Public school teacher's trends using Gamification TechniqueIn Teaching English language skills in the Northeastern Badia`s schools

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Abstract

The current study sought to answer What are the public-school teachers' attitudes towards using gamification technique in teaching English language skills in the northeastern badia`s schools, was used as the appropriate method for this study, and a questionnaire was applied to collect data related to investigating public school teachers' attitudes toward using gamification technique in teaching English language skills in the in the northeastern badia`s schools, after assuring its validity and reliability, The study sample, which consisted of 16 English language teachers, Instrument of the Study A questionnaire about teacher attitudes, The results of the study reached me The study also looked at how teachers felt about adopting the gamification strategy in each topic separately. The item "By using gamification technique, most students showed positive results in the listening part after each assessment" came in first place and with a favorable attitude in the first domain (teaching listening), However, the statement "While listening to the lesson, gamification technique improved students' comprehension and understanding ability" came in last.

Key words: school; Gamification technique; English language skills

introduction

Background of the Study

One of the most significant human languages in the twenty-first century is English, and as the value of education grows, so does the relevance of its mastery in educational institutions around the globe. Due to its widespread use and the sheer quantity of people who speak it, English is the language of global communication, Additionally, it is the universal tongue in which international conferences are held and through which many significant subjects, including medicine, are taught, due to the social, scientific, and technological advancements that it experiences in most countries, engineering, modern technology, and the English language, which has grown to be a crucial tool for entering the local and international labour market. (Yavuz, Ozdemir, & Celik, 2020).

Gamification is the process of applying game mechanics and principles to other aspects of life in order to achieve a personal or public purpose, and from a standpoint of education, In order to attain a learning objective or a specific educational objective, gamification is based on incorporating game mechanics and principles into educational activities. (Kaimara, Fokides, Oikonomou, & Deliyannis, 2021).

Statement of the Problem

The passage of time and the nature of social, scientific, professional, and technological changes in the majority of Arab countries make it necessary to teach English as a global common language Many studies have shown that teaching English language skills is difficult because teachers don't use modern teaching techniques, rely on memorization and indoctrination methods, and don't have enough time to do so. English language has become a necessary tool for entering both the local and global labor markets(El Hefnawy, 2017).

Electronic learning tools break material down into manageable chunks that demand action and provide rapid feedback, It emphasises the educational objective and encourages students to keep playing by offering the chance to repeat educational video game programmes that guarantee learning till the stage of mastery and masteryIt makes use of both aural and visual effects, engaging the pupils' many senses, It increases the efficacy of

learning via it, as evidenced by the findings of several research, including those by Suleiman (2018) and Nasreddin (2018) on the use of gamification in the learning process, and the research showed how useful gamification is for stirring students' interest and boosting their motivation, The research suggested looking into instructors' opinions on the usage of gamification in the classroom.

Question of the Study:

The current study sought to answer the following question: What are the public school teachers' attitudes towards using gamification technique in teaching English language skills in in the Northeastern Badia`s schools?

Significance of the Study

The significance of the study could encourage instructors to use gamification techniques to teach English language skills, and the findings of this study might introduce a new category of research into the effects of gamification on the acquisition of language abilities, Perhaps this research may encourage some school teachers to employ contemporary methods and stay up with contemporary expectations by substituting gamification for traditional education while instructing kids, which might encourage people to use this method for enhancing educational achievements and overcoming a variety of difficulties and hurdles. which might encourage people to use this method for enhancing educational achievements and overcoming a variety of difficulties and hurdles, and describe how well educational technology is incorporated into courses.

Operational Definitions of Terms:

When they are used in the study, the terms listed below have the intended meaning:
Gamification Technique the application of games in the instruction of English language abilities. Including notions and components, employing cloud software to engage students in games, inspire them to work hard, stimulate learning, and solve issues, as well as game mechanics, aesthetic features, and thinking exercises.

Attitude: teachers' feelings or opinions on using a gamification technique to teach language skills in the English language in the Northeastern Badia`s schools

Language Skills: The four components of the English language are speaking, reading, listening, and writing.

