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Enhancing EFL Students' Speaking Skill through "Duolingo Gamification"

The Case of Second Year LMD Students of English at Mohamed Kheider University of Biskra

Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Rofida BRIKLI**, do hereby declare this work I presented in my dissertation is my own effort and has not been submitted before in any academic institution or university for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra.

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Dedication

I am very delighted to dedicate this work to you as a testimony of my deep love.

To the light of my eyes, my inspiration in life; to my beloved parents: My mom Souad Lazreg and my dad Amar. You represent for me the symbol of goodness par excellence; your blessings, prayers, tenderness, and efforts are the source of my success.

To my beloved sisters Romaissa, Lina, Souha, and my little brother Souhil for their true faith, love, and support.

To my sweetheart sister Djihad, her husband Oussama, to her two adorable angels
Rana and Ramim

To all my beloved family.

To my soul mates and the ones that I love the most: Chaima, Ibtissem, and Imane. You have always been there for me; God blessed me with your existence in my life; to all the special memories that we had together.
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Abstract

EFL students are supposed to master their speaking skill at university to be able to communicate successfully and conduct a correct conversation with their teachers and classmates. However, most EFL students face some difficulties that prevent them from enhancing their speaking skill. Recently, the use of technology, particularly mobile devices, has granted a large interest in the educational field. Indeed, experts started to consider the different applications and facilities that the internet offers for instructional purposes. Therefore, this research work attempts to explore the importance of the Duolingo Gamification in developing EFL second year students' speaking skill at Biskra University. The main hypothesis suggests that if students are exposed to the Duolingo Gamification, their speaking skill would develop. Accordingly, descriptive research was conducted to validate the hypothesis, achieve the main aims, and answer the research questions. Moreover, the study put into practice two semi-structured questionnaires that were administered to a sample of fifty students as well as to seven EFL teachers at the department of English at Biskra University. The aim was to gather the participants' opinions, attitudes, and experiences about the effectiveness of the Duolingo application. Ultimately, the interpretation of the obtained results demonstrated the significance of integrating the Duolingo Gamification in enhancing speaking skill. Both teachers and students showed positive attitudes towards the application and asserted its advantages in education. Hence, the suggested hypothesis was confirmed.

Keywords*: Gamification, Duolingo, speaking skill, EFL students, Mobile assisted language learning.*

List of Abbreviations and Acronyms

App: Application

CALL: Computer-Assisted Language Learning.

CBL: Computer-based learning

DVD: Digital Video Disc

EFL: English as a Foreign Language.

E-learning: Electronic Learning.

FLT: Foreign Language Teaching.

ICT: Information and Communication Technology.

iOS: iPhone Operating System.

IPad: Internet Personal Application Device.

L2: Second Language.

MALL: Mobile-Assisted Language Learning.

MP3: Moving Picture (Group 3).

PDA: Personal Digital Assistant.

Q: Questions.

RQ: Research Question.

URL: Uniform Resource Locator.

WBL: Web-based learning.

XP: Experience Points.

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General Introduction

General Introduction

1. Background of the Study

English is an international language used in all fields. In Algeria, it is a foreign language and one of the required subjects from middle school to university levels. Many people who cannot speak English take English courses for their demands in daily life. This is a sign that English has been an important language for anyone to achieve a better career.

Therefore, teaching and learning English as a foreign language became one of the most popular vocations, with a large number of individuals interested. It is founded on a set of core talents grouped into two categories: receptive skills (reading and listening) and productive skills (writing and speaking). The latter is essential in the process of teaching and learning English as a foreign language.

According to Nunan (2015), in comparison to reading, writing, and listening, speaking has been called the most crucial and the most challenging skill in language learning.

 Jondeya (2010) reported that speaking can be an active or a productive tool. We use it to fulfil personal needs like asking for help, presenting our work or introducing ourselves in addition to others' needs like answering their questions or responding to their requests. It is also a means to tell stories from the past or the present or to talk about future plans.

Speaking is not only about delivering ideas with the right intonation but also related to how to deliver the contents of the conversation. Furthermore, speaking skill requires the speaker to know how to interact with speaking turn (Soraya, 2011).

The traditional methods of learning English are no longer providing learners with what they require. In fact, giving and receiving precisely what they learned does not meet their needs, and it takes longer to memorize and shorter to forget if not utilized frequently.

Besides, the learning process takes place through the use of technology in order to process and assess knowledge and information (Alwi, et al., 2010). Presently, there are many

types of e-learning, among which are Computer-based learning (CBL), Web-based learning (WBL), and Computer Assisted Language Learning (CALL).

Lately, a new generation of CALL has appeared known as Mobile Assisted Language Learning (MALL) using cell phones and handheld devices which have entered the language curriculum due to their easiness and accessibility (Abdous, et al. 2009)

2. Statement of the Problem

The main objective of learning a foreign language is to assist EFL learners to speak and express their ideas orally in a fluent manner. However, most EFL students are regarded as passive, spoon-fed participants since teachers often speak more than students in class.

According to our personal experience and observation as university students for five years, most of the second year LMD students at the department of English at the University of Biskra have serious difficulties to conduct a full and clear conversation mostly because they are not competent enough in speaking skills. This is mainly perceived through committing grammatical errors such as forming plurals, using the past, present, and future tenses correctly, or making a subject-verb agreement. Moreover, the lack of vocabulary, motivation and self-confidence are considered effective factors in speaking skills. Hence, learning to speak seems to be a complicated task because it requires an attempt to practice this skill. Therefore, English learners need to practice speaking regularly and use effective strategies and techniques to develop this oral skill.

Thus, we can use Mobile Assisted Language Learning (MALL) as a solution to make learners speak fluently. In particular, gamification is one of the techniques that might assist students in learning a foreign language. It is an approach that focuses on educational games that are utilized to attain the goal of learning in a fun way.

The use of Duolingo Gamification, in particular, to teach English as a foreign language is a modern tool that is expected to make the teaching-learning process more active. Even though classical approaches are not to be dismissed because they play an important function in establishing basic structures and principles, they are insufficient as practical fieldwork for understanding how these rules work and how to apply them. In addition, gamification will support students to obtain the characteristics of a foreign language, acquire new vocabulary, learn correct pronunciation, memorize, and spell new words correctly. It also improves the listening skill, which in turn can improve the speaking skill.

As a result, the objective of this research is to show that the implementation of "Duolingo" can be an effective and entertaining tool which helps improve EFL learners' speaking skill.

3. Research Questions

Through this study, the researcher attempted to answer the following questions:

RQ1: How can Duolingo Gamification be a useful complementary mobile tool for learning English as Foreign Language?

RQ2: Is there any effect of Duolingo application on EFL students' achievement in speaking proficiency?

4. Research Hypothesis

Based on the above-mentioned research questions, we suggested the following hypothesis:

If EFL students use the Duolingo application appropriately, they will develop their speaking skills.

5. Aims of the Study

The general purpose of this study is to provide an overview of the "Duolingo

Gamification" and its benefits in developing EFL learners' speaking skill. It also seeks to show to both EFL learners and teachers whether learning through educational games is possible or not by the use of the "Duolingo application" as a model.

The specific aims of this study can be interpreted as follow:

- To shed the light on e-learning in general and Mobile Assisted Language Learning (MALL) in particular.

- To explore students' attitudes and opinions about the use of "Duolingo Gamification" in learning EFL.

- To explore teachers' attitudes and opinions about the use of "Duolingo Gamification" in learning EFL.

- To improve EFL learners' autonomy by suggesting the use of this application for educational purposes.

- To sensitize teachers about the beneficial effect of "Duolingo" as aid for raising students' motivation, autonomy and improving their oral proficiency.

6. Significance of the Study

The significance of this research may be seen at both the students' and teachers' levels. To start with, it encourages students to use current technology rather than the traditional methods of relying on professors and their materials. In addition, Gamification is an educational strategy that can assist students to improve their speaking fluency and accuracy by increasing their incentives. Secondly, it makes second-year students of the English Department at Biskra University aware of the advantages of Duolingo Gamification, which is not only a source of learning but also a kind of entertainment. Moreover, it raises students' attention to the Duolingo application that can help them practice the language accurately.

From another perspective, EFL teachers must understand the usefulness and

significance of employing Duolingo Gamification to increase students' engagement and involvement in the English language environment. Due to the positive impacts of game-based learning, gamification may become an element of FLT. Therefore, this study is particularly significant to EFL university teachers of different modules (oral expression teachers in particular) as it pushes them to consider applying the MALL Approach to teaching speaking that includes one effective tool which is Duolingo application.

7. Research Methodology

7.1 Research Method

In the present study, two variables are interrelated. The independent variable is the Duolingo platform, and the dependent one is the EFL learners' speaking skill.

To fulfill the expected aims and goals of the study, a qualitative approach is assumed the most suitable choice. Basically, we used the descriptive method to describe EFL students' views on the "Duolingo Platform" as well as its use among them. We also considered the extent to which this platform improves EFL learners' speaking skill.

The reason behind the use of such a method is that it provides the researcher with a range of data collection methods to gather valuable information and gain in-depth understanding of the findings.

7.2 Population and Sample

The selected participants that represent this study are second-year LMD students of English at Mohamed Kheider University of Biskra since they have spent the preceding years being exposed to the English language. Furthermore, due to their average level (for the majority) and their lack of speaking ability, individuals continue to face several challenges and problems when employing this foreign language.

The current study sample included fifty (50N) second-year EFL students of the English language from a total number of 255. Selecting this sample was purposive. It mainly

targeted those students who already know this application. These have been previously selected and contacted via Facebook.

In addition, seven EFL teachers at the University of Biskra have been selected randomly to form the sample. More specifically, we chose oral expression teachers whom, we believe, would provide clear opinions and valuable data about the techniques of teaching speaking as well as the use of Duolingo Gamification as a part of the educational teaching-learning process. Teachers' insights and experience would certainly enrich our research.

7.3 Data Gathering Tools

Following the nature of our study, the instruments that have been used to accomplish this work were two questionnaires for both students and teachers. These questionnaires seem to be necessary for collecting data.

8. Limitations of the Study

This study has been exposed to some obstructions that limited its completion in an efficient manner.

First, the study was limited to a representative sample and did not include the whole population of 2nd year LMD students at Biskra University. Moreover, even though it was formly intended to work with a larger sample, the numbers of students was limited to fifty (N=50) participants, those who accepted undertaking the questionnaire online and sent their responses. Moreover, this limited number was due to the fact that the researcher wanted to target only those students who were familiar with the Duolingo application.

Second, the investigation of the Duolingo gamification effects was limited to one skill: Speaking skill. Indeed, the research aim was to describe the use of the Duolingo application to improve EFL learners' speaking performance. Therefore, the focus had not been put on the other three skills that the use of motivational techniques is related to

education and, more precisely, to improving EFL students' speaking skill through Duolingo gamification.

Finally, it is worth explaining that initially the study was planned to be conducted through an experimental approach due to the nature of the topic. Unfortunately, because of the shortage of time and the frequent absence of students, it was seen hard to undertake such an approach which requires the use of many tests and a long period of treatment and analysis. Therefore, a descriptive method has been used making the study limited to the description (rather than the testing) of the Duolingo application.

9. Structure of the Dissertation

This present study includes two main parts: The first part is the theoretical background, and the second part is the fieldwork.

Initially, the theoretical part is divided into two chapters; the first chapter covers the first variable, namely, speaking skills. It presents an overview of speaking skill by giving a number of definitions from multiple perspectives and discusses, alongside its importance, stages and types as well as the factors that cause speaking difficulties. Moreover, it introduces autonomous learning and its relation with technology.

Subsequently, the second chapter covers the Duolingo Gamification, which is the second variable. This chapter provides a detailed explanation of this gamification, its exercises, and how to use it in addition to its effectiveness on EFL students and its importance in EFL learning.

Finally, the third chapter encompassed the fieldwork which includes the analysis, interpretation, and discussion of the findings obtained in this investigation.

