ENGLISH LANGUAGE TEACHERS AND TEACHING ITS SKILLS USING GAMIFICATION TECHNOLOGY IN PUBLIC SCHOOLS

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Abstract

The current study sought to answer the following question: What are the English Language Teachers and Teaching its Skills Using Gamification Technology In Public Schools, was chosen as the best research design for this study, and a questionnaire was utilized to gather information about the public school teachers', The sample for the study, which included 16 English language instructors, Device for the Study a survey on the views of teachers, I received the study's findings. The study also examined instructors' attitudes towards implementing the gamification method in each individual topic. The paragraph "By utilizing gamification technique", It was first on the list. Contrarily, the last-placed item said that using a systematic reading style while gamifying it is helpful for reaching academic goals. The application of gamification techniques in the teaching of writing, the last subject, helped pupils to employ their creativity more successfully "It came up on top of the list. Contrarily, the last-placed item said that "gamification technique enabled students to connect and cooperate in groups while writing texts.

Key words: Public school; Gamification;

INTRODUCTION

The importance of mastering English in educational institutions across the world increases with the value of education, making it one of the most important human languages in the twenty-first century. English is the language of international communication due to its widespread use and the sheer number of speakers. Additionally, it is the worldwide language used for conferences throughout the world and for teaching many important disciplines, such as medicine. Engineering, contemporary technology, and the English language, which has developed into a critical instrument for joining the local and

worldwide labor market, are all thanks to the social, scientific, and technical improvements that it experiences in most nations. (Yavuz, Ozdemir, & Celik, 2020).

The act of bringing gaming mechanics and concepts to other facets of life in order to further a personal or public goal is known as "gamification." And from the perspective of education, gamification is focused on integrating game mechanics and concepts into educational activities in order to achieve a learning target or a specific educational purpose. (Kaimara, Fokides, Oikonomou, & Deliyannis, 2021). The fact that gamification technology has four freedoms sets it apart and contributes to its increased popularity. The use of play aspects to make education more appealing without lowering the educational value's quality is another benefit of gamification for educational designers. Gamification regulates and controls user behavior by substituting external rewards for internal motivation. (Suh, Wagner & Liu, 2018).

Research Problem

The importance of mastering English in educational institutions across the world increases with the value of education, making it one of the most important human languages in the twenty-first century. English is the language of worldwide communication due to its extensive use and sheer number of speakers. It is also the universal language in which international conferences are held and through which many important disciplines, like medicine, are taught Engineering, current technology, and the English language have become essential tools for joining the local and global labour market owing to the social, scientific, and technical improvements it experiences in most nations. (Yavuz, Ozdemir, & Celik, 2020).

Gamification, from the perspective of education, is the process of applying game mechanics and concepts to other elements of life in order to attain a personal or public aim. Gamification is centered on integrating game mechanics and ideas into educational activities in order to achieve a learning aim or a specific educational purpose. (Kaimara, Fokides, Oikonomou, & Deliyannis, 2021).

Research Questions

The current study sought to answer the following question: What are the English Language Teachers and Teaching its Skills Using Gamification Technology In Public Schools?

Significance of the Study

The study's relevance might persuade teachers to utilize gamification strategies to teach English language proficiency, and its findings could establish a new field of study into how gamification affects language learning. Perhaps this study will inspire some teachers to use modern techniques and meet modern standards by replacing gamification for conventional education while educating students, it could inspire individuals to utilize this strategy to improve academic performance and get over a range of challenges and obstacles. It may promote the adoption of this strategy for boosting academic success and getting beyond a range of obstacles, as well as provide information on how well educational technology is implemented into lessons.

Operational Definitions of Terms:

The use of games in the teaching of English language skills is known as gamification. To engage students in games, motivate them to work hard, promote learning, and solve problems, as well as game mechanics, aesthetic elements, and thinking exercises, cloud software is used.

Theoretical Framework and Previous Studies

Gamification

The widespread use of technology tools like computers has recently led to one of the most significant improvements in the educational process, known as gamification. Using a variety of strategies, this productive learning environment makes use of mobile devices and tablets to complete instructional objectives with the least amount of time and effort. Early historical origins of gamification method invention and development, according to Al-Omari (2019), stretch back to the late 20th century, when the first computer games were

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released, as well as the subsequent enormous advancements in computers and communication technology, and the ability to produce top-notch digital games is now possible thanks to the Internet. The aim of the gamification strategy is to fulfil certain basic human wants or desires, the need for cooperation and self-expression among students may be demonstrated by their choice for either the physical or digital environment for these components, such as attention to reward, achievement, and competition.