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Chapter Two

Theoretical Framework and Previous Studies

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Gamification Technique

One of the most significant advancements in the educational process, known as gamification, has evolved recently as a result of the widespread use of technology gadgets like computers, Using a variety of techniques, this productive learning environment leverages mobile devices and tablets to accomplish instructional objectives with the least amount of time and effort. The early historical beginnings of the creation and development of the gamification technique, according to Al-Omari (2019), date back to the late of the 20th century, which saw the introduction of the first computer games, as the recent tremendous progress in computers, communication technologies, and the Internet has made it feasible to create high-quality digital games. The goal of the gamification approach is to satisfy certain fundamental human wants or desires, such as attention to reward, success, and competitiveness, the demand for collaboration and self-expression among students may be shown in their preference for either the physical or digital environment for these components.

According to El-Hefnawy's (2017), gamification is a term that was formed from the word game and was used to promote advertising campaigns and brands, but later expanded to include other areas such as education, training and media. Suleiman (2018) characterized it as utilizing a conventional game's pattern while using modern digital tools like computers, phones, and iPads, the main goal of which is to assist students in accessing knowledge and information and aiding them in problem-solving in a thrilling and suspenseful environment. Al-Magdawi (2018) pointed out that gamification is a method of instruction built on the fundamentals of play, and it may be used to teach pupils various types of knowledge through digital games in a setting of intrigue,

suspense, and passion that encourages interaction and makes the learner more responsive to information than that learned by memory and instruction. One of the most crucial aspects of gamification is direct involvement and challenge combined with curiosity and enjoyment.

Gamification is the process of applying game mechanics and ideas to other aspects of life in order to achieve a personal or public purpose, in order to attain a learning objective or a specific educational objective, gamification is focused on incorporating game mechanics and ideas into educational activities (Kaimara, Fokides, Oikonomou, & Deliyannis, 2021).

Since digital games run specialized software programmes utilizing personal computers, gamification as an educational strategy aims to promote students' technical development of creative thinking skills, They inspire kids to create, manufacture, and get ready for their own digital games and boost the capacity to communicate with others online, This enhances a variety of abilities, including problem-solving, critical thinking, and creative thinking (Fontana,2020)

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 behaviour by substituting external rewards for internal motivation.(Suh, Wagner & Liu,2018). The user may find design components relevant through knowledge, which would therefore increase intrinsic motivation, A gamification-based learning activity should be created to assist students understand the significance of the objective of gamification to them in order to decrease the need to emphasize extrinsic incentives, Making work enjoyable enough to keep people engaged without using money rewards or other external motivations, understanding how learning results relate to play components in educational situations, and implementing gamification sensibly are all important, and in a methodical and selected manner, with a specific objective, a thorough knowledge of the intended audience, and knowledge of the intended action, all academic areas may benefit from the instructional material, as well as suitable and efficient incentives for the intended environment. the English language being the most significant. (Rincon & Santo, 2021).

When creating a gamification-based learning exercise, Pektas and Kepceoglu (2019) made the following observation, Students should be guided in understanding the significance of the gamification aim and how play components connect to learning outcomes in educational situations, Create engaging assignments for students to complete without the need of incentives or extrinsic motivation, and know how to implement gamification. wisely, methodically, and selectively, with a distinct goal, a complete comprehension of the target market, and the characteristics of the target activity, the gamification's instructional value and the right incentives for the lesson's target audience.

The following examples highlight the key elements of gamification in education:

•Fun in gamification: The issue of recreation and leisure is resolved at the price of education, While gamification activities are centred on the benefits of gamification, gamification in and of itself is a fun aspect to attain the aims of education.

• While gamification activities are centered on the benefits of gamification, gamification in and of itself is a fun aspect to attain the aims of education. and allows the instructor to use these techniques to further the learning process.