At last, a general conclusion presents a summary of the work followed by some helpful recommendations for further research.

Chapter One

Speaking Skill

Chapter One: Speaking Skill

Introduction

English is undoubtedly one of the most challenging languages to learn because foreign language learners experience several obstacles that impede them from learning and mastering it. In fact, the speaking skill is a considerable impediment to improvement, especially in vocabulary and pronunciation. It is one of the essential skills for FL learners to acquire; both foreign language teachers and learners place a high value on the speaking skill. After all, it serves as the foundation for a learner's competence in a foreign language because it is based on communication and interaction. In another hand, developing learners' autonomy and encouraging more independent practice in speaking seems necessary in order to develop a good competency.

This chapter presents what speaking skill is and what scholars have stated about it. Furthermore, the importance of speaking, its aspects, the difficulties that face EFL learners in speaking and the different stages of speaking are discussed. A final part is dedicated to autonomous learning and its relation with technology as a way to develop and improve learners' oral skills.

1. Overview of Speaking Skill

1.1 Definition of Speaking Skill

Speaking skill has received great attention from many scholars throughout decades, and many definitions were set.

Hudge (2000, p. 261) explains that producing vocal sounds is communicating thoughts, feelings, and beliefs through spoken language. He also claims that speaking skills are what allow people to communicate effectively. These skills help the speaker convey his/her message in a passionate, intelligent, and compelling manner while also ensuring that those who are listening do not misunderstand.

As specified by Chaney & Burk (1998, p.13) in their book, "Teaching Oral Communication in Grades K-8", speaking creates and communicates meanings in various circumstances through verbal and nonverbal signals. They added that speaking refers to the process of producing meaning among interlocutors in a variety of real-life situations. Speaking is a vital skill that language learners should master along with the rest of the language skills, and it is characterized as a complicated process of transmitting and receiving messages through verbal forms of expression. Nonverbal forms and symbols like gestures, facial expressions, and body language are also included. As a result, the communication process is shaped by "paralinguists" which form the communication process.

Luoma (2004, p.1) affirms that speaking skill is one of the most fundamental skills for communicating in any language. It is a practical skill that non-native speakers must develop via constant practice. Moreover, speaking comprises the ability to pronounce words and the ability to express and receive information. He also mentions how difficult it is to communicate in a foreign language and how long it takes to develop speaking abilities. In fact, it takes a long time to become proficient in a foreign language since the learner must comprehend how the linguistic system works and learn the rules to use it appropriately.

Besides, Atma (2010, p. 19) states that speaking skill is an interactive process of constructing meaning that necessitates the creation and processing of information. Speaking skill is the conversational capability to use language to communicate and transmit messages in various circumstances. Its goal is to communicate with people and provide some sort of message.

1.2 Importance of Speaking Skills

Many students study a foreign language to interact and communicate effectively. They may express their thoughts, views, and attitudes when connecting words and phrases in meaningful ways. In fact, being able to speak fluently will give EFL learners many

opportunities. In reality, most scholars and experts believe that the importance of speaking should be emphasized.

Speaking is essential both inside and outside of the classroom. It is a tool that assists foreign-language speakers in gaining more career opportunities. In addition, it is a skill that allows people to make friends or differentiate themselves from others. Baker & Westrup (2003, p. 5) agree stating, "A student who can speak English well may have a greater chance for further education, finding employment, and gaining promotion."

In a similar vein, Thornbury (2005) argues, "speaking is so much a part of daily life that we take for granted" (p. 1). Also, Richards (2008) explains, "learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their language proficiency" (p. 19). As a result, speaking fluently in a foreign language demonstrates a learner's success in learning that language.

Moreover, Hedge (2001) says, "Learning to speak competently in English is a priority." Hence, vast vocabulary, for example, without proper pronunciation, may cause learners to struggle with using them (vocabulary) resulting in the loss of the word's meaning. Thus, the importance of speaking skills inspires learners to work more on their pronunciation competence than on any other talent. Teachers also focus on improving their students' speaking skills by allowing them to speak in class.

In short, speaking is an essential aspect of expressing ideas and thoughts, and it is considered an essential method of communication.

1.3 Aspects of Speaking Skills

The components are an aspect that influences how effectively people speak English; and to speak English fluently and accurately, some components must be mastered or at least known.

According to Syakur (2007, p. 4), there are at least five components of the speaking skill: comprehension, grammar, vocabulary, pronunciation, and fluency (as cited in Harchegani, 2013).

1.3.1. Comprehension

The Oxford Learner's Pocket Dictionary (2003, p. 83) defines comprehension as "the ability to understand something." It relates to the ability to comprehend the entirety of a conversation's meaning. From this perspective, learners must comprehend how to produce the various language points and when, why, and what form of language should be employed in such a setting. In this sense, understanding is essential in communication between a listener and a speaker.

1.3.2. Grammar

Grammar is required to be mastered for students to structure sentences in discussions correctly. It is helpful to use the correct language in both communicative skills: speaking and writing. The Oxford Learner's Pocket Dictionary (2003) defines grammar as "the rules for forming words and making sentences" (p. 187). Moreover, for Jain and Patel (2008), grammar is "a scientific statement of the principles of good usage which concerns with the relation of words in the sentence" (p.141).

Additionally, Heaton (1978, p. 5) explained that through practice, students' ability would be developed to manipulate the structure and distinguish appropriate grammatical structures from inappropriate ones. From this definition, we may comprehend how to

communicate with the language in a separate grammar study, beginning with vocabulary and function and progressing to the structure of sentences and phrases.

1.3.3. Vocabulary

Vocabulary is the foundation of language. It can be found in every language skill, and it is necessary because we cannot speak without vocabulary.

Oxford Learners' Pocket Dictionary (2003) defines vocabulary as "all the words that a person knows or uses or all the words in a language" (p. 482). However, Thornbury (2005) pinpoints that proficient speakers' lexical knowledge consists of a few thousand words and a much greater number of chunks.

Furthermore, knowing many words would make expressing ideas, feelings, and thoughts easier both in oral and written forms. In spoken language, the vocabulary tends to be familiar (Turk, 2003, p.87).

All in all, vocabulary is all of the words in a particular language that an individual understands or uses to communicate successfully. It has an essential role in English learning.

1.3.4. Pronunciation

Pronunciation is a crucial aspect of speaking when engaging in a conversation. It is about pronounced words (Cambridge Advanced Learners' Dictionary, 2008). It indicates that even if students have a restricted vocabulary and grammar, they can correctly communicate if they have strong pronunciation and intonation. Moreover, pronunciation is the recitation of a word in its traditional or usual form. From that remark, it is possible to assume that pronunciation is how students produce the spoken words clearly when they speak. Indeed, "A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand" (Gerald, 2000, p. 11).

Therefore, pronunciation is the study of how words in a specific language are formed when individuals speak. It is vital in speaking since it helps to make the communication process easier to grasp.

1.3.5. Fluency

Fluency refers to one's capacity to communicate fluidly and efficiently. It also refers to how well someone speaks a language without making mistakes.

Richards (2006) shows that fluency is the capacity to speak spontaneously with no pausing and stress markers. It includes features like reacting coherently via linking words and phrases by keeping a comprehensible pronunciation and intonation. In addition, Thornbury (2005) assumes that if someone wants to speak fluently, s/he needs to speak rapidly, while a pause is a factor of failure. Clearly, we all need to pause to draw breath, but too many pauses indicate a lack of fluency.

1.4 Types of Speaking Skills

Brown (2000, pp. 271-273) describes six types/ categories of speaking skills that students are required to engage in the classroom.

1.4.1. Imitative Speaking

This type includes the ability to practice intonation and the ability to concentrate on specific aspects of language form. That is simply repeating a word, phrase, or even a sentence. The most important thing to remember is to concentrate on pronunciation. The teacher in the teaching-learning process uses drilling because this exercise allows pupils to listen and to vocally reproduce some words.

1.4.2. Intensive Speaking

Intensive speaking includes any speaking performance aimed at improving a grammatical component of the language and imitation. It can take the form of a group or

pair activity such as reading aloud, which includes reading a text, reading a dialogue with a partner in turn, or reading data from a chart.

1.4.3. Responsive Speaking

Interaction and test comprehension are part of the responsive performance. It is confined to brief conversations, conventional greetings and small talk as well as simple requests and remarks. A responsive type is a kind of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives instructions and directions. Those responses are typically adequate and informative.

1.4.4. Transactional Dialogue

Transactional dialogues are a more advanced type of responsive language used to exchange information. They can be used in a group or pair setting.

1.4.5. Interpersonal Dialogue

It is completed more for maintaining social relationships than for transmitting facts and information. Interviews, role-plays, discussions, conversations, and games are examples of interpersonal speaking performance.

1.4.6. Extensive Speaking

Finally, students in the intermediate or the advanced level are expected to provide lengthy monologues in oral reports, summaries, or short stories, with a more formal and planned linguistic style.

1.5 Factors that Cause Speaking Difficulties to EFL Learners

EFL learners often encounter some difficulties while dealing with the speaking skill; even those who have a good understanding of the language system face the same problems.

Some scholars state multiple factors that discourage and prevent students from speaking English, and they are as follows:

1.5.1. Inhibition

Students are afraid of making errors, are afraid of being judged, or are simply shy. Ur (1991) stated that learners are frequently apprehensive about speaking in a foreign language in the classroom, whether they are concerned about making errors and losing face or are just scared of the attention their speech generates.

Inhibition reduces learners to passive spectators: they rarely participate, express their thoughts and feelings, and are afraid of being judged by both teachers and mates.

1.5.2. Nothing to Say

Ur (1991) explained, "even if they are not inhibited, you often hear learners complain that they cannot think of anything to say" (p.121). In other words, when forced to participate in a particular issue, EFL students commonly say, "I have nothing to say," "I do not know," "no comment," or they just keep silent.

1.5.3. Low or Uneven Participation

There are always those students who want to talk all the time; they want to be present and dominating, and they have no fear or shyness to speak in front of their classmates while others, especially in groups, only participate if they are forced to, and some do not speak at all and remain silent all the time. Ur (1991) assured that only one participant could speak at a time if he or she was to be heard. This implies that in larger groups, each speaker will have minimal talking time. This issue is compounded by certain students dominating while others talk very little or not. (p.121)

1.5.4. Mother Tongue Use

In classrooms, when the majority of the students speak the same mother tongue, they may choose to utilize it for several reasons: it is more straightforward, it seems weird to speak to someone in a foreign language, and they feel less "exposed" if they speak their mother tongue. When chatting in small groups, it might be challenging to keep certain classes—especially the less disciplined or driven ones—on track with the target language. (Ur, 1991, p. 121)

In a similar vein, Rivers (1968) mentioned some reasons that discourage and prevent students from speaking English. He pointed to the following factors.

1.5.5. Poor Listening Practice

Listening is critical in interactions between two or more people. In a conversation, the student may get practice expressing him/herself in a foreign language. As a result, the student cannot contribute to the discussion since he or she does not understand enough of the message. Speaking is, as it quite known, the most crucial skill. Nevertheless, based on what Rivers (1968) mentioned, students may have many problems if they do not practice listening even though they are skilled at expressing themselves in a foreign language. The reason is that they will not be able to continue a conversation if they do not grasp the oral language.

1.5.6. Deficient Vocabulary

Most students struggle to find the appropriate words to express themselves, so they resort to using simplistic language. The teacher must recognize this psychological factor and then assist his or her students in feeling at ease when using the foreign language. Another issue that most students experience is a lack of vocabulary. Students learning a second or foreign language try to adopt the simplest form whenever possible since they have difficulty

finding suitable vocabulary. According to Rivers (1968), teachers should make students feel comfortable sharing their opinions and ideas.

1.5.7. Lack of Motivation

According to Nunan (1999), the importance of motivation should not be ignored since it might influence students' sensitivity to speaking English. In this case, motivation is an essential factor to consider when deciding whether students are ready to communicate or not.

