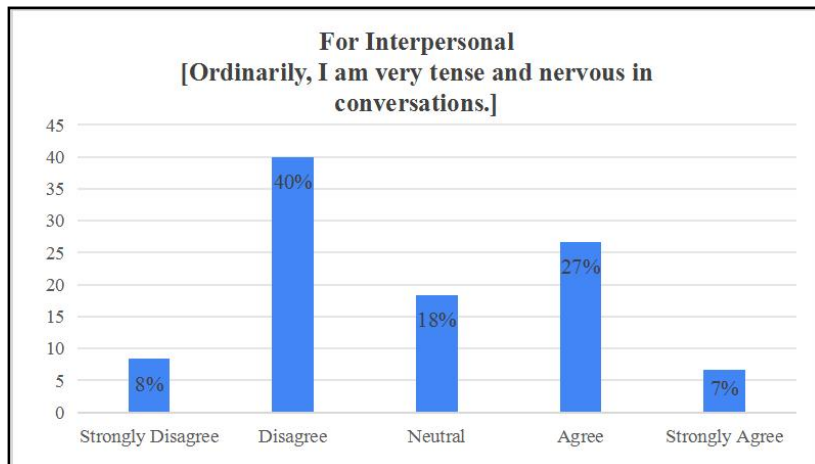


Figure 16

Figure 16 shows in the dialogue that the participants were very tense and nervous. Based on the bar chart, 8% and 40% of the participants strongly disagree and disagree as they do not feel tense and nervous in conversations. 18% of participants chose neutral in this statement. 27% and 7% of the participants agree and strongly agree they felt tense and nervous in conversations.

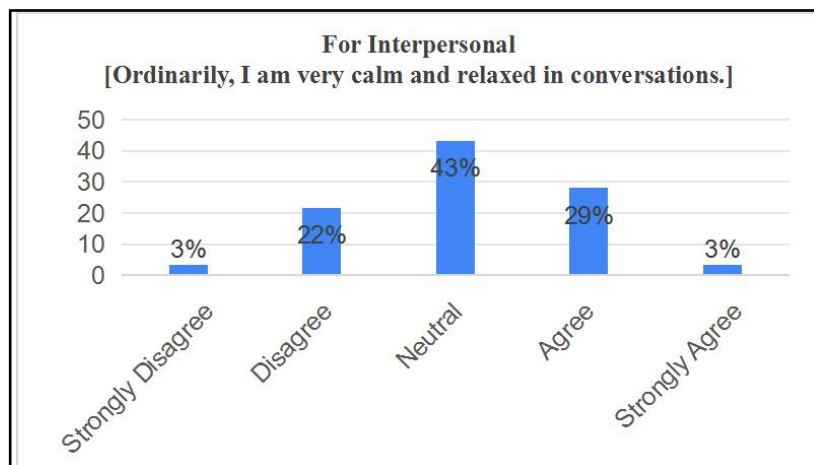


Figure 17

Figure 17 shows that participants were very calm and relaxed in conversations. Based on the bar chart, 3% of the participants strongly disagree and 22% of the participants disagree as they do not feel calm and relaxed in conversations. 43% of participants chose neutral in this



statement. 29% and 3% of the participants agree and strongly agree they felt calm and relaxed in conversations.

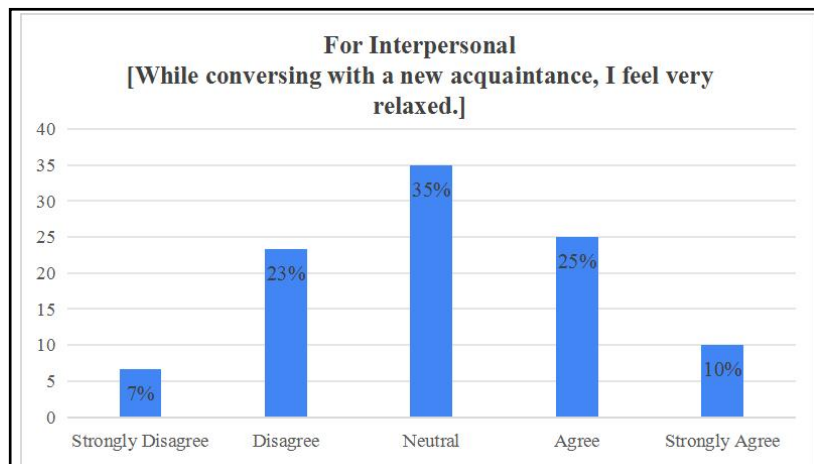


Figure 18

Figure 18 shows when talking to a new person the participant felt very relaxed. Based on the bar chart, 7% of the participants strongly disagreed and 23% of the participants disagreed as they did not feel relaxed when talking to new people. 35% of participants chose neutral in this statement. 25% and 10% of the participants agree and strongly agree with feeling relaxed when talking to a new person.