El-Hefnawy (2017) claims that the term "gamification," which was coined from the word "game," was utilized to advance marketing efforts and companies, but eventually extended to incorporate more domains including instruction, training, and media. According to Suleiman (2018), it employs a traditional game's structure while utilizing contemporary digital resources including computers, phones, and iPads, its primary objective being to let pupils acquire knowledge and information and help them solve problems in an exciting and dramatic setting. According to Al-Magdawi (2018), gamification is an instructional strategy based on the principles of play that may be used to teach students various forms of information through digital games in an exciting environment, passion and intrigue that spurs conversation and increases the learner's receptivity to knowledge than memory and teaching. Direct engagement and challenge mixed with interest and enjoyment are two of the most important elements of gamification.

Gamification is the practise of integrating game concepts and mechanics into non-game contexts to serve either private or public goals, Gamification is focused on integrating game mechanics and ideas into educational activities in order to achieve a learning aim or a specific educational purpose. (Kaimara, Fokides, Oikonomou, & Deliyannis, 2021).

Since computer programmers using specialized software are used to execute digital games, The goal of gamification as a teaching approach is to encourage students' technical mastery of critical-thinking abilities, They increase kids' ability to communicate online and encourage them to design, produce, and prepare their own digital games, This improves a number of skills, such as problem-solving, critical thinking, and creative thinking (Fontana,2020)Another advantage of gamification for educational designers is the use of play characteristics to make education more interesting without decreasing the quality of

the educational values. By removing internal incentive and replacing it with external rewards, gamification regulates and controls user behavior. (Suh, Wagner & Liu,2018).

Through knowledge, the user can find design elements relevant, which would boost intrinsic drive. To lessen the need to emphasize extrinsic rewards, a gamification-based learning activity should be developed to help students comprehend the importance of the gamification aim to them, Making work pleasurable enough to maintain engagement without the use of financial incentives or other outside incentives, understanding how play elements connect to learning outcomes in educational contexts, and putting gamification in place Sensibly, methodically, selectively, and with a clear goal are all crucial. All academic fields may profit from the instructional content if the intended audience and desired action were both thoroughly understood, additionally to efficient and appropriate incentives for the target environment. The most important language is English. (Rincon & Santo, 2021).

When designing a learning activity based on gamification, Students should be helped in comprehending the relevance of the gamification purpose and how play components relate to learning outcomes in educational circumstances, according to Pektas and Kepceoglu's (2019) observation, make challenging tasks that students would enjoy doing without the need for rewards or external encouragement, and understand how to use gamification. judiciously, deliberately, and carefully, with a clear objective, a thorough understanding of the target audience and the features of the target activity, the educational value of the gamification, and the appropriate rewards for the lesson's target audience.

The essential components of gamification in education are illustrated by the examples below:

Gamification is fun: While gamification activities are focused on the advantages of gamification, the issue of enjoyment and leisure is resolved at the expense of education, Gamification is a fun way to achieve educational goals on its own.

Although gamification activities focus on its advantages, gamification is a fun way to achieve educational goals on its own. It permits the teacher to employ these strategies to speed up the learning process. Because it encourages collaboration and cooperative

learning in a diversified and active learning environment, In order to increase a learner's motivation, incentive techniques must be used. Collaborative, effective work that reduces cognitive dispersion is how learning is accomplished (Pavlova & Vejacka,2022). according to (Legaki, Xi, Hamari, Karpouzis & Assimakopoulos,2020) The established educational goals and the approach used to achieve them are a benefit of gamification activities. which results in their successful completion.

Language Skills:

The four skills of reading, writing, speaking, and listening facilitate language comprehension and improve communication skills, including the cognitive ability of the speaker. In all languages, including English, the four basic skills of listening, speaking, reading, and writing exist. Writing and speaking are considered to be fruitful, but reception is what distinguishes listening and reading: the 'input,' as it were, or just by being exposed to the original language used: as a part of learning a second language, the so-called output, the process of producing language (Samosa, Policarpio, Canamaque, Camocamo & Honeylyn, 2021; Yavuz, Ozdemir, & Celik, 2020)

- **Listening skill:**

Listening is a key component of teaching any language. Active listening improves speech accuracy and understanding. as well as. The hearing process may be improved by listening to recordings, music clips, movies, TV shows, and podcasts.

- **Speaking skill:**

Speaking a little English is one of the four language abilities that students find the most difficult to master, they may quickly improve their speaking skills by using a range of choices, such as audio discussions like those in social media.

- **Reading skill:**

 As reading is a brain operation that takes time to develop, it is one of the most crucial English language abilities They can really benefit from it.