1.5.8. The Lack of Self-Confidence

Cooper Smith (cited in Acosta, 2007, p. 120) defines self-confidence as "the evaluation which the individual makes and customarily maintains concerning himself: it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy." In other words, it refers to the learner's conviction in his or her own ability to perform a task.

On top of that, the students who can communicate fluently and confidently as a result of their self-confidence can increase their academic achievement in the speaking course because they meet the criteria of the assessment on speaking skills. (Salim, 2015)

1.6 Stages of Speaking

Bashir, Azeem, and Dogar (2011, p. 36) suggest five stages of speaking skills. They explain each stage in the following table:

Stages	Explanation	Speaking skill
Stage I: Pre-production	Teachers should focus attention on listening comprehension activities and build a receptive vocabulary. English language learners at this stage will need many repetitions of English. Some students will be able to repeat only everything that someone says; This is the silent period. Students may duplicate gestures and movements to show comprehension.	In the first stage of language acquisition, the learner can barely understand anything. There is very little actual speaking ability, apart from some words and sentences. In stage two, when she or she knows enough to converse, this begins to change.
Stage II: Early Production	At this stage, students try to speak some words. They can use straightforward language chunks that have been memorized, although these chunks may not always be used correctly. Learner listens to their talkative classmates and extends their vocabulary.	In this second stage, the learner can speak well in relatively structured and predictable tasks. There are more genuine two-way conversations with speakers of the language. The result is quite a bit of "fluency" in comprehending language. It uses a variety of structures in connected discourse with an ever-growing vocabulary.

Stage III: Speech Emergence	In stage three, the learner can understand new information, but it still helps if that information is still specially geared to a new speaker's needs. The critical ingredient is understanding the background information that everyone in the culture knows about, which must be learned in connection with the language.	At this stage, Students have a good vocabulary of words and use simple phrases and sentences to communicate with others. They can ask simple questions, which may be grammatically correct or wrong. Students try to initiate short conversations with classmates. They can read and understand easy stories.
Stage IV: Intermediate Fluency	English language learners could use more complex sentences in speaking and writing. Comprehension of all subjects' content is increasing. Learners can work with some teacher support. Teachers have to focus on learning strategies. Students in this stage can understand more complex concepts.	In Stage Four, the learner learns most from everyday native-to-native speech. The learner will understand most input, provided he/she attends to it. Native speakers may talk about him/her in his/her presence, intending to tease him/her and get a reaction. He/she will undoubtedly hear that they are talking but may not "hear" a thing they say in a more profound sense.

Stage V : Advanced Fluency	Students at this stage will be near native in their ability to perform in content area learning. Students have needed continuous support from the classroom in reading, writing, and speaking.	Here, the learner has increasing facility in discussions using his/her vocabulary without proper preparation.

Table 1.1. Stages of Speaking (adapted from Bashir et al., 2011)

2. Improving EFL Speaking through Autonomous Learning

It exists many techniques and strategies that help learners develop their speaking skills. These speaking activities are generally assigned in class by the teacher who monitors the whole process and provides feedback. However, learners can practice speaking by themselves when they are out of the classroom. Nowadays, the internet, in particular, offers a wide range of activities for learners to work by their own and, thus, become more autonomous and responsible for their learning and skills improvement.

2.1. Overview of Autonomy and Autonomous Learning

Many scholars are interested in locating autonomy since it is a fundamental concept in foreign language instruction. Although definitions of autonomy differ, they all have one thing in common: learners must take some considerable responsibility for their learning. Hedge (2001) identifies what an autonomous learner is. She states, "Self–directed learner is the one who is self-motivated, the one who takes the initiative, and the one who has his plan for pursuing and achieving his goal" (p.76). As a result, Hedges' notion is related to intrinsic motivation because a self-motivated learner is autonomous.

Lier (1996) further illustrated that autonomy is mainly underpinned in the student-centered approach, which focuses on the learner as the processor of learning whereas the teacher's primary role is mainly concerned with guiding, helping and controlling the learning process. Thus, autonomy is more tangible in classrooms where the learner-centered approach is used.

To sum up, autonomy is a concept that deals with the learners' responsibility for learning. Autonomous learners are primarily driven by internal motivation and are concerned with making decisions about content, materials, learning rate, and self-assessment. Learners' autonomy necessitates them to adopt more active and involved roles in learning and teaching.

Promoting and maintaining autonomy, in EFL classes, is necessary since language learning should be more practical to get satisfying results.

According to koçak (2003), the psychological goal is for people to learn better, when they take charge of their learning. The second reason is that learners will learn more effectively to serve their needs if they learn at their own pace. Third, it is concerned with the philosophical argument that learners who are self-directed in their learning will not be subjected to the constraints of their societies. In addition, Ushioda (1996) suggested that motivation is a pre-condition for autonomous learning. He states, "Autonomous learners are motivated learners" (p. 2).

Autonomous learning provides numerous advantages. For example, it increases intrinsic motivation because EFL students are more involved in learning when choosing their intriguing topics and objectives. Second, individuals may become more engaged and independent by using their learning processes. Furthermore, autonomous learners will feel more responsible because they choose the materials to be utilized and organize different sessions. In other words, responsibility can be encouraged in autonomous classes since

students are free to organize learning activities, set goals, and make decisions regarding their learning speed and progress evaluation.

2.2. Autonomous Learners and Technology

According to Pellegrino and Hilton (2012) and Ting (2015) (as cited in Lan, 2018), learning in the twenty-first century has taken on new forms as a result of technological advancements. As a result, students have started to use technology in various ways to learn. It allows EFL learners to be independent by providing various resources such as computers, the internet, and mobile applications that let learners be active and engage while learning. The use of technology resources promotes educational output by speeding up the rate of learning and increasing motivation.

In these recent years, technology and digital devices became a part of students' lives. Students revealed to be very skilled in using them whether for entertainment or educational purposes. Indeed, they can explore any information connected to their lesson and can access to a wide range of learning materials and applications through Internet.

Speaking, in particular, is the most skill students aim to improve using technology. To reach this objective, they have at their disposal many applications and programs easy to use by their own.

Conclusion

Learning a foreign language relies on the four skills (reading, writing, speaking, and listening), which are very important in enhancing students' language proficiency. Specifically, as a productive skill, speaking becomes a most demanding task in the learning of a foreign language. In addition, it owns the attention of the majority of EFL learners. Having a good assumption of what is speaking skill is, its characteristics and its learning strategies help learners to better acquire this skill and develop it. Also, this will give them an efficient understanding to choose the appropriate learning strategy that suits them

according to their style. Supplementary, in recent years, technology has provided suitable

platforms for EFL learners such as the Duolingo Gamification that may satisfy their target

needs hence helping them to develop their speaking skills through producing a variety of

sources that can fulfill their needs

Chapter Two

Duolingo Gamification

Chapter Two: Duolingo Gamification

Introduction

People currently live in a technological advanced environment. For this sake, most teachers are now looking for new tools and channels that will better suit the educational process. As it is known, students seek easy and helpful ways to learn and assist them to understand more quickly. As a result, mobile-assisted learning language is essential in education since it offers several advantages if properly implemented both inside and outside educational institutions, particularly universities. In reality, educational platforms might be one of the most modern learning tools for improving and fostering EFL students' comprehension and speaking skills.

This study sheds light on the mobile assisted-language learning (MALL) through the role of the trendy and well-known application called "Duolingo" in the English as a foreign language learning in explicitly enhancing learners' speaking skills. This study is an investigation of their attitudes and views towards this application and its effectiveness in their learning process. At the beginning of this chapter, an overview on mobile assisted-language learning is provided. Subsequently, we intend to delve into the core of the present work by presenting the most common definitions of the "Duolingo" application (app). This is this followed by how to create a "Duolingo" account, its exercises, and its advantages. Moreover, we mention what is related to "Duolingo for schools". Finally, a display of this application's role in enhancing the learner's speaking skills is discussed.

1. Overview on Mobile-Assisted Language Learning (MALL)

New concepts and learning approaches have emerged in recent decades to help acquire the foreign language, whether inside or outside of the classroom context. The use of mobile devices in teaching and learning has grown to be an essential tool. Because of these elements, a new learning approach called "Mobile Assisted Language Learning" has emerged.

1.1 Emergence of Mobile Assisted Language Learning (MALL)

Language Learning (MALL) originated in the early 1980s. The term Computer Assisted Language Learning (CALL) became popular in language learning (Chapelle, 2001). This method has emerged due to a mixture of education, theory, and technology. Beatty (2013) defines CALL broadly as "any procedure in which a student utilizes a computer to improve his or her language skills" (p.7). CALL is a discipline that was mainly reliant on programmed teaching and behaviourist language learning concepts in its early days. Warschauer and Healey (1998) offered a new assessment of CALL history that can be divided into three main stages. Each stage is related to a certain level of technology and characterized based on the underlying pedagogical and methodological approaches.

1.1.1. Structural/Behaviouristic CALL (1970-1980)

In the 1960s and early 1970s, behaviouristic CALL was established. It is a sub-component of the broader field of computer-assisted instruction. Even though the behaviourist-learning paradigm was prominent during this period, this method of CALL emphasized repetitive language exercises, sometimes known as drill-and-practice. As for Yang (2010), CALL's first programs were centered on the computer as a tutoring approach and included grammar and vocabulary courses, drill and practice programs, and language testing items.

1.1.2. Communicative CALL (1980-1990)

The communicative CALL first developed in the late 1970s and early 1980s. This paradigm transition from behaviouristic CALL to communicative CALL was caused by the rejection of behaviourism at both the theoretical and pedagogical levels and the introduction of personal computers, which provide more opportunities for individual work (Warschauer et al. 1998). In this method, communicative CALL should stress the use of forms rather than the forms themselves, teach grammar implicitly rather than explicitly, enable and encourage

students to develop creative utterances, and employ only the target language. Furthermore, communicative CALL emphasizes students' accomplishment as a result of engagement with one another while utilizing a computer rather than how they interact with the equipment.

1.1.3. Integrative CALL of the 21st Century

During this time, there was a change from a cognitive to a more social or socio-cognitive approach which continues to be communicative instruction, emphasizing language usage in real social circumstances. Due to this movement, which is a reaction to behaviourism and cognitive CALL, a new perspective of technology and language learning emerged and was termed integrative CALL (Warschauer et al. 1998). This new perspective placed much emphasis on the following points:

- ✓ Using the multimedia networked computer as a technology of integrative CALL.
- ✓ Integrating various skills like listening, speaking, reading, and writing.
- ✓ Integrating technology effusively into the language learning process.
- ✓ Integrating learners in an authentic environment.

In this regard, this approach seeks to combine multiple linguistic skills through the use of multimedia networked computers for meaningful engagement in the real context.

CALL technology, on the other hand, is not limited to the multimedia-networked computer. According to Beatty (2010), mobile devices such as PDAs and cell phones are CALL technologies. Similarly, Hubbard (2009) claims that CALL does not only use computers (desktop and computer) but also "the networks connecting them, peripheral devices associated with them, and a number of other technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards, and even DVD players" (p. 2). Beatty (2010) and Hubbard (2009) consider MALL as an extension of

CALL in this regard. To put it another way, mobile devices are advanced versions of computers.

In a nutshell, the use of technology in the 1970s and 1980s aimed to precisely replicate native speakers' languages. The focus then shifted from a structural-based to a communicative-based approach in the 1980s and 1990s. Following that, the twenty-first century saw the arrival of transformative technologies such as the internet and multimedia. It stressed the significance of cognitive and interactive aspects, as well as authenticity in language acquisition. As a result, this technological innovation has made a significant contribution to the improvement of the educational environment. To recapitulate, technology has brought new insights into how learning and teaching should occur.