Since it fosters a diverse and active learning environment, cooperation, and cooperative learning, motivation involves employing earning ways to raise the motivation levels of the learner, learning is achieved by collaborative, efficient work that lowers cognitive dispersion levels(Pavlova & Vejacka,2022)One benefit of gamification activities is the defined educational objectives and the method in which these objectives are applied, which results in their successful completion. (Legaki, Xi, Hamari, Karpouzis & Assimakopoulos,2020)

Language Skills:

Developing the four skills—listening, speaking, reading, and writing—enables language understanding and enhances communication abilities, including the speaker's cognitive abilities .The four fundamental abilities of hearing, speaking, reading, and writing are present in all languages, including English. Speaking and writing are seen as being productive, but listening and reading are characterized by reception: the so-called input, or

in the simplest sense, exposure to the original language employed: the so-called output, the act of generating language as a component of learning a second language (Samosa, Policarpio, Canamaque, Camocamo & Honeylyn, 2021; Yavuz, Ozdemir, & Celik, 2020)

➢ **Listening skill:**

A crucial part of teaching any language is listening. Active listening promotes comprehension and enhances speaking correctness, in addition to. Listening to recordings, music snippets, movies, TV episodes, and podcasts might enhance the listening process.

➢ **Speaking skill:**

One of the four language skills that is the most challenging for pupils to master is speaking a little bit of English, They have a variety of options, including audio conversations like those in social media, to swiftly hone their speaking.

➢ **Reading skill:**

 The reading skill is one of the most important skills of the English language, as it is a brain process and takes time to develop. It is very useful to them.

➢ **Writing skill:**

Some students can find it challenging to learn this skill without making mistakes, however with a little practice, like joining Wiki groups and instructional blogs, kids may become accustomed to writing.

Teachers' Perceptions on the Gamification Method for Teaching English Language Skills:

A sort of acquired motivation or a type of social motivation for behavior can be seen in attitudes. Turan, Kucuk and Karabey (2022) defined the term as a psychological readiness or a nervous mental preparation capable of a positive or negative response towards people, objects, this response is brought on by events or symbols in the surroundings. A person's attitude is crucial in forecasting how they will react to certain social situations, Therefore, institutions and colleges were eager to consider the educational attitude of their students and offer them with an educational attitude towards their instruction and job by supporting providing students with the educational experiences found in professional preparation

programs as well as a variety of knowledge and information on the subject of direction to aid them in achieving their objectives.

One crucial area for determining the many psychological predispositions and inclinations that influence human behavior is attitudes, and the depth of the person's reaction to a particular subject, problem, or unique circumstance. Particularly, and at the same time, he/she uses it as a benchmark for determining if their behavior is desired or unwanted, and that his behavior will have an impact on him as well as the community, for better or worse, depending on the pattern, the quality, the direction, and the standards for that behavior, and the reason for this is because attitudes influence a person's life and everyday activities once social psychologists were interested in fully defining and researching that word (Lin, 2022).

The mindset behind gamification exhibits a variety of traits. (Turan et al.,2020)

Attitudes are teached and not hereditary;

Many people or groups are engaged in the social stimuli and conditions that develop attitudes and are linked with them;

- ➢ Having an attitude involves more than just a person's attitude towards themselves; it also involves their interaction with the surroundings;
- ➢ There are many different attitudes, and they all change depending on the stimulus around them;
- ➢ In terms of their content, the attitudes are more subjective than objective;
- ➢ attitude has an emotional component that conveys the person's assessment as well as how much he or she loves or reacts to the trend's issue; attitude has a mental component that conveys a person's opinions or mental understanding of the trend's issue;
- ➢ attitude contains a behavioural element that indicates a person's perceived behaviour towards a subject;
- ➢ attitudes are the result of experience, they connect to the present, and they predict the future;

> ➤ The consistency and agreement between a person's responses to social cues, or attitude, makes it possible to forecast how that person would react to particular social cues; While attitude is a quality that tends to be stable and relatively consistent, it can deteriorate or alter in particular circumstances.
> ➤ It is possible to learn, get, and get rid of the attitude.

Review of Related Studies:

The study of Al-Enezi (2022) sought to look at early childhood teachers' perceptions of the barriers to electronic educational games. The study employed the descriptive survey approach to accomplish its goals, and it included a simple random sample of thirty (30) female instructors. There are no statistically significant differences between early childhood teachers' estimates of the administrative and infrastructure-related barriers they encounter while using electronic educational games based on academic qualification and their experiences as teachers in terms of the administrative,

technical, and infrastructure-related challenges they face.