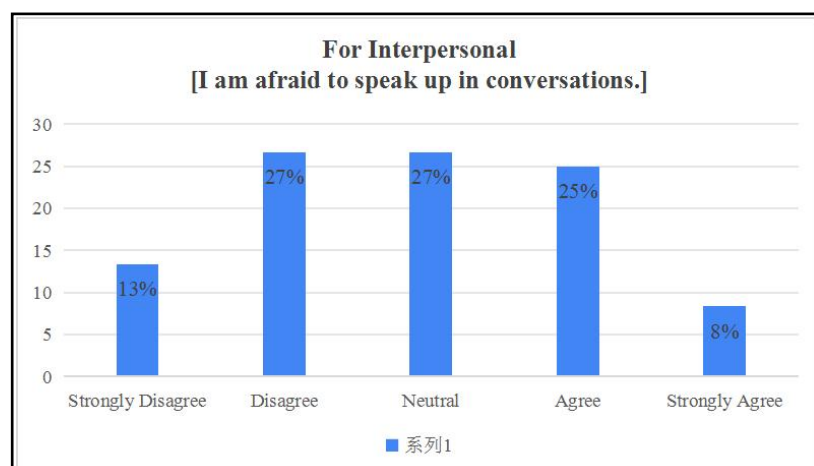


Figure 19

Figure 19 shows that when the participants were in dialogue, they were afraid to speak up. Based on the bar chart, 13% of the participants strongly disagree and 27% of the participants

disagree as they are not afraid to speak up in conversations. 27% of participants chose neutral in this statement. 25% and 8% of the participants agree and strongly agree they do not dare to speak up in conversation.

#### 4.2.4 For Public Speaking

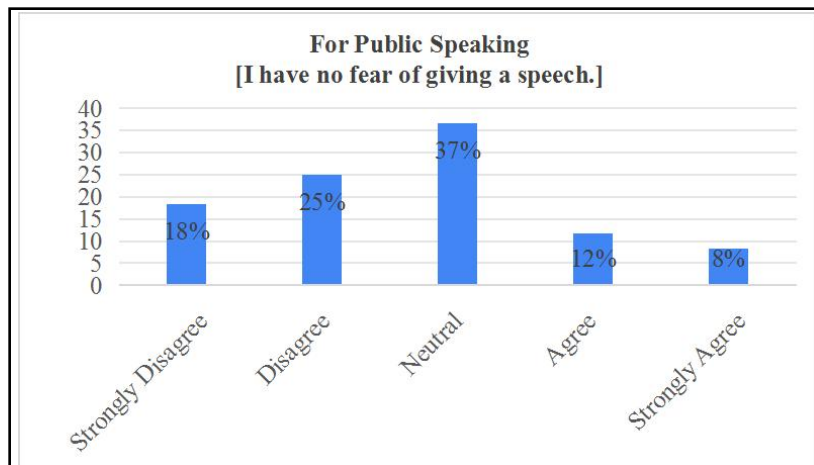


Figure 20

Figure 20 shows that participants do not feel intimidated by presentations. Based on the bar chart, 18% of the participants strongly disagree and 25% of the participants disagree as they fear giving a speech. 37% of participants chose neutral in this statement. 12% and 8% of the participants agree and strongly agree they were not afraid of presentations.

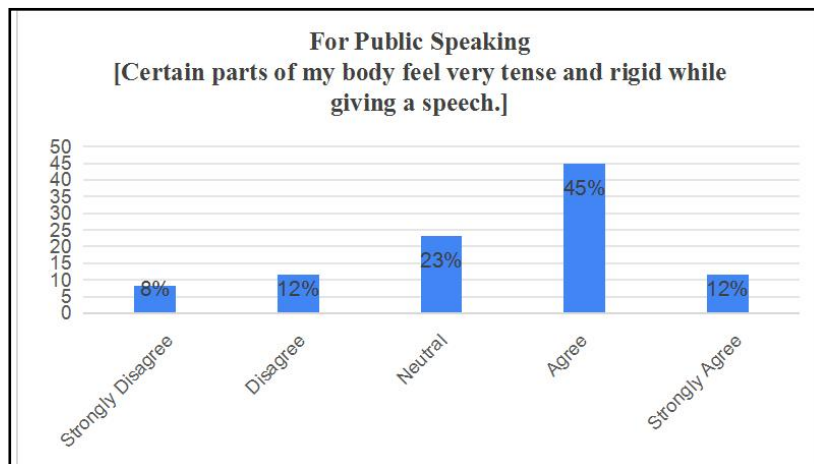


Figure 21

Figure 21 shows that during the presentation, the participants felt tense and stiff in some parts of their bodies. Based on the bar chart, 8% and 12% of the participants strongly disagree and disagree as when they present, they do not feel tense and stiff in some parts of their body. 23% of participants chose neutral in this statement. 45% of the participants agree and 12% of the participants strongly agree when giving a speech some parts of their body would feel tense and stiff.