1.2 Defining Mobile-Assisted Language Learning

MALL is an acronym that stands for Mobile Assistant Language Learning. Mobile devices come from CALL. Computers have seen minor modifications to become portable devices that have been increasingly popular in recent decades, mostly for communication and commercial needs. Mobile devices include a range of programs and features to help with their usage. They may be used at any time and for any lesson, but the greatest benefit is their mobility and connection. These gadgets are being employed for educational reasons, allowing pupils to interact with abrasive content (Nezarat & Miangah, 2012). Additionally, they defined Mobile Assisted Language Learning (MALL) as the use of portable mobile devices to influence language learning. This technique enables learners to access language learning materials and to communicate anytime and anywhere. As technology progressed, MALL became available on various devices such as smartphones, tablets, Ipads, MP3 players, handheld computers, and more. As a result, MALL became helpful for learners to support their language learning and continue enriching their skills due to the variety of knowledge available (Alsaidi, 2013).

Kukulska-Hulme (2009, as cited in Korkmaz, 2010, p.14) adds that most of the disagreement about the definition of mobile learning and mobile language learning comes from the concept of "mobility". Moreover, she argued that this ambiguous term might have two different connotations, which will inevitably affect the definition of "mobile learning". It can mean "mobile technologies" which are portable and accessible anytime and anywhere, or "mobility" may also refer to the "mobility of the learner". The focus is not on the technology used but on the learner who accesses the information in different places, at different times.

Mobile-assisted language learning (MALL) is indeed a rapidly growing field, one that promises to have an enormous impact on second language teaching and learning (Pachler, Bachmair & Cook, 2010; Thornton & Houser, 2005)

2. Duolingo Gamification

2.1 Duolingo Definitions

Duolingo application is an English learning application available in Web, Android, iOS, and Windows Phone versions (Team, n.d.). Furthermore, according to The Guardian, Duolingo is a free language learning program founded by Luis Von Ahn and Severin Hacker that was introduced in November 2011 and currently provides 68 distinct language courses in 23 languages, with 22 additional courses still in development. For students who have reached a specific level, Duolingo offers dictation and practice of writing and speaking.

Applications for iOS, Android, and Windows Phone are designed in such a manner that users may continue to enhance their opportunity to speak at any time and from any location. Learning in Duolingo is built-in form of a game, making it appealing and easy to grasp.

Duolingo platform was awarded Google Play's Best of the Best 2013 for innovation due to its effective gamification strategies. It is utilized to get many people to acquire new things.

(Kusumadewi & Widyastuti, 2018). According to its website, it has around 200 million registered users. Besides, it provides numerous languages for English speakers as well as others for non-English speakers.

Munday (2016) says that although Duolingo seems to be a highly modern-looking game program, the majority of the tasks required to finish the courses are centered on translation, dictation, and pronunciation. Additionally, she believed Duolingo added gamification features to inspire and engage learners. For example, it includes lingots as prizes for completing a skill and weekly progress.

In the same context, Krashen (2014) gives this application positive feedback. In other words, he presents Duolingo as a web-based, self-paced language-learning application that leads users through a series of challenges, the majority of which are focused on translation. It is obviously geared at conscious learning; however, some subconscious language acquisition is unavoidable when students hear and read language examples.

Figure 2.1. The Duolingo Application on the App Store (App Store Preview, n. d).

2.2 Steps for Creating the "Duolingo Application" Account

Users may sign up and log in by creating a new Duolingo account using their email address or by using their existing Google or Facebook accounts. Have a look at the instructions below:

2.2.1. On Web

On www.duolingo.com, the first step is to click the green button "Get Started", then to follow the steps to create your Duolingo profile, and start to learn.

If someone already has a Duolingo account, s/he can click the "I Already Have an Account" button on www.duolingo.com to enter his/her email/username and password. If the learner does not remember his/her password, simply click on "Forgot password" which will provide his/her email address.
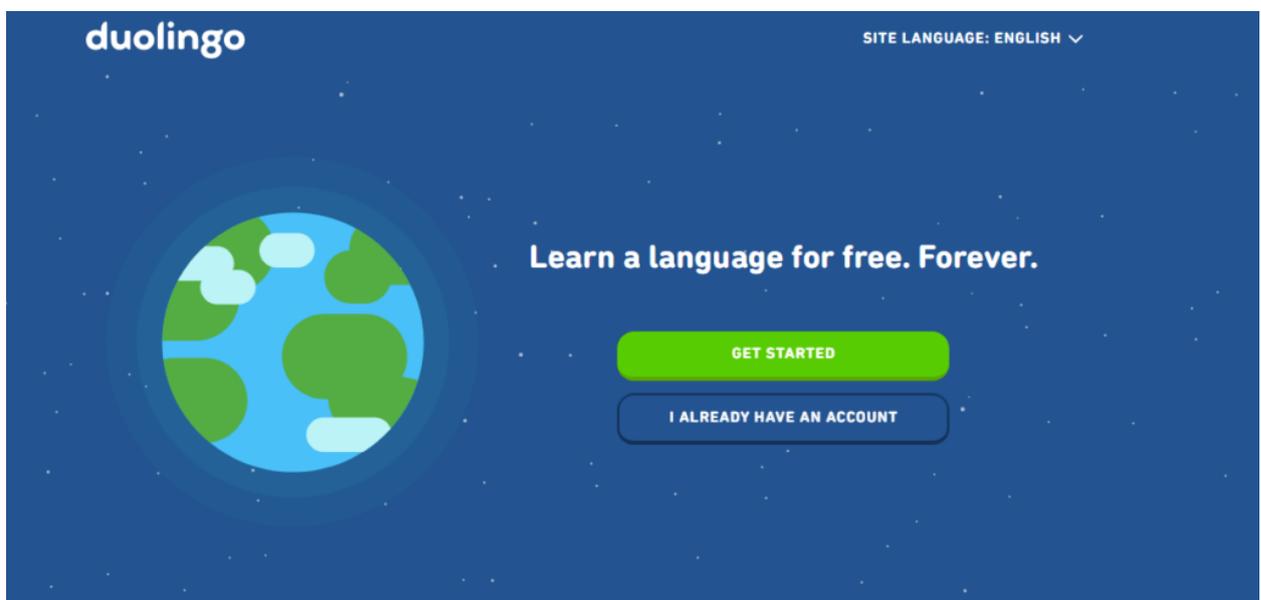
Figure 2.2. Sign up (Source: www.Duolingo.com)

2.2.2. On Android app and iOS app

To create a new account, we can start by clicking "GET STARTED" and following the instructions to create our Duolingo Profile. This includes choosing a learning language and a daily goal. After that, the user starts with the basics or taking a placement test and creating his/her profile with a username and email address.

If the user has already a Duolingo account, s/he can click the "I Already Have an Account" button on www.duolingo.com to enter his/her email/username and password. If the learner does not remember his password, he/she can simply click on "Forgot password", and the email address will be provided.
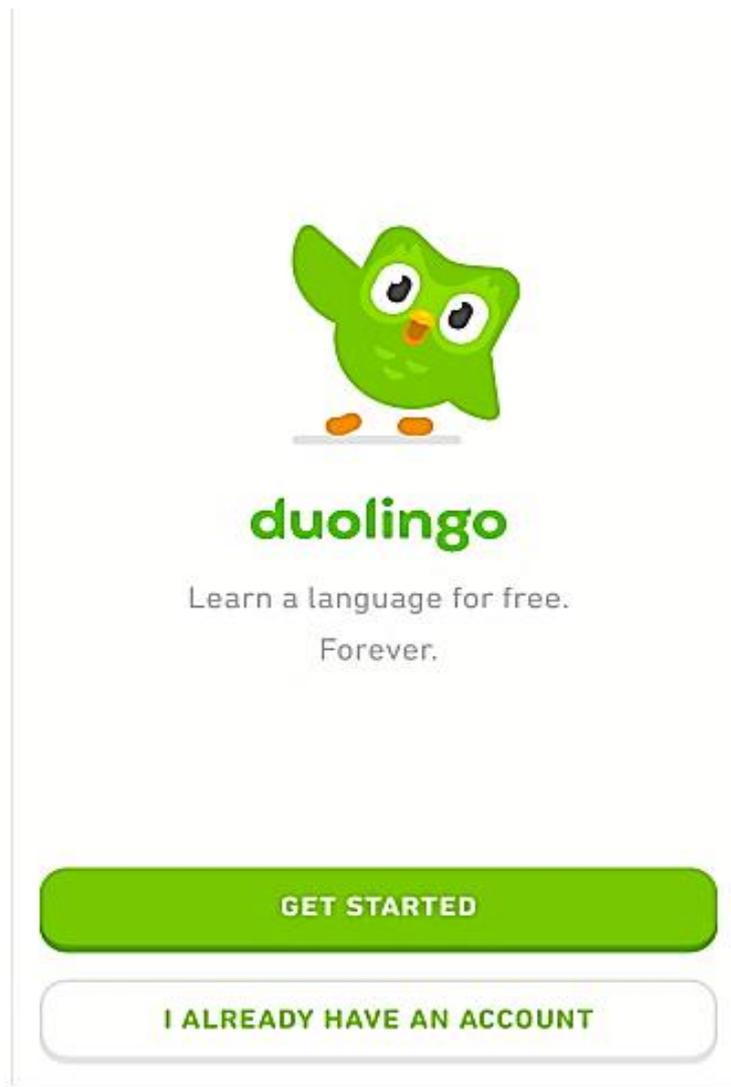
Figure 2.3. Interface of Duolingo (App Store Preview, n. d).

Later, a window will appear to pick "your daily goal". It regards how long students

want to train with Duolingo. The time is already established. (see Figure 2.3)
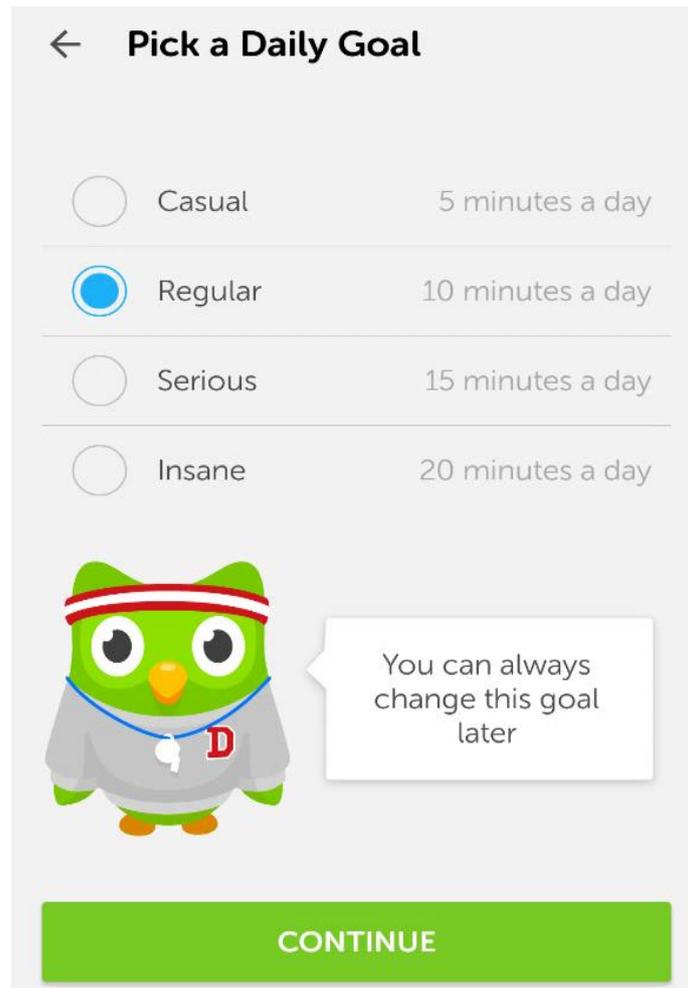
Figure 2.4. A Screenshot of the Settings before Going into Lessons (Nushi, and

Eqbali, 2017, p.91)

2.3 Duolingo Advantages

Mulya et al. (2016, as cited in Amalia, 2019) state various advantages to the Duolingo application.