- **Writing skill:**

It might be difficult for some pupils to pick up this ability without making blunders, However, with some practice—such as through participating in Wiki communities and educational blogs—kids may develop a writing habit.

To ensure clear and understood communication, the researcher thinks that English language learners should have the four communication abilities. Furthermore, your overall level of English proficiency and the topics covered in the certification exam will be determined by the level you accomplish in each skill.

The Gamification Method for Teaching English Language Skills: Teachers' Opinions:

Attitudes can be considered as a form of learned motivation or a type of social drive for behavior. The phrase was described as a psychological ready or a tense mental preparation capable of either a favorable or negative response towards individuals by Turan, Kucuk, and Karabey (2022). events or symbols in the environment cause this reaction to items. The attitude of a person is essential for predicting how they will respond in specific social settings, As a result, organizations and colleges were keen to take into account the educational attitude of their students and provide them with an educational attitude towards their teaching and employment by supporting their them the educational experiences found in professional preparation programs. as well as a range of expertise and facts about direction to help them accomplish their goals.

Attitudes are a vital component for identifying the numerous psychological propensities and tendencies that affect human behavior, and the intensity of the individual's response to a specific topic, problem or unique circumstance. In particular, and concurrently, he/she utilizes it as a yardstick to determine if their behavior is welcomed or unwanted. and that, depending on the pattern, the quality, the direction, and the norms for that behavior, it will have an effect on him as well as the community, for better or worse, and the reason for this is because, after social psychologists were interested in thoroughly defining and investigating that word, attitudes do affect a person's life and daily actions(Lin, 2022).

Several characteristics of the gamification mentality may be seen. (Turan et al.,2020)

Attitudes are taught, not inherited;

- There are several individuals or groups participating in the social stimuli and circumstances that shape attitudes and are associated with them.

- Having an attitude entails more than simply how someone feels about oneself; it also refers to how they interact with others.

- There are many distinct attitudes, and each one is susceptible to environmental stimuli.

- The attitudes are more subjective than objective in respect of their content.

- Attitude has a mental component that expresses a person's ideas or mental comprehension of the trend's issue; attitude contains an emotional component that conveys the person's evaluation as well as how much he or she likes or reacts to the trend's issue;

- an attitude includes a behavioral component that describes how someone is considered to act towards an issue.

- Attitudes come from experience, relate to the present, and foretell the future.

- While attitude is a quality that tends to be stable and relatively consistent, it can deteriorate or alter in specific circumstances. It is possible to predict how someone would react to specific social cues based on the consistency and agreement between their responses to social cues, or attitude.

- The attitude is something that can be learned, acquired, and eradicated.

Review of Related Studies:

Turan, Kucuk and Karabey (2022) studied the behavioral intentions of pre-service teachers towards adopting gamification technologies and the important variables influencing their use. Through the use of a questionnaire containing seven components, data from 313 pre-service teachers at two significant Turkish institutions were gathered perceived usability, utility, self-efficacy, enjoyment, anxiety related to computers, attitude, and behavioral intention. Students were first instructed in the use of Web 2.0 gamification tools, after which data were gathered via a questionnaire. The Technology Acceptance Model served as the research framework for this study. Utilizing structural equation modelling, the data were examined. The findings demonstrated that pre-service teachers' behavioral intentions to utilize gamification technologies were significantly influenced by perceived self-

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efficacy and attitudinal characteristics. Additionally, pre-service teachers' views towards utilizing gamification technologies were highly influenced by their perceptions of their utility and enjoyment.

Farwana study (2021) investigated the effects of the interplay between electronic learning environments and learning preferences on the development of gamification and usability-based electronic activity design abilities among technology instructors in Gaza. The study found that due to the interaction between the two learning environments and the two learning styles, there were no statistically significant differences between the average scores of the two experimental study groups in the post application of the observation card of the skills of using electronic activity design tools, which included a sample of 60 male and female teachers. Due to the interaction between the two learning environments and the two learning styles, there were no statistically significant differences between the mean scores of the two experimental study groups after using the gamification-based electronic activities product design evaluation card. Additionally, there is a very big effect size for the two learning environments in terms of improving the abilities to use tools for designing electronic activities. and the aptitude for creating a gamified electronic activity product. Due to the interaction between the two learning environments and the two learning styles, the difference in mean scores between the two experimental research groups after application of the e-learning environment usability scale was statistically significant.