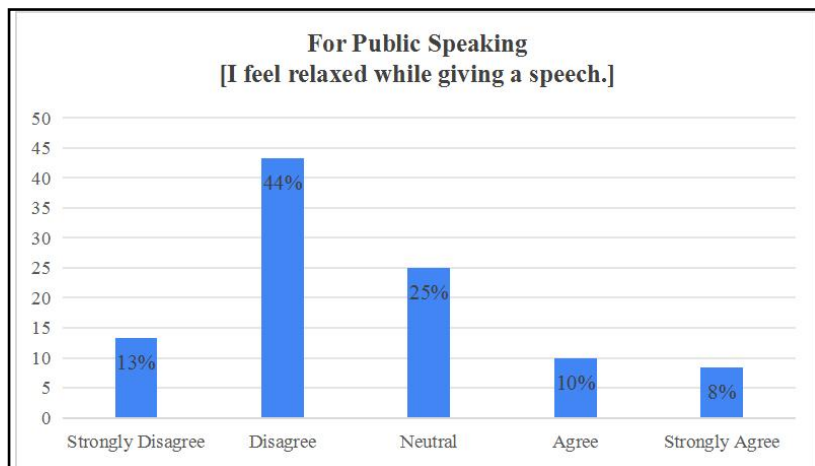


Figure 22

Figure 22 shows that participants were feeling relaxed during the presentation. Based on the bar chart, 13% of the participants strongly disagreed and 44% of the participants disagreed as they felt uneasy during the presentation. 25% of participants chose neutral in this statement. 10% and 8% of the participants agree and strongly agree with feeling relaxed during the presentation.

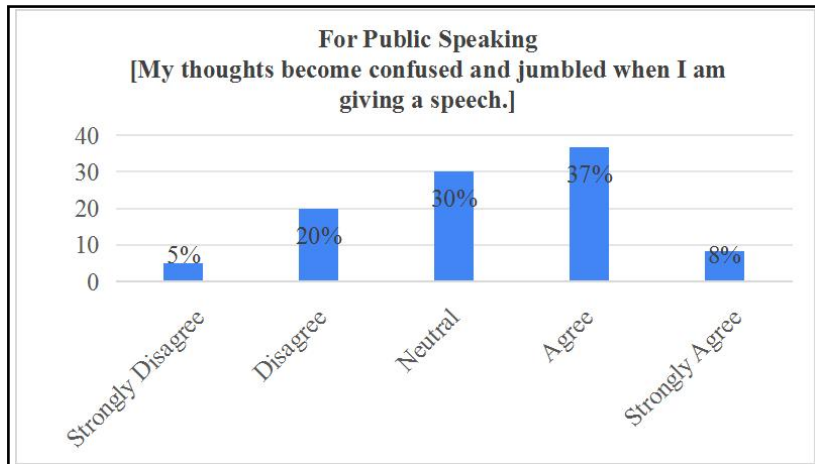


Figure 23

Figure 23 shows when presentation participants' thinking will become confused and cluttered. Based on the bar chart, 5% and 20% of the participants strongly disagree and disagree as during the presentation their thoughts do not become confused and cluttered. 30% of participants chose neutral in this statement. 37% and 8% of the participants agree and strongly agree that during the presentation their thoughts become confused and jumbled.

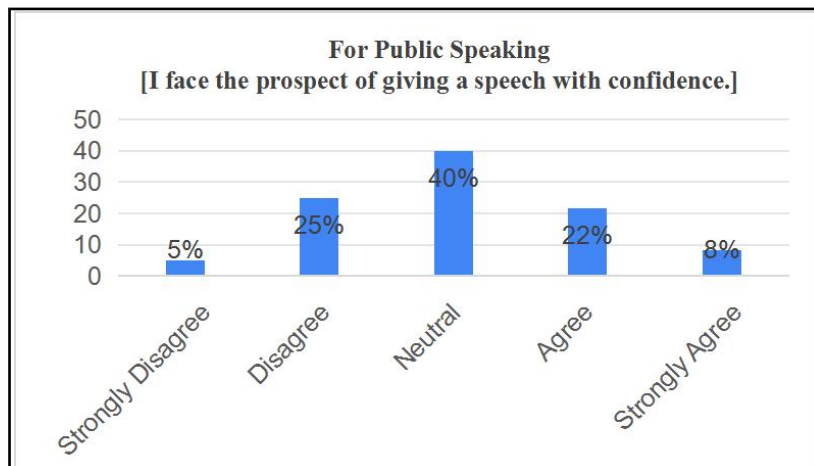


Figure 24

Figure 24 shows that participants are confident when faced with presentations. Based on the bar chart, 5% and 25% of the participants strongly disagreed and disagreed as they lacked the confidence to face the presentation. 40% of participants chose neutral in this statement. 22%

and 8% of the participants agree and strongly agree that they were confident when confronted with a presentation.

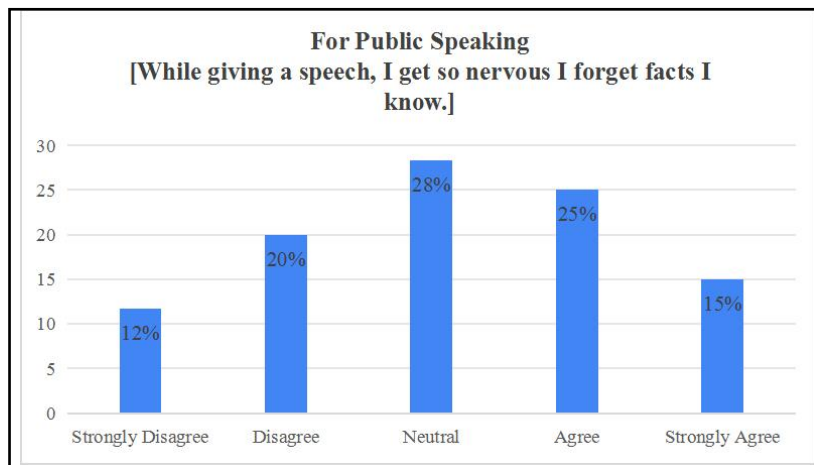


Figure 25

Figure 25 shows that participants are very nervous during presentations and forget the knowledge they know. Based on the bar chart, 12% of the participants strongly disagree and 20% of the participants disagree as they are not nervous and forget knowledge they have while giving a speech. 28% of participants chose neutral in this statement. 25% of the participants agree and 15% of the participants strongly agree they would be so nervous during the presentation and forget what they know.