Duolingo is a platform for learning foreign languages through games. This is available through the browser-based application as well as the iOS, Android, and Windows Phone applications. It has been introduced with a variety of exercises; students listen, transcribe, speak, and translate in a simple interface while working on words and phrases. In addition, teachers can simply track their students' language learning progress using Duolingo. Students communicate their progress in language learning with their teacher in

real time, and the teacher may follow their development through a dedicated dashboard. Moreover, teachers may design classes, complete Duolingo homework tasks, and award extra credit points if they can track students' progress.

The above practices encourage students to improve and achieve their prior records to compete with their classmates in class. Students may also collect experience points (XP) to track how well they accomplish activities in Duolingo, pass different levels, and separate themselves from their peers. Lingots can then be used to purchase additional things and courses as well as to modify icons and make their Duolingo more attractive. It can also be accessible on PC as well as on Android by downloading it from the Play Store. The new interface is straightforward and simple to use. There is also a delicate balance between translation, listening, word matching, and speaking practice. Alerly, the voice recognition program is quite good, and students can still understand what the speaker is saying.

2.4 Exercises of Duolingo Gamification

The app offers several activities to teach and train learners, such as translation, matching, pairing, listening, and speaking exercises.

2.4.1. Translation Exercises

According to Chang (2011), "The Grammar Translation Method is more effective in improving learners' learning confidence, and motivation than the Communicative Approach."

This study demonstrates that the grammar-translation approach successfully serves in developing language and knowledge as well as in improving the motivation and self-confidence of the learners.

Duolingo illustrates information to learners through translation and a communicative approach. The grammar-translation approach has a high potential for language development, and Duolingo mostly uses it to teach learners in the target language. (see Figure 2.5)
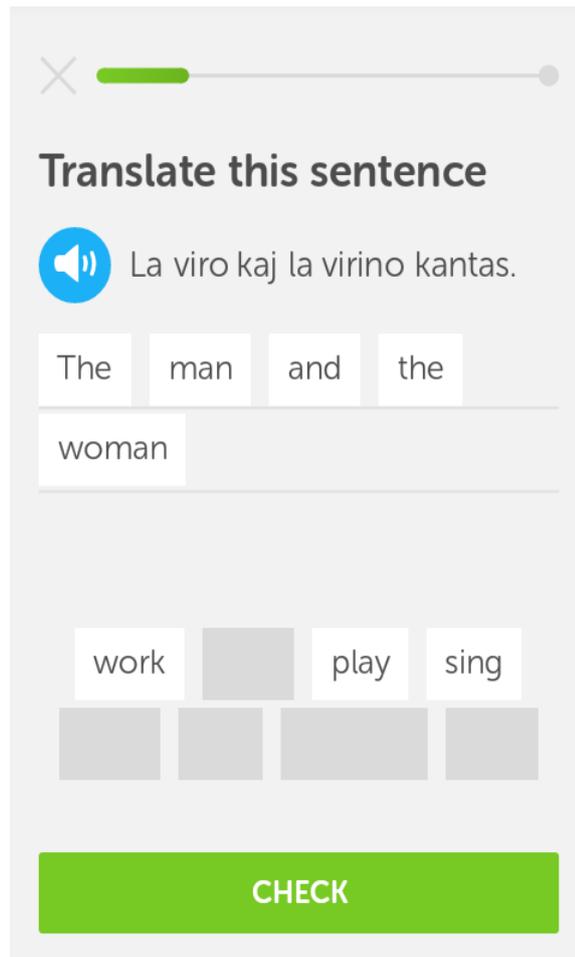
Figure 2.5. Translation Exercise (Nushi, and Eqbali, 2017, p.92)

2.4.2. Matching Exercises

This assignment combines pictures and words where students must match the images with the proper word. This practice contains visuals or as well known as visual stimuli, making it significant for vocabulary acquisition. Visual cues increase learners' attention and consciousness in order for them to learn more effectively (Schmidt, 1995). Sidman et al. (1974) demonstrated a system that uses graphics and audio to assist students in retaining vocabulary, and the usage of words helps students remember the term in order to grasp the context.
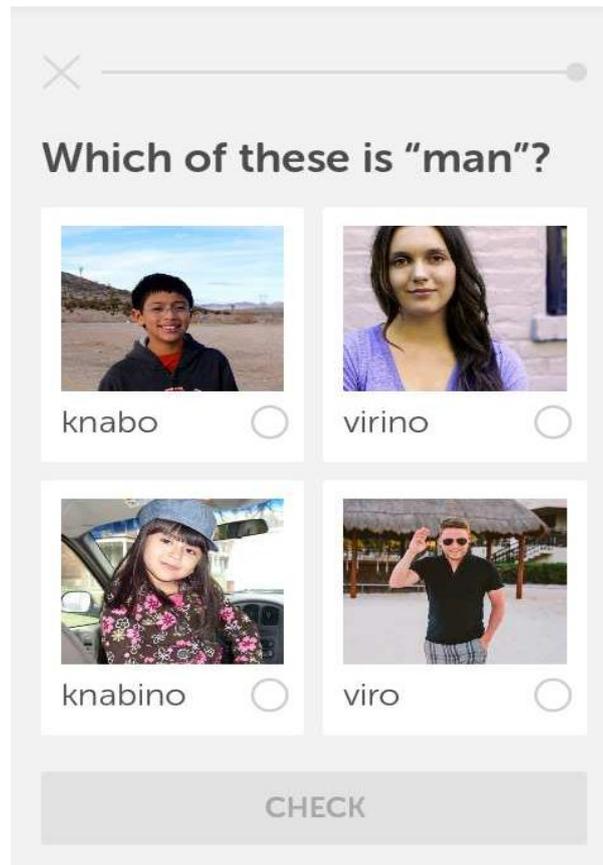
Figure 2.6. Matching Exercise (Nushi, and Eqbali, 2017, p.92)

2.4.3. Listening and Speaking Exercises

In this activity, students must first listen to the word and then write it down. The Audiolingual Approach is used in this exercise, which emphasizes productive and receptive speech skills, and drills help students put what they have learned into practice. This approach is characterized by the following: memorized words, word consolidation, good pronunciation, and no grammar rules (Brown, 2006). Students must preserve an appropriate listening environment that triggers their potential to participate, which ameliorates their pronunciation (Mart, 2013). Thus, current practice will aid learners in their learning process by scaffolding language construction through repetition and listening.
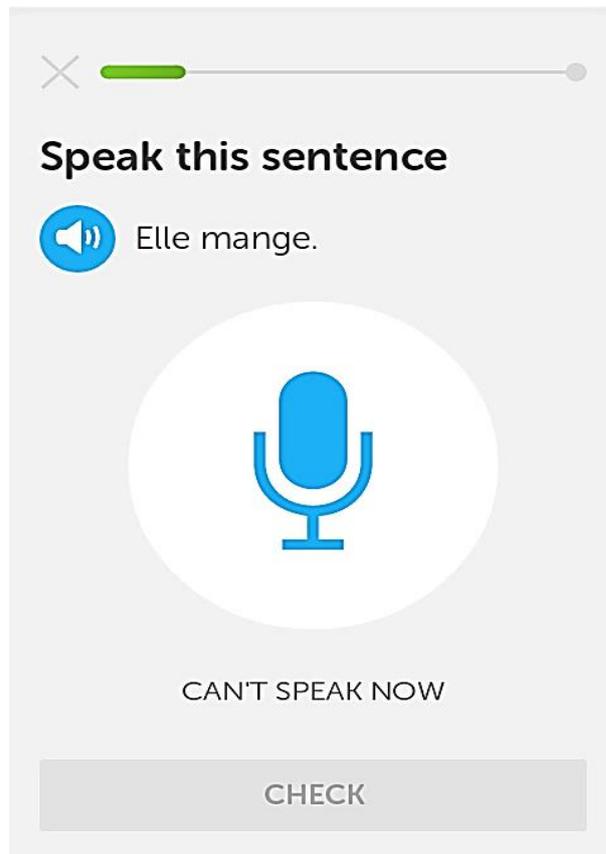
Figure 2.7. Speaking Exercise (Nushi, and Eqbali, 2017, p.93)
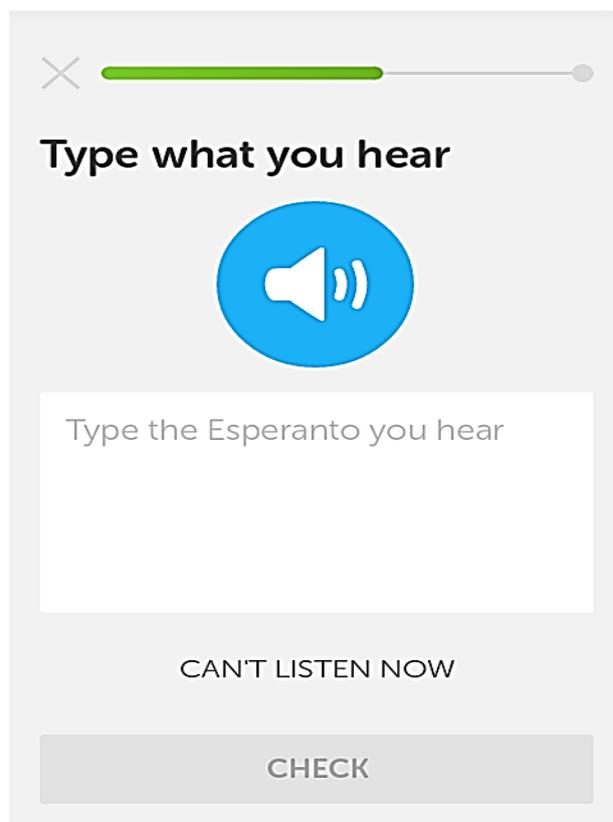
Figure 2.8. Listening Exercise (Nushi, and Eqbali, 2017, p.92)

2.4.4. Pairing Exercises

Learners have to find the same meaning in the target language or vice versa. Cieślicka, (2000), in his scientific research "The effect of language proficiency and L2 vocabulary learning strategies on patterns of bilingual lexical processing", aimed to demonstrate how bilingual representation influences vocabulary development. The findings revealed that learners were substantially influenced by the pattern of vocabulary representation. This study showed how this practice aids in the development of language skills.

All of the activities supplied by Duolingo produce a successful outcome in terms of vocabulary development; each activity is backed by prior research and theories that have demonstrated the enormous benefit of using technology, particularly the Duolingo app. All activities are highly likely to improve learners' competency in the target language; these activities were designed to help students develop their abilities.
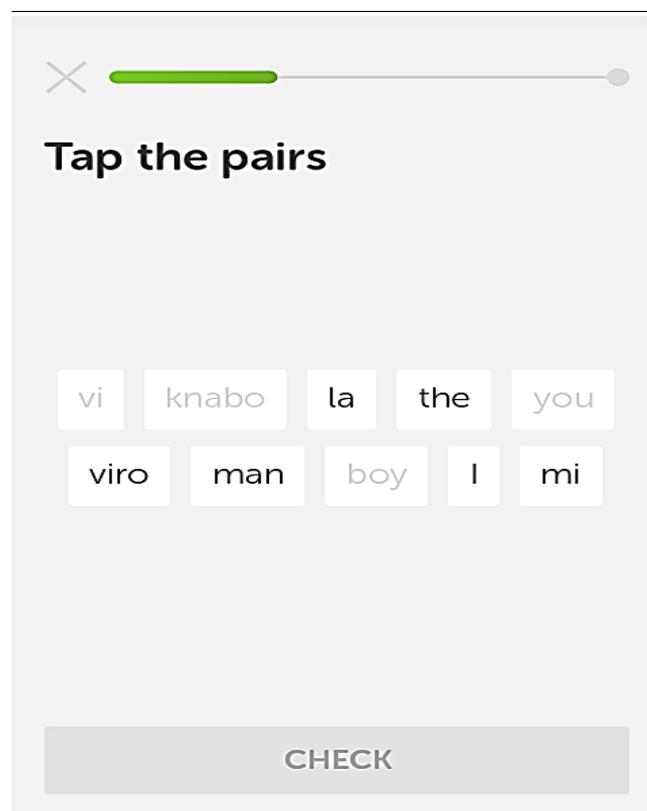
Figure 2.9. Pairing Exercise (Nushi, and Eqbali, 2017, p.92)

When the learners accomplish a daily goal, Duolingo rewards them with surprising and upbeat sounds and pictures, making the learners feel like they have accomplished hard mission (see Figure 2.10). If the learners do not sign into their Duolingo accounts to complete their daily goals, Duolingo sends a push notification to their phones and reminds them to do their exercises and meet their daily goals. Usually, these daily practice reminders are accompanied by promotional statements such as 62.5 million people are learning languages using Duolingo to spur the learners into action. Duolingo does this by notifying learners at a specific time every day. However, if they are busy during that specific time every day (are at work, running errands or sleeping for example), they can tell Duolingo when to remind them; for example, at 07:00 P.M., and if by this time they still have not reached their daily goals, they receive these daily practice reminders.