The study of Akl (2019) aimed to determine the extent of differences in some variables such as sex, years of experience, educational qualification, and specialisation in the teaching of students of the lower basic stage from the perspective of public school teachers in Salfit Governorate. The study used the descriptive analytical approach and the study sample consisted of 170 male and female teachers who were chosen at random to represent the male and female teachers' perspectives on the role of computerised educational games in teaching students of the lower basic stage in Salfit Governorate. The study found that, from the perspective of public school instructors in Salfit Governorate, computerised educational games had a substantial impact on educating pupils of the lower basic stage, and it was discovered that the use of computerised 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, and 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.

Method and Procedures

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 public school teachers' attitudes toward using gamification technique in teaching English language skills in the Northeastern Badia`s schools, after assuring its validity and reliability.

Participants of the Study

The study sample, which consisted of 16 English language teachers, was deliberately drawn from three of Northeastern Badia's public schools.

Instrument of the Study

A questionnaire about teacher attitudes was used in the current study. According to the areas of investigation, the researcher created a questionnaire as the study instrument. (teaching speaking, reading, writing, and listening), in order to gauge instructors' attitudes towards gamification in the instruction of English language skills. The questionnaire originally had 28 items, including the following:

- ➤ teaching listening: 7items
- ➤ teaching speaking: 7items
- ➤ teaching reading: 7items
- ➤ teaching writing: 7 items

The five-point Likert scale was adopted to answer the study instrument, by giving each of its items one point out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), which are digitally represented (5,4,3,2,1) respectively, and the researcher adopted the order of the mean scores of the items, and determined the degree of agreement for each item according to 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 adhered to the subsequent stages and practices.:

- The formulation of the study's problem, objective, and question by the researcher.

- Creation of the measurement scales.

- Check the scales' accuracy.

- Ensure the reliability of the scales.

- Obtaining books to facilitate tasks from Al al-Bayt University and the Ministry of Education.

- Applying the scale to the study sample.

- Collecting the results obtained by the researcher from the study sample.

- Using the SPSS software to analyses the data.

- Talking about the findings and drafting ideas and recommendation

3.7   Statistical Analysis

The researcher entered the study data into the Statistical Package for Social Sciences (SPSS) programme in accordance with the following procedure:

➢ Cronbach's alpha equation and Pearson correlation equation to check the reliability of the instrument.

➢ Mean scores and standard deviations for the questionnaire items and domain (the four English language skills).

Discussion of the Results of the Question of the Study:

The study also looked at how teachers felt about adopting the gamification strategy in each topic separately. The item "By using gamification technique, most students showed positive results in the listening part after each assessment" came in first place and with a favorable attitude in the first domain (teaching listening), However, the statement "While listening to the lesson, gamification technique improved students' comprehension and understanding ability" came in last. In the second domain (teaching speaking), "When students used gamification technique with online speakers, they felt completely comfortable" which came in the first rank with positive attitude. In contrast, item " By using gamification technique, most students showed positive results in speaking part after each assessment ranked last. Teaching reading using gamification techniques was a gratifying activity for students in the third domain (reading instruction)." it placed top in the list. The last-placed item,

on the other hand, was "The employment of the gamification a methodical reading strategy is beneficial for achieving academic objectives. Finally, in the fourth area (teaching writing), "gamification technique allowed students to use their imagination more effectively while writing text," it placed top in the list. The last-placed item, on the other hand, was "While creating texts, gamification method encouraged pupils to interact and work in groups.

Conclusions

The study's conclusions showed that instructors are generally supportive of the use of gamification techniques to teach the four major abilities of listening, speaking, writing, and reading. The results of this study showed that the use of gamification techniques improved students' language proficiency when learning English as a second language, both conceptually and experimentally. proficiency in instructing English as a second language. It was further demonstrated that this research supports the assertion that instructors value the use of gamification techniques in the classroom. This study found that instructors were more enthusiastic about implementing gamification techniques in the classroom to advance students' writing, speaking, listening, and reading abilities. The results showed that instructors have positive opinions of the gamification technique's impact on the classroom.

Recommendations:

It is suggested that curriculum designers think about the benefits of using a gamification method and changing curricula and texts for English language instruction to leverage this tactic in developing students' writing, speaking, listening, reading skill. In order to effectively strengthen the language abilities of EFL learners, curriculum designers should suggest fresh strategies and tools based on instructional gamification Technique resources for regular classroom settings.

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