#### 4.2.5 Total Analysis

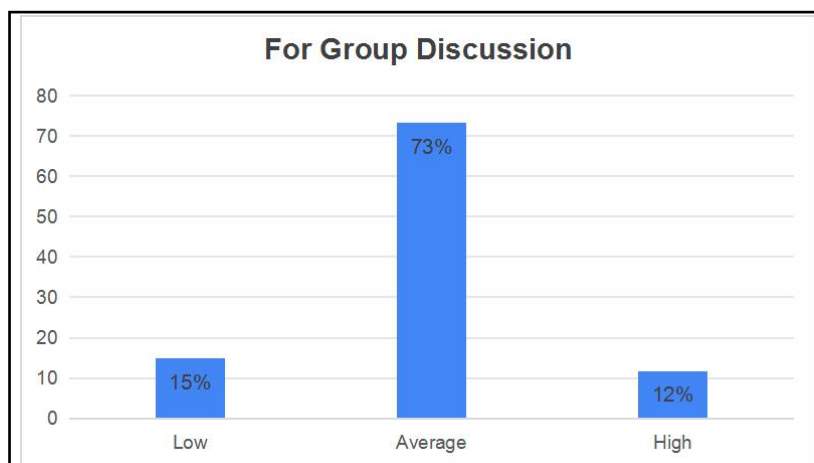


Figure 26

Figure 26 shows the participant's level of anxiety about the group discussion. The results are based on the calculation  $18 - (\text{questions 2, 4, \& 6}) + (\text{questions 1, 3, \& 5})$  provided in PRCA (Appendix 1). Based on the bar chart, for the group discussion part, 15% of the participants were at low CA, 73% of the participants were at average CA, and 12% of the participants were at high CA.

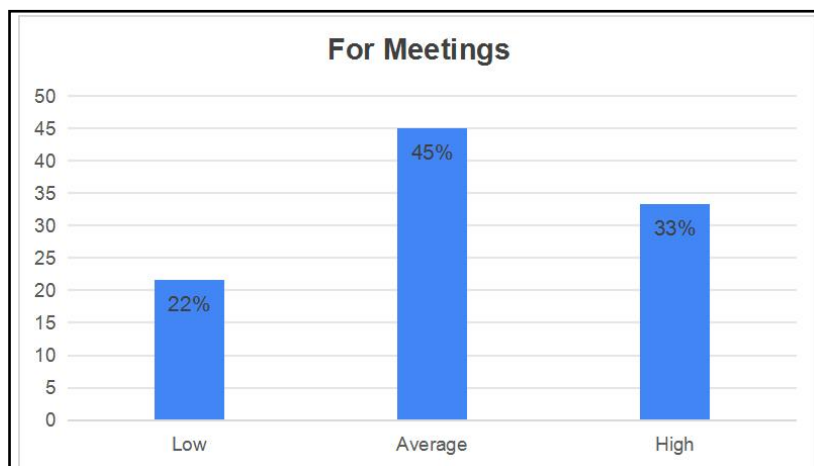


Figure 27

Figure 27 shows the participant's level of anxiety about the meeting. The results are based on the calculation  $18 - (\text{questions 8, 9, \& 12}) + (\text{questions 7, 10, \& 11})$  provided in PRCA (Appendix 1). Based on the bar chart, for the meeting part, 22% of the participants were at low CA, 45% of the participants were at average CA, and 33% of the participants were at high CA.

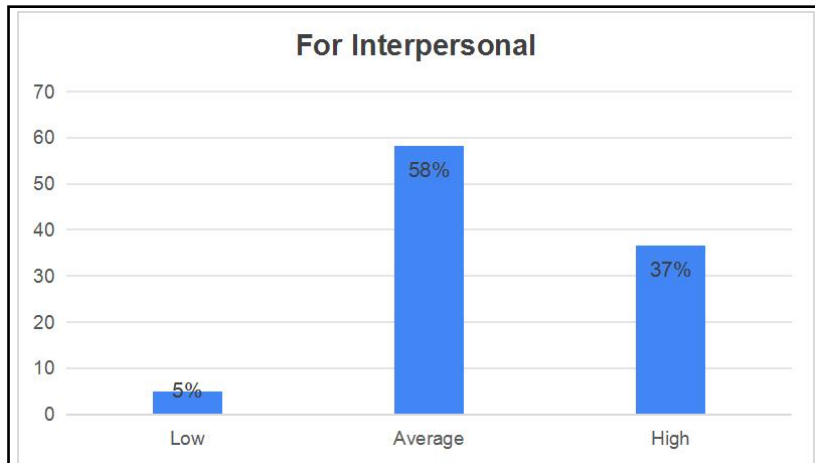


Figure 28

Figure 28 shows the participant's level of anxiety about the interpersonal. The results are based on the calculation  $18 - (\text{questions 14, 16, \& 17}) + (\text{questions 13, 15, \& 18})$  provided in PRCA (Appendix 1). Based on the bar chart, for the interpersonal part, 5% of the participants were at low CA, 58% of the participants were at average CA, and 37% of the participants were at high CA.