Figure 2.10. Screenshot of What comes after you have completed your Daily Goal

(Nushi, and Eqbali, 2017, p.94)

2.5 Platform of 'Duolingo For Schools'
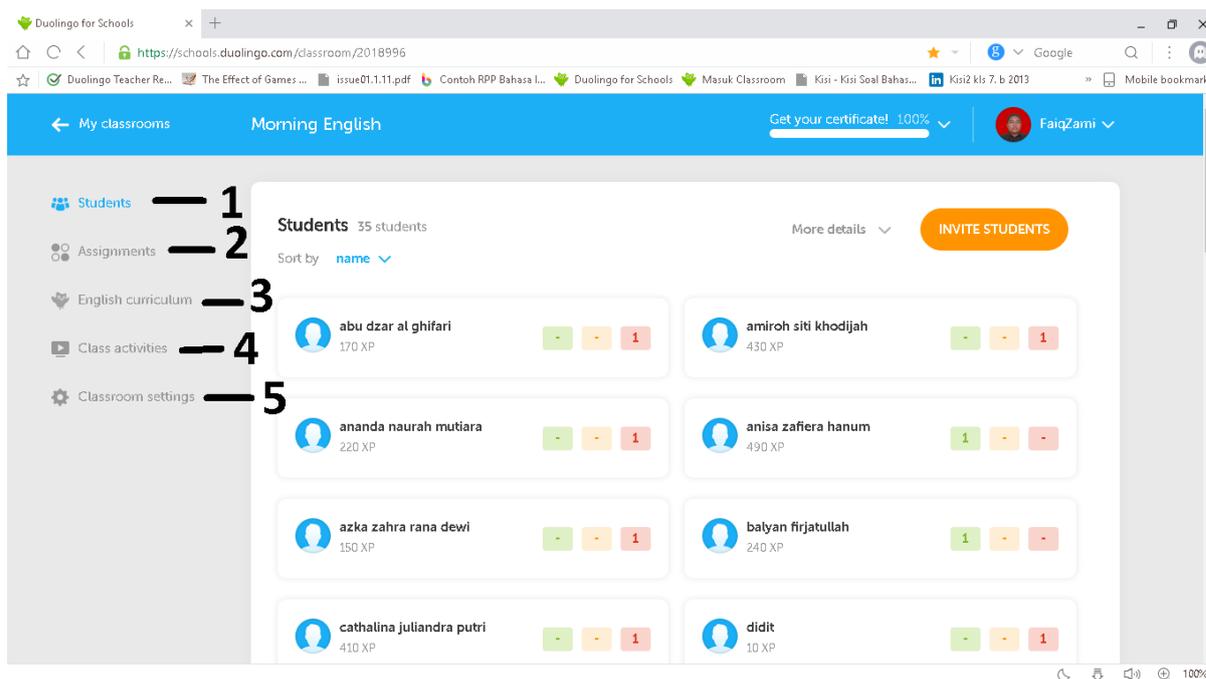
Figure 2.11. The User Interface of Duolingo Classroom (Zamzami, 2009, p.18)

As described by Zamzami (2009), the Figure 2.11 shows the user interface of Duolingo classroom. Firstly, the first part (1) shows the number of the member students, their activities, and their gained experience. We can also alter the classroom number by inviting more students or removing them. The second part (2) is used for the teacher to give the assignment to the students. They can arrange the deadline and the material which is going to be tested. The third part (3) is the English Curriculum. It shows the whole material that is available in Duolingo. The materials are divided into three levels: Beginner skills, intermediate skills, and advance skill. The students cannot access the higher level if they have not done the lower skill or without the teacher's permission. The teacher can review it first to find the suitable material for the learning before giving it to the students in the class activities (part 4). The fifth part (5) consists of classroom setting. There is a set up for class password and merge classroom. The teacher can also download setup instructions for those who have just begun using Duolingo classroom.

Mulya & Refnaldi (2016) mention what is related to Duolingo for schools as follows:

2.5.1. Creating New Duolingo Account for the Teachers

Creating a new account is necessary for users who are utilizing "school.duolingo.com" for the first time. It is incredibly simple to make. The teacher just joins to "www.school.duolingo.com". To complete the registration, the teacher must fill out the Duolingo new account. It only requires one's complete name, an e-mail address, and a password. In addition, teachers can join up using a Google account by simply logging in to Google. It will be automatically connected to Duolingo.

2.5.2. Making the New Class

On the teacher's dashboard, the teacher can create a class by filling out the description of the class, the name of the class, and the language that the students will be practicing. The teacher can name the class whatever they choose, but they must use English as the main language. The teacher can invite students to attend the class by e-mail and the class code. If the instructor chooses to utilize e-mail, he/she should enter all pupils' e-mail addresses. If the instructor wishes to utilize class code, he/she must inform the URL to the class code generated automatically by the server.

2.5.3. Creating New Duolingo Account for the Students

After receiving the link from the teacher, students must access it by pasting it into the browser's address bar. The URL is an example: https://www.duolingo.com/o/etamwt. After that, the students will immediately navigate to the Duolingo page and join the class. Because the students have not yet made a Duolingo account, they must join up by providing their complete name, e-mail address, and password. Students can also register by using their Facebook or Google accounts. They must follow the teacher's account to get all notifications from him/her.

2.5.4. Giving Tasks

The teacher can assign assignments to students via School.duolingo.com. The tasks are not created by the teacher but, instead, offered by Duolingo. The instructor has complete control over the materials that are distributed to the students. Duolingo provides two alternative tasks: Accumulating points and completing students' skills. Collecting points indicates that the teacher selects the task based on the goal points that the pupils must obtain. On the other hand, completing students' skills means that the teacher chooses the task based on the skills that want to be achieved by the students. The teacher can also set the limit time when the tasks are entirely done by the students and check their progress.

2.5.5. Student's Task Activity

2.5.5.1. Translation Task Activity

Translation might be regarded as a pedagogical tool if integrated into language learning practice alongside commonly utilized learning activities such as reading, listening, writing, and vocabulary building. Any tool used to teach or learn anything is referred to as a pedagogical instrument. The majority of the tasks in Duolingo are translation tasks since it is the simplest and fastest means of expressing the meaning of words and phrases. Learners will be given an image relevant to the assignment's word or phrase at the start of the work. It makes the term easier for them to understand. It also has the audio of how to pronounce it while they do the task.

2.5.5.2.   Listening and Transcribing Task Activity

Students must listen to and transcribe what they hear in the Duolingo listening and transcribing task. If students have trouble hearing the audio clearly, they can slow it down by clicking the turtle button. As a result, the users may attentively listen to it and then transcribe it.

2.5.5.3. Speaking Task Activity

In Duolingo, a sentence is presented, and students must then click the Microphone button and speak depending on the sentence. If the users are unsure about how to say something, they can listen to the pronunciation by clicking the little speaker button. This activity improves students' speaking abilities and is simple to use.

2.5.6. Making Discussion Forum

Duolingo offers a discussion forum where teachers and students may debate any topic they prefer. Before creating a discussion forum, the instructor must ensure that all of the students have followed his/her account so that the discussion forum may be seen from the students' dashboards. There is feedback between teachers and students on the discussion thread. If learners are having difficulty answering the tasks assigned by the teacher, they can consult with him/her. The teacher can provide comments to the student, and other students can provide more information to their classmates.

2.6 The Effectiveness of Duolingo Gamification in Developing Speaking Skills

Lionetti (2013, as cited in Amalia, 2019) states that there are some objectives of the Duolingo application: It teaches other languages, is free of charge to users, and it enable learners to understand and be able to speak a phrase or sentence in another language. Other objectives concern listening to a sentence or phrase and then typing or repeating it. It also helps developing skills by translating words and sentences from the user's preferred language into English.

According to Krashen (2014), the facilities Duolingo offers increase students' motivation and let them be in contact with the language. In the same way, Wijaka, Yufrizal, and Kadaryanto (2016) explain how researchers recommend English teachers to use the Duolingo app as a medium for teaching English vocabulary because it can arouse students' interest in the teaching and learning activity.

On top of that, for Garcia (2013), Duolingo provides students with control over the learning process since dealing with words is easier than dealing with the entire communication context where many other factors may apply. Moreover, the gamification works to achieve the following: "the learner feels a sense of achievement when getting the points and challenged when not." What is more, students will notice the difference between having zero knowledge and having some knowledge. More than that, according to Ghashmari (2014), Duolingo allows students to express their opinion on classroom technology and make recommendations, which can significantly benefit the learning process by increasing students' engagement and performance.

Conclusion

The gamification of learning a foreign language through Duolingo app may be essential in developing learners' speaking skills. It would offer its users a variety of study sets and features to accommodate different learning styles. It is used not only in the classroom to accomplish the task assigned by the teacher but also outside of the classroom to achieve better results.

Because finding the right learning style that facilitates the learning is one of the most crucial aspects of the learning process, the Duolingo Gamification may provide multiple exercises for learning new vocabulary and for correct diction. As a result, learners will be able to study better and memorize new words and enhance their pronunciations. It also contribute to enhance their speaking skills through the repetition of pronounced words and other tasks.

Chapter Three

Fieldwork and Data

Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

The present study is an attempt to explore the importance of Duolingo Gamification in enhancing EFL learners' speaking skills at Mohamed Kheider University of Biskra. The focus is to explore the attitudes of both EFL teachers and second year students at the department of English about the use of a specific mobile application: "Duolingo" in developing EFL speaking skills. Thus, this study's data collection tools were student and teacher questionnaires. Accordingly, the sample is described, and then the analysis and interpretation of the results of both students' and teachers' answers will be given. Finally, the chapter discusses some pedagogical implications, and future research directions.

1. Review of Research Methodology

1.1. Research Approach for This Study

Since this study aims to describe the importance of Duolingo Gamification in enhancing EFL learners' speaking skills and to find out the link between these variables, this study adopted a qualitative approach. Moreover, we believe that such an approach can be suitable for the nature of our research as the objective is merely to describe the multiple uses of "Duolingo" application as a pedagogical tool especially in enhancing EFL students' speaking performance.

1.2. Data Collecting Methods

There are several methods that can be used to collect data such as questionnaires (structured, semi-structured and unstructured), interviews (structured, semi-structured and unstructured), observations, focus groups, etc. However, in our case, we relied on one tool which is the questionnaire. Firstly, a semi-structured questionnaire was designed to gather data from second-year EFL students at Biskra University and collect their opinions and

attitudes concerning the enhancement of their speaking skills using Duolingo Gamification. Secondly, another questionnaire was handed to EFL oral expression teachers at Mohamed Kheider University in Biskra in order to explore their perceptions about the use of Duolingo gamification and the strategies they use to teach and improve their learners' speaking skills.

1.3. Students' Questionnaire

1.3.1. The Sample

In this study, the targeted population is 2nd year LMD students in the Department of English at Mohamed Kheider University of Biskra during the academic year 2021/2022. The reason behind choosing to work with 2nd year LMD students is because they have been studying oral expression for two years and have enough knowledge of the strategies and tools used to teach the speaking skill. So, they are believed to give us valuable answers and favourable ideas about the relationship between the Duolingo application and speaking skills and how this app can develop their oral skill.