The study of Akl (2019) aimed to understand how public-school instructors in Salfit Governorate used computerised educational games to teach children in the lower basic stage. It sought to determine the degree to which various factors, including sex, years of experience, educational background, and specialization, Regarding Salfit Governorate public school teachers' perspectives on the use of computerized educational games in educating pupils in the lower basic stage, the study sample consisted of 170 randomly chosen male and female instructors, and the study relied on the descriptive analytical technique and the descriptive approach. The study found that, from the perspective of public school instructors in Salfit Governorate, computerized educational games had a substantial impact on educating pupils of the lower basic stage, and it was discovered that the use of computerized educational games in educating pupils did not result in any

statistically significant differences at the level of significance (= 0.05). The variable (gender, years of experience, specialization) is attributed to the minimum basic stage from the perspective of public school teachers in Salfit Governorate. It was also discovered that there are statistically significant differences at the level of significance (= 0.05) in the role of parents.

Research Method

A descriptive research method was used as the appropriate method for this study, and a questionnaire was applied to collect data related to investigating What are the English Language Teachers and Teaching its Skills Using Gamification Technology In Public Schools? after assuring its validity and reliability.

Participants of the Study

The study's sample of 16 English language teachers was specifically chosen from public schools.

Instrument of the Study

In the current study, a teacher attitudes questionnaire was utilised. The researcher developed a questionnaire as the study instrument in accordance with the topics of examination. (teaching speaking, reading, writing, and listening), in order to ascertain teachers' opinions on the use of gamification in the teaching of English language skills. 28 questions made up the initial survey.

Each of the study's five response options—strongly agree, agree, neutral, disagree, and strongly disagree—was given one point on the five-point Likert scale. which are represented digitally as (5,4,3,2,1), and the researcher adopted the order of the mean scores of the items to determine the degree of agreement for each item using the following criterion based on the upper limit of the alternatives (5), the minimum of the alternatives (1), and by subtracting the upper limit from the minimum equals (4) and then dividing the difference between the two terms by three levels, so the weights as follows:

Procedures of the Study

The researcher followed the procedures and phases listed below:

- the researcher's formulation of the study's topic, aim, and question.

- making of the scales for measuring.

- Verify the scales' precision.

- Make sure the scales are accurate.

- obtaining books from the Ministry of Education and Al-Bayt University to help with duties.

- using the research sample as the scale.

- collecting the researcher's findings from the study sample.

- analyzing the data with SPSS program.

- discussing the results and developing concepts and recommendations 3.7.1 Statistical Evaluation

- According to the following steps, the researcher input the study's data into the Statistical Package for Social Sciences (SPSS) program:

- The reliability of the instrument is examined using the Cronbach's alpha equation and the Pearson correlation equation.

- The four English language abilities that make up the questionnaire's domain were given mean scores and standard deviations.

Discussion of the Results of the Question of the Study:

The study also examined instructors' attitudes towards implementing the gamification method in each individual topic. With a positive outlook in the first domain (teaching listening), the item "By using gamification technique, most students showed positive results in the listening part after each assessment" placed top. But the statement "While listening to the lesson, gamification technique improved students' comprehension and understanding ability" came in last. In the second area (teaching speaking), "When students used gamification technique with online speakers, they felt completely comfortable" came in first place with a good attitude. Item "By using gamification technique, most students showed positive results in speaking part after each assessment," on the other hand, came in last. Students found the third domain's (reading instruction) use of gamification approaches to teach reading to be a rewarding experience." It was first on the list. Contrarily, the last-placed item said that using a systematic reading style while gamifying it is helpful for

reaching academic goals. The application of gamification techniques in the teaching of writing, the last subject, helped pupils to employ their creativity more successfully "It came up on top of the list. Contrarily, the last-placed item said that "gamification technique enabled students to connect and cooperate in groups while writing texts.

Conclusions

The study's findings demonstrated that academics are largely in favour of using gamification strategies to train the four main skills of listening, speaking, writing, and reading. The findings of this study shown that, both theoretically and empirically, the application of gamification approaches increased students' language competency when studying English as a second language. competence in teaching English to speakers of other languages. Further evidence was provided to show that this research is consistent with the claim that teachers favor the usage of gamification strategies in the classroom. According to this study, teachers were more eager to use gamification strategies in the classroom to help students improve their writing, speaking, listening, and reading skills. The findings demonstrated that teachers have favorable views of the gamification technique's influence on the classroom.

Recommendations:

It is advised that curriculum developers consider the advantages of gamification and alter curricula and texts for English language training in order to take use of this strategy in order to improve students' writing, speaking, listening, and reading skills. Curriculum designers could provide novel approaches and resources built on instructional gamification Technique materials for normal classroom settings in order to successfully improve the language skills of EFL learners.

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