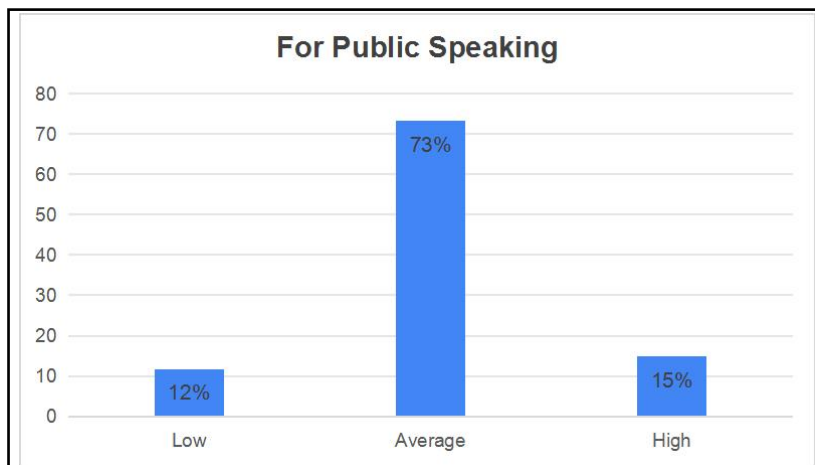


Figure 29

Figure 29 shows the participant's level of anxiety about public speaking. The results are based on the calculation  $18 - (\text{questions 19, 21, \& 23}) + (\text{questions 20, 22, \& 24})$  provided in PRCA (Appendix 1). Based on the bar chart, for the public speaking part, 12% of the participants

were at low CA, 73% of the participants were at average CA, and 15% of the participants were at high CA.

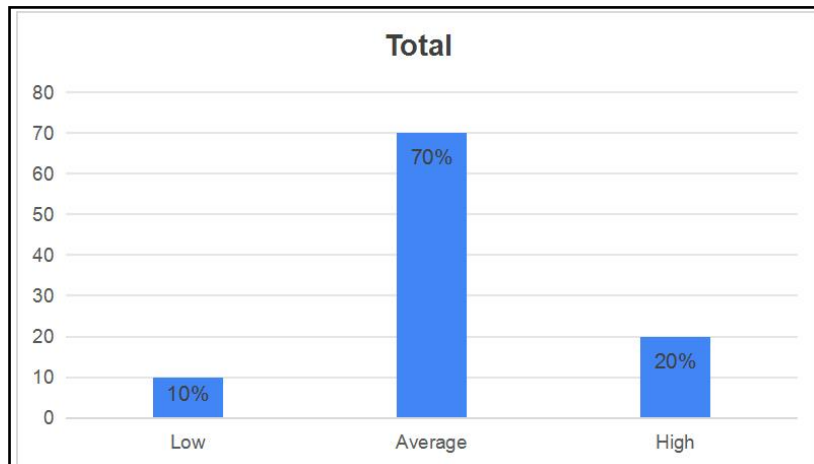


Figure 30

Figure 30 shows the participant's level of anxiety. As provided in the PRCA (Appendix 1), the scores from the four sections above are added together to produce the calculation. Based on the bar chart, 10% of the participants were at low CA, 70% of the participants were at average CA, and 20% of the participants were at high CA.

### 4.3 Semi-Structured Interview

#### Theme 1: Overall feelings about using gamified instruction.

Participants had mixed feelings about using gamified instruction in the experiment. On the positive side, the immersive nature of the game and the connection between the characters enhanced their engagement with the script. Participants were able to immerse themselves in their characters as the plot progressed. However, participants also expressed frustration with the fragmented information in the script, where finding the useful one among many clues was difficult for them. At the same time, participants felt that some players might hide important information, leading to misleading reasoning and a degraded gameplay experience.



### **Theme 2: Challenges encountered during the process of teaching with gamification.**

The main challenges that participants encountered during the gamification process were too long scripts and fragmented information. For people with limited knowledge of English, scripts that are too long are not easy to understand, and they need more time to read and judge the information given, which causes difficulties for them. In addition, the use of English in discussions is also a challenge, and players with a low level of spoken English may not express themselves clearly, thus making it difficult for other players to understand accurately.

### **Theme 3: Anxiety in using gamification to speak English.**

Participants expressed different opinions about their anxiety when using gamification to speak English. Some expressed that speaking anxiety was alleviated. The game helps to learn authentic spoken English, deepens the understanding and use of vocabulary, and provides a more attractive learning environment than traditional methods. Gamification can effectively alleviate the stress of foreign language learning, making the learning process fun and conducive to the improvement of speaking skills. One positive aspect highlighted is the absence of judgments about accents, which creates an enjoyable communication atmosphere. However, anxiety still exists for some, especially when communicating with players whose English level is higher than their own, requiring effortful listening and occasional translation. Overall, while some people still felt anxious, more people recognized the benefits and positive impact of the gamified English learning experience.