We dealt with a sample of fifty (50) students from a total population of about (N= 255). Precisely, the selection of this sample was purposive. It mainly targeted those students who are already familiar with the Duolingo application. These have been previously selected and contacted via Facebook.

1.3.2. Aims of the Student s' Questionnaire

Students' questionnaire aims to know the students' perspectives and points of view concerning the importance of Duolingo Gamification in enhancing EFL learners' speaking skills. We wanted to see whether they support including such a technological teaching aid to enhance their speaking skills or not. In addition, we aimed to see whether considering the use the Duolingo app as a supplementary tool within oral expression courses may have outstanding results in improving students' speaking skills.

1.3.3 Description of Students' Questionnaire

This questionnaire was designed to second year EFL students at Mohamed Kheider University of Biskra. It is a semi- structured questionnaire which consists of closed-ended questions in which students are supposed to answers by "yes" or "no" answers or open-ended questions through which they can give a free-form of answers and share more information. In addition, it consists of questions where they can choose one option or more. Additional parts were added where students could justify their answers and give more feedback.

Furthermore, the questionnaire was introduced with a small introduction where we defined the topic of our research study and the purpose behind it. The questionnaire contained 18 questions, which were divided into three main sections. The first section consisted of three questions in which we tried to get some general information about the participants. While the second section consisted of seven questions and was mainly designed to get some information about students' speaking skills, and we ended this section by asking them about their experience using "Duolingo app" and its effect on developing their speaking skill. Meanwhile, the third section contained eight questions. It was designed to know the participants' attitudes towards the use of Duolingo application inside and outside EFL classes; we wanted to know throughout those eight questions whether students support the implementation of such a new Learning/teaching aid in classes or not. Also, we wanted to see if their teachers of oral expression are aware of such supplementary material or not.

1.3.4 Validating and Piloting the Students' Questionnaire

After designing the first draft of the students' questionnaire, it was sent to the supervisor via email to check its content. The supervisor suggested some modifications to be made in order to add more precision to the questionnaire since it was very long and

contained some mistakes. The supervisor's modifications have been taken into consideration while designing the final draft. After validating it, it was piloted with five students (within the same sample) who frequently use educational applications; "Duolingo" application in particular.

1.3.5 Administration of the Students' Questionnaire

After the validation and piloting stages, the final draft was administered to the participants via internet. The Facebook platform was the tool to contact the students; the link of the questionnaire was published in the Facebook groups of the second year students. It is worth mentioning that the questionnaire targeted only the students who are familiar with the application under study. These have been previously selected and contacted by the researcher after a quick survey on social media.

The online students' questionnaire was designed using the services of the survey Google Forms which support making different types of questionnaires (structured, semi-structured and unstructured questionnaire). After Two weeks, 50 responses were received with complete answers from the students.

1.3.6 Analyses of Students' Questionnaire

Section One: General Information

Q1. Your choice to study English at University was:

Table 3.2. Students' Choice of Learning English at University

Option	Participants	Percentage
a) Personal choice	46	92%
b) Imposed	1	2%
c) Advised	3	6%
Total	50	100%
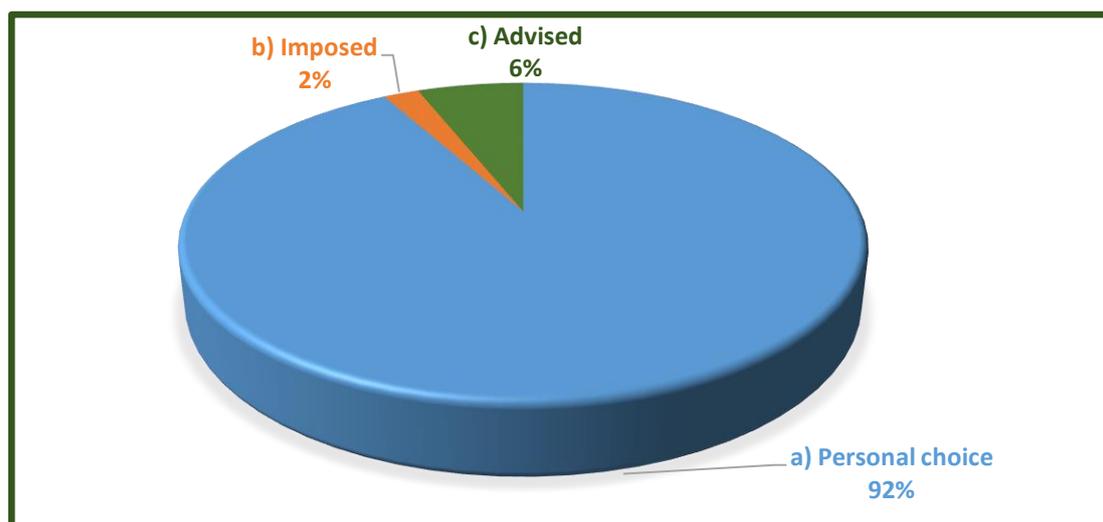
Figure 3.12. Students' Choice of Learning English at University

As it appears in table and pie chart 1, most EFL students with the percentage of (92%) chose the English language at University by themselves while (2%) had English imposed on them. However, the rest of participants with a percentage of (6%) were advised to study English at university. Hence, this indicates that the majority of students are interested in studying the English language as a branch at University; therefore, this will impact positively on their motivation and engagement to learn and develop their language skills.

Q2. How can you evaluate your level in English?

Table 3.3. Students' Evaluation of their Level in English

Option	Participants	Percentage
a) Good	24	48%
b) Medium	22	44%
c) Poor	0	0%
d) Excellent	4	8%
Total	50	100%
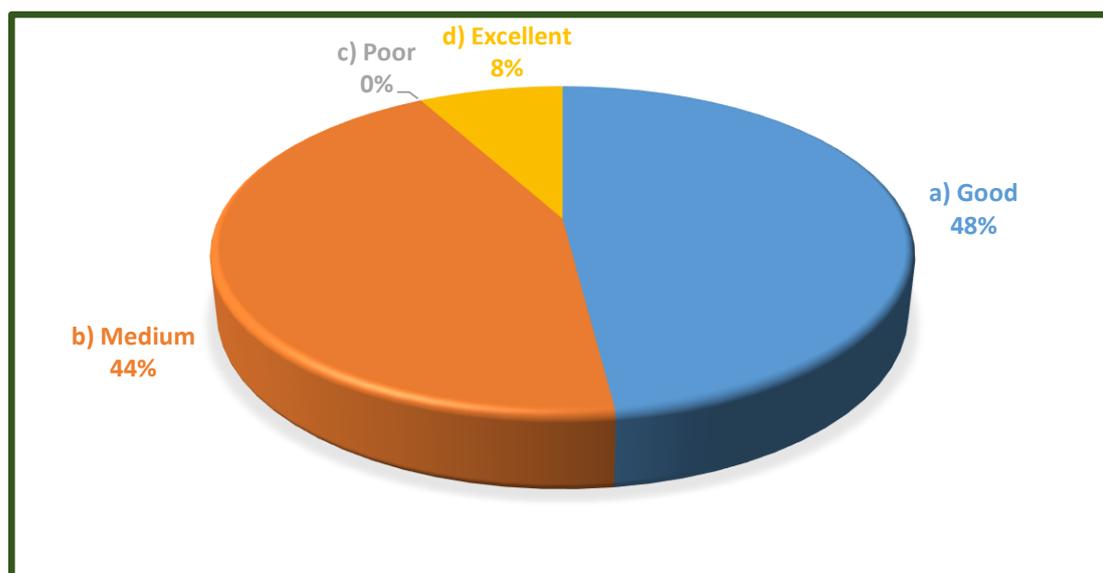
Figure 3.13. Students' Evaluation of their Level in English

In question 2, we asked students to evaluate their level in English as being good, medium, poor or excellent. As it is revealed in table 2 and figure 2, 10 participants with a percentage of (48%) said that they find themselves good students in English. However, 22 participants with a percentage of (44%) consider that they have a medium level. Only four participants with a percentage of (8%) declared that they find themselves excellent at learning English. It is worth noting that no participant evaluated his/her level to be poor.

In fact, these results reveal that students are well satisfied with their level in English; this would certainly impact on their motivation, involvement and self-confidence in their process of learning. Indeed, students who consider themselves as average or high achievers will maintain their motivation and will progress positively.

Q3. Which of the four language learning skills would you like to improve most? You may choose more than one option.

Table 3.4. The Language Learning Skill that Student Would Like to Improve Most

Option	Respondents	Percentage
a) Reading	3	6%
b) Speaking	16	32%
c) Writing	2	4%
d) Listening	3	6%
e) All of them	4	8%
f) More than one answer	22	44%
Total	50	100%
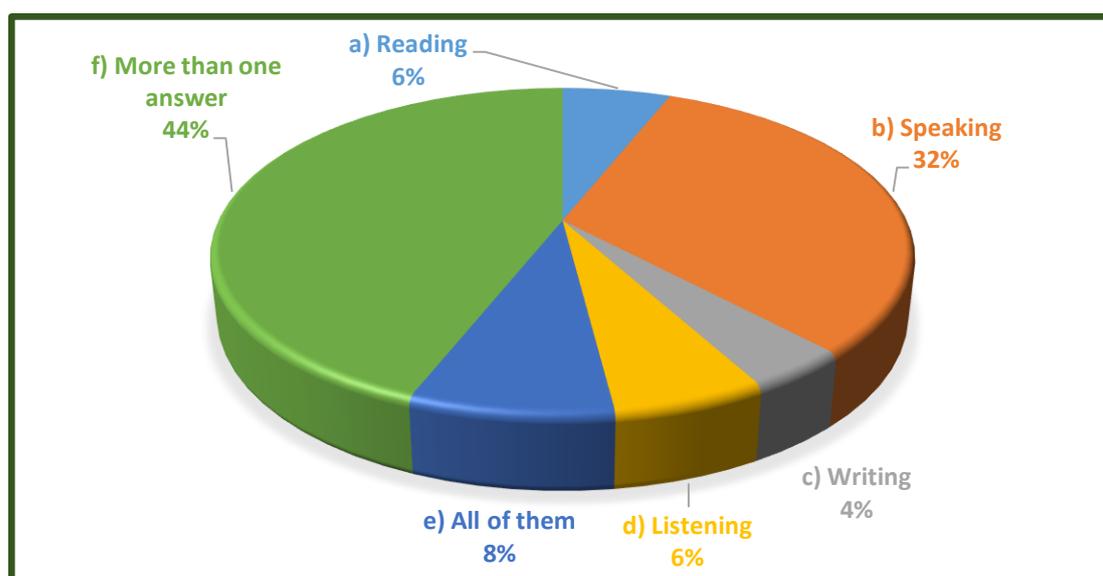
Figure 3.14. The Language Learning Skill that Student Would Like to Improve Most

The aim of this question was to see which one of the four skills students would like to improve the most. In fact, even though participants demonstrated a satisfactory evaluation of their level in English (in the previous question), they seem to be far from mastering all the skills and showed the desire to improve some of them.

As it is shown in pie chart 3, the skill which is highly needed to be developed by most of the students is the speaking skill with the percentage of (32%).students justified their answer saying that it is due to many reasons such as the lack of native speakers around them or the fact of making many mistakes; hence, they expressed the need to focus more on this skill to express their thoughts and feelings fluently and to communicate easily.

After it, comes the listening and reading skills with an equal percentage of (6%). Students explained their choice arguing that they get bad marks in listening tests and they cannot rapidly catch every word that is said. Furthermore, they reported that it is essential for them to develop the reading skill because it helps them avoid spelling mistakes; it enriches their vocabulary and improves grammar.

The writing skill comes next as the skill students want to improve the most with a percentage of (4%). Here again, some participants emphasized the importance of the writing skill because of, according to them, academic reasons like when they write paragraphs, essays, or research papers.