#### **Theme 4: Improvisation suggested in using gamification to learn English.**

Participants suggested several areas in which the experiment could be improved. A common concern was the length of the scripts; those that were too long led to inattention, confusion, and wasted time for participants during discussions. It was suggested that selecting shorter scripts would allow for better access for students, especially for those with lower English proficiency. Scripts also need to be adapted to the player level to enhance the gaming experience and immersion. In addition, participants suggested incorporating more interactive elements when providing clues to enhance the playability of the game.

#### **4.4 Conclusion**

In conclusion, this study investigated and researched the speaking anxiety of Chinese students at UTAR through questionnaires and semi-structured interviews. Questionnaire analysis revealed different patterns of anxiety in different communication environments, with a large proportion of participants falling into the average level of communication fear in all communication situations. Semi-structured interviews revealed participants' qualitative insights into the gamified teaching experience. While some found it useful, the challenges of scripting complexity and language proficiency were also highlighted. Overall, participants acknowledged the potential of gamification in reducing anxiety and improving language proficiency in teaching.

## Chapter 5: Conclusions and Recommendations

### 5.1 Introduction

This chapter will further analyse results from both questionnaires and semi-structured interviews and answer the two research questions posed in the study. Besides, it will discuss the contribution of the findings to the field of addressing foreign language students' speaking anxiety and how future researchers can improve the study to bring better teaching and learning outcomes.

### 5.2 Summary of Findings

#### RQ 1. What is the level of EFL students' oral anxiety in English-speaking lessons?

CA	Low	Average	High
Group Discussion	15%	73%	12%
Meetings	22%	45%	33%
Interpersonal	5%	58%	37%
Public Speaking	12%	73%	15%
Total	10%	70%	20%

Table 1

The calculated results (Table 1) of the questionnaire submitted by 60 participants will be used to answer RQ 1. In the PRCA (Appendix 1), the four scenarios of group discussions, meetings, interpersonal, and public speaking had the highest percentage of participants with

speech anxiety levels at average. The highest percentage of the total anxiety level was also at average. Most participants in the different speaking contexts showed average levels of speaking anxiety, which agrees with Çağatay's (2015) findings that most EFL students experience average levels of foreign language speaking anxiety. It may reflect a common problem that many EFL students experience anxiety when communicating, where students may feel nervous, but it does not affect their ability to perform real ability.

In addition, the percentage of participants with high speaking anxiety levels when confronted with meetings and interpersonal scenarios cannot be ignored. The results of Rimkeeratikul's (2017) study similarly indicated that students' CA scores were high in situations that required the use of English for communicative interaction, such as engaging in group discussions, interpersonal dialogues, and meetings. Students feel more nervous and uncomfortable in interactive communication environments, which can make them overly concerned with their expressions to avoid mistakes, thus inhibiting the ability to present their true selves in communication.

## **RQ 2. Why is gamification suitable to be used to manage EFL students' speaking anxiety during speaking lessons?**

The content of the responses from the semi-structured interviews conducted by the six participants will be used to answer RQ 2. Most education research agrees that gamified learning outcomes are positive to increase motivation, engagement, and enjoyment of learning. (Hamari et. al., 2014). The results of this study stated that most of the participants agreed that using gamification for speaking instruction can positively impact English-speaking anxiety. The participants stated that using gamification helped to alleviate English-speaking anxiety because the entertaining nature of the game allowed them to communicate

without the pressure of an accent, giving an atmosphere in which they could enjoy communicating. Gamification makes students feel comfortable in interactive, which reduces stress and tension associated with interactive learning (Fajri et. al., 2021). Stimulates positive attitudes toward language learning, correctly uses gamification to improve learning (Ahmed et. al., 2022), and reduces anxiety in language learning environments.

Meanwhile, Ahmed et. al.'s (2022) study showed that using gamification can develop English learners' idiomatic knowledge. This is consistent with the findings of this study, where participants felt that using gamification provided an engaging learning environment to learn more authentic vocabulary knowledge and deepen their understanding of vocabulary. Gamified language learning not only increases the use of language in the real world but also provides language environments with different scenarios that enhance the application of language.

Nevertheless, despite most participants perceiving gamification as having a positive impact on oral English anxiety, there were still people who remained anxious about using English to converse, especially when communicating with people whose English level was higher than theirs. Gamification of lesson design around tasks, storytelling, or narration may be better suited to reducing student anxiety and may also increase engagement and motivation (Edwards, 2022). Therefore, it is particularly important to be able to customize gamified language learning content to suit each learner.

### **5.3 Implications of the Study**

The results of this study have the potential to give some insights to teachers who want to use gamification as a speaking teaching strategy. For students, the traditional English-speaking classroom may not allow them to feel comfortable speaking English, and speaking anxiety

may affect their ability to express themselves. If teachers can use gamification in the classroom, to some extent it can help students to relax and communicate with others without worrying that they will be assessed by the teacher for speaking mistakes or ridiculed by other students for their accent. The results of the study show that most of the participants recognized the effectiveness of this style of teaching. Students' approval will encourage teachers' motivation to teach and make them more willing to actively explore the application of gamification to other language skills.

From the students' perspective, gamification and role-playing are in a hypothetical virtual scenario that may cover communication situations that they may encounter in real life. Within the controlled environment of the classroom, students learn the possible dialogues that may occur in various scenarios and can be deal with in real interactions in the future without feeling intimidated or stressed.

#### **5.4 Recommendations for Future Research**

Certain aspects of this study are still lacking, and future researchers may consider improving on these aspects to bring about better teaching outcomes and quality. The first is the participants in the survey. There were only six non-English majors who participated in the semi-structured interviews, because of the small number of participants, it can only represent the viewpoints of some students to a certain extent, and it cannot generalize all non-English students. Future researchers can consider investigating more non-English majors and finding more participants to bring out more accurate research results. The next aspect is the textual material used in the gamification. Based on the feedback from semi-structured interviews, gamification is more conducive to increasing student engagement and motivation by using reading texts that are shorter and slightly above the students' English level. Future researchers

may need to consider choosing more appropriate instructional texts according to the English level of the study participants to bring better teaching outcomes.

## **5.5 Conclusion**

Overall, this study used mixed-methods research to help EFL students overcome English-speaking anxiety by using gamified instruction in the speaking classroom. The results of the study showed that most of the students endorsed the feasibility of using gamified instruction to alleviate foreign language speaking anxiety as a method and provided some suggestions to further improve gamified instruction. This demonstrates that gamification may be an effective teaching approach in language teaching to enhance student's learning experience and oral expression and provides some insights for the future promotion of gamification in education.

## Appendix 1: Questionnaire

### Personal Report of Communication Apprehension (PRCA-24)

Directions: This instrument is composed of 24 statements concerning feelings about communicating with others. Please indicate the degree to which each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

- \_\_\_\_\_ 1. I dislike participating in group discussions.
- \_\_\_\_\_ 2. Generally, I am comfortable participating in group discussions.
- \_\_\_\_\_ 3. I am tense and nervous while participating in group discussions.
- \_\_\_\_\_ 4. I like to get involved in group discussions.
- \_\_\_\_\_ 5. Engaging in a group discussion with new people makes me tense and nervous.
- \_\_\_\_\_ 6. I am calm and relaxed while participating in group discussions.
- \_\_\_\_\_ 7. Generally, I am nervous when I have to participate in a meeting.
- \_\_\_\_\_ 8. Usually, I am comfortable when I have to participate in a meeting.
- \_\_\_\_\_ 9. I am very calm and relaxed when I am called upon to express an opinion at a meeting.
- \_\_\_\_\_ 10. I am afraid to express myself at meetings.
- \_\_\_\_\_ 11. Communicating at meetings usually makes me uncomfortable.
- \_\_\_\_\_ 12. I am very relaxed when answering questions at a meeting.
- \_\_\_\_\_ 13. While participating in a conversation with a new acquaintance, I feel very nervous.
- \_\_\_\_\_ 14. I have no fear of speaking up in conversations.
- \_\_\_\_\_ 15. Ordinarily, I am very tense and nervous in conversations.
- \_\_\_\_\_ 16. Ordinarily, I am very calm and relaxed in conversations.



- \_\_\_\_\_ 17. While conversing with a new acquaintance, I feel very relaxed.
- \_\_\_\_\_ 18. I am afraid to speak up in conversations.
- \_\_\_\_\_ 19. I have no fear of giving a speech.
- \_\_\_\_\_ 20. Certain parts of my body feel very tense and rigid while giving a speech.
- \_\_\_\_\_ 21. I feel relaxed while giving a speech.
- \_\_\_\_\_ 22. My thoughts become confused and jumbled when I am giving a speech.
- \_\_\_\_\_ 23. I face the prospect of giving a speech with confidence.
- \_\_\_\_\_ 24. While giving a speech, I get so nervous I forget facts I know.

**SCORING:**

Group discussion: 18 - (scores for items 2, 4, & 6) + (scores for items 1,3, & 5)

Meetings: 18 - (scores for items 8, 9, & 12) + (scores for items 7, 10, & 11)

Interpersonal: 18 - (scores for items 14, 16, & 17) + (scores for items 13, 15, & 18)

Public Speaking: 18 - (scores for items 19, 21, & 23) + (scores for items 20, 22, &24)

Group Discussion Score: \_\_\_\_\_

Meetings Score: \_\_\_\_\_

Interpersonal Score: \_\_\_\_\_

Public Speaking Score: \_\_\_\_\_

To obtain your total score for the PRCA, simply add your sub-scores together. \_\_\_\_\_

Scores can range from 24-120.

Scores below 51 represent people who have very low CA.

Scores between 51-80 represent people with average CA.

Scores above 80 represent people who have high levels of trait CA.

NORMS FOR THE PRCA-24: (based on over 40,000 college students; data from over 3,000 non-student adults in a national sample provided virtually identical norms, within 0.20 for all scores.)

Mean	Standard Deviation	High	Low
Total Score: 65.6	15.3	> 80	< 51
Group: 15.4	4.8	> 20	< 11
Meeting: 16.4	4.2	> 20	< 13
Dyad (Interpersonal): 14.2	3.9	> 18	< 11
Public: 19.3	5.1	> 24	< 14

Adopt from: McCroskey, J. C. (2005). *An introduction to rhetorical communication* (9th ed).

Englewood Cliffs, NJ: Prentice Hall

## **Appendix 2: Semi-Structured Interview Question Guide**

1. What are your overall feelings about using gamified instruction in the experiment? Give your reason.
2. Which challenges have you encountered during the process of teaching with gamification? Give your reason.
3. How do you feel about using gamification to speak English? Do you still feel anxious? Give your reason.
4. Where do you think this experiment needs to be improved? Give your reason.

### **Appendix 3: Semi-Structured Interview Transcribe**

**Q1. What are your overall feelings about using gamified instruction in the experiment?**

**Give your reason.**

Participant A:

The process of the characters moving through the scenes and discovering the clues was so immersive that I could become more invested in the script. However, because there were so many relationships between the characters, it was difficult for me to take on the identity of my character, and I could only take on a stronger sense of action.

Participant B:

The character I play in this script is not the same as myself, so it was hard to get into the character at the beginning. But as the plot progressed and I became more and more immersed in the character, I was able to remove the barrier between myself and the character.

Participant C:

The experience of this game is very strong and amazing for me. Because my character had a dual identity, it made me very nervous while playing, but the feeling was exciting.

Participant D:

I do not think this experience was good. Because the information in the script was very fragmented and it was very hard for me to find a useful clue in it.

Participant E:

I think the experience was good. Each character is connected and can be enriched by other people's information. However, some players may hide something important, causing reasoning to go in the wrong direction and detracting from the gameplay experience.

Participant F:

The immersion of the game is good. There are marked highlights in the script and players can make judgments based on the highlights. But some clues need to be judged by combining information from other players, which feels annoying.

**Q2. Which challenges have you encountered during the process of teaching with gamification? Give your reason.**

Participant A:

I need more time to read because this text is more fragmented, and I do not want to miss certain key information. Besides, when my friend's text is shorter, I feel a sense of pressure in my mind when I watch him read it quickly.

Participant B:

The text is too long and consumes my mind. For certain information, it needs to be judged whether it is hidden or not, and this can cause problems for other players, and I am the one being troubled. Besides that, some players have a low level of spoken language, making it hard to accurately understand what they are expressing, which is also one of the challenges I face.

Participant C:

The text is too long and it is harder to read for people who do not have enough knowledge of English and it is not friendly for them.

Participant D:

This is my first time playing this game in English and it is good. I have a weak foundation in English, it is challenging for me to get the key information in everyone's expressions. I need to convert a lot of information into Chinese in my brain before I memorize it, that's why I will get confused. But this activity has given me a lot of benefits.

Participant E:

I think the biggest challenge is in the relationship of the characters. Many characters will make me confused in dealing with the relationship, and the process of dealing with the information will also become confusing.

Participant F:

It is a challenge for me to use English in the process of discussion. Once I do not understand someone's key clues, it will affect my inference afterward.

**Q3. How do you feel about using gamification to speak English? Do you still feel anxious?**

**Give your reason.**

Participant A:

This activity was taught with gamification, and we are non-native English speakers, we have a poor English foundation and do not learn this right away. After this form of teaching in the

context of games, I was able to learn more authentic and colloquial English and was able to relieve my speaking anxiety.

Participant B:

I think it was a bit anxious because there were a few players whose English was higher than mine, and to understand them I needed to listen very hard and sometimes use a translator to understand. Many of the words in the script were unfamiliar to me and I needed to use a translator. However, I feel that this activity is a significant improvement to my spoken English because I learned about the characters through the script, deepened my knowledge of new vocabulary, and understood more depth of previous words.

Participant C:

I felt anxious during the activity because my English level was poor, which caused the game to drag on and I needed to rely on my friends' help to speed up the process, which was difficult for me to try this mode of teaching for the first time.

Participant D:

I did not feel anxious during the game, I think this game mode is very helpful in improving English because I can learn a lot of words by using different vocabulary through different scenarios, unlike the specialized vocabulary we learn in school.

Participant E:

I think it can effectively relieve the pressure of foreign language learning. In our daily lives, we do not use English to communicate, so it is difficult to improve our oral English

communication skills. But through the game, we can learn better and improve our speaking skills, and the whole process will not feel boring.

Participant F:

I did not feel anxious during the game. After playing the game for a while, I got used to communicating in English because the players don't make fun of each other's accents, and everyone can communicate and discuss in a pleasant atmosphere. Furthermore, when we communicate in English at school, the teachers need to evaluate our work, but as the form of the game, we do not feel pressured, and we can communicate better in English.

**Q4. Where do you think this experiment needs to be improved? Give your reason.**

Participant A:

In each slide only a small part of the information can be seen, the process of receiving the information is troublesome, but it would be better if it could be shown directly.

Participant B:

I think it is important to develop the script according to the level of the players and to have a better gaming experience so that there can be a good sense of immersion and experience.

Participant C:

I think the game script is too long, which leads to a lack of concentration during the game. Players' information is confusing, and when we discuss it at the back, we have to focus on the information again, which wastes a lot of time.



Participant D:

I think the script is a little bit difficult and if it is used for teaching, the script should be simplified more to focus more on English expression.

Participant E:

I think the length of the script needs to be improved, it is difficult for people with a low English level to read long articles, so shortening the script and reflecting the main content is enough. Besides, when providing clues, there could be more interactive parts to improve the game's playability.

Participant F:

Script requires some reasoning ability, it may make some players reduce the game experience, so it should choose some daily scripts.

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