However, (44%) of the participants chose more than one answer, thus, revealing that they have difficulties with more than one skill. In addition, (8%) of the sample confessed to have a problem with all of the four skills and want to improve them entirely.

Therefore, from this analysis, we can see that speaking is seen as a difficult skill to be mastered. In addition, we maintain that it is really important for most EFL students and it should be learnt and developed before the other ones since it is the first communicative skill among people.

Section Two: Speaking skills

Q4. How do you consider the speaking skills?

Table 3.5. Students' Consideration of Speaking Skills

Option	Participants	Percentage
a) Very important	41	82%
b) Important	9	18%
c) Less important at all	0	0%
Total	**50**	**100%**
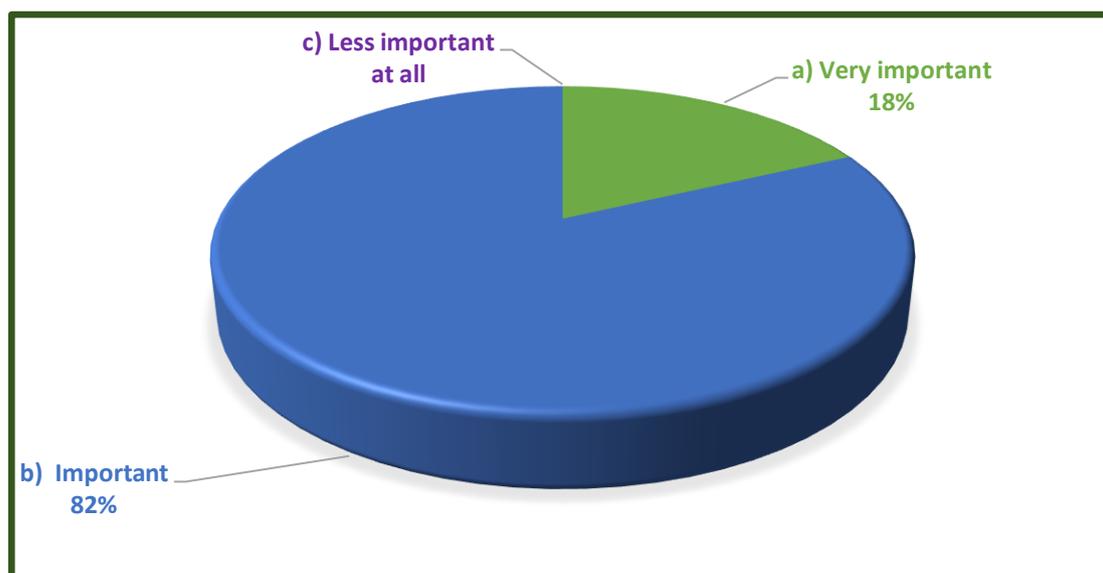
Figure 3.15. Students' Consideration of Speaking Skills

This question aims at discovering how students consider speaking skills in terms of importance. From the results demonstrated in the above figure, we can deduce that most of the participants (82%) consider speaking a very important skill whereas only a few of them (18%) consider important.

Students were then asked to justify their answers. Their responses are stated in the following points:

- Speaking is an essential component of language learning and a key of any language.

- It helps us to express our thoughts and opinions easily.

- It has an important role in the communication process with others.

- It allows us to exchange information and to form connections and influence decisions.

- It increases self-confidence.

It is clear that students are quite aware of the importance of the speaking skill especially that none denied that fact. This confirms the previous students' answers that

revealed a need to develop this oral skill and overcome the difficulties that hinder oral performance improvement.

Q5. Which one of the following describes your level of speaking performance?

Table 3.6. Students' Evaluation of their Speaking Performance

Option	Participants	Percentage
a) High	6	12%
b) Average	38	76%
c) Low	6	12%
Total	50	100%
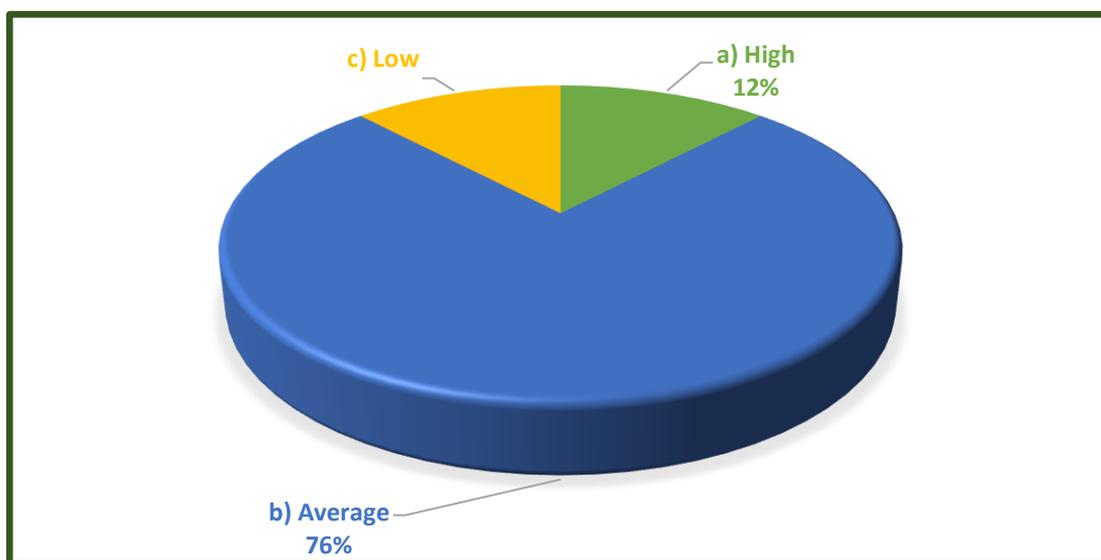
Figure 3.16. Students' Evaluation of their Speaking Performance

In this question, students were asked to consider their level of speaking performance. The table and figure above illustrate that only (6) students perceive their level of oral performance as high. However, (38) students believe to have an average level when it comes to speaking performance. As for the rest of the sample, (6) students said that they have a low level.

It can be deduced that since students are still novice in this branch, so they will obviously find themselves with an average level and they will work towards improving their speaking skill.

Q6. To what extent do the oral expression courses help you improve your speaking performance?

Table 3.7. Oral Expression Courses Benefit in Improving Students' Speaking Performance

Option	participants	percentage
a) Very much	29	58%
b) Not very much	11	22%
c) I do not know	10	20%
Total	50	100%
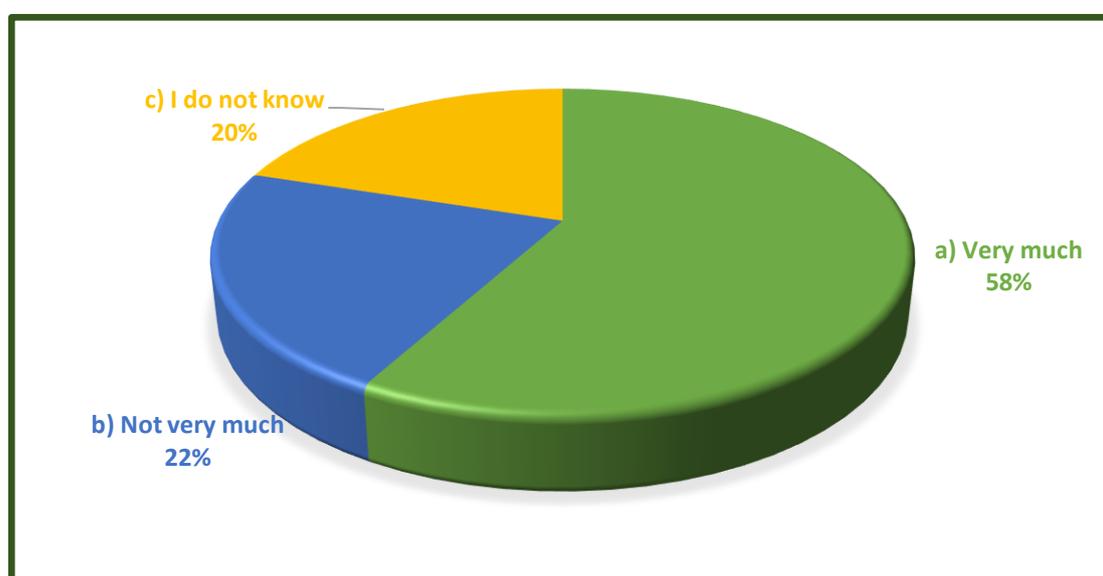
Figure 3.17. Oral Expression Courses Benefit in Improving Students' Speaking Performance

This question sought to explore the participants' attitude towards oral expression courses and whether they have a positive impact on improving students' oral performance .

The obtained results show that (58%) of respondents agreed that oral expression sessions are very helpful in improving their speaking performance while (22%) of students affirmed that oral sessions do not help them very much in enhancing their speaking performance. However, (20%) of students cannot decide whether oral sessions are helpful or not.

Therefore, oral expression sessions contribute to develop learners' speaking skill. Hence, teachers must effectively exploit these sessions by encouraging their students to interact, participate and communicate using varied speaking activities in order to build their confidence, reduce their anxiety and improve their oral performance.

Q7. How often do you speak English in the classroom?

Table 3.8. Students' Frequency of Participation in the Classroom

Option	Participants	Percentage
a) Very often	9	18%
b) Often	16	32%
c) Sometimes	20	40%
d) Never	5	10%
Total	**50**	**100%**
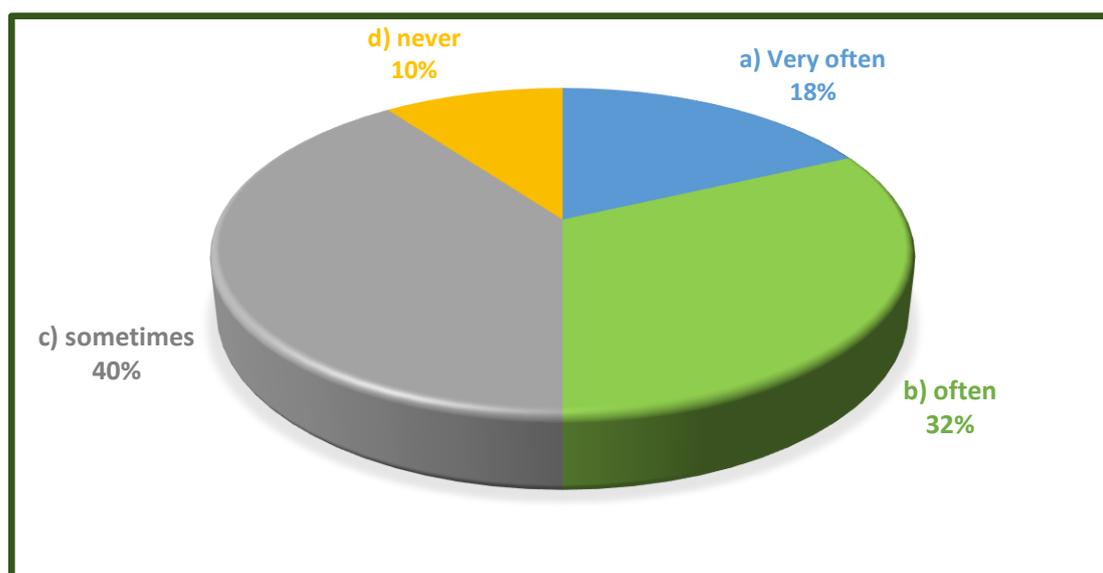
Figure 3.18. Students' Frequency of Participation in the Classroom

Speaking is an essential part in students' process of learning English, and students can ameliorate their level in speaking by practicing it especially through participating in class where they would receive effective feedback. Hence, this question was asked to emphasize the importance of participation, and, more importantly, to know how often students participate in class.

The table and pie chart demonstrate the following results: 20 of participants (40%) stated that they sometimes participate in class, 16 of students (32%) indicated that they often participate, 9 students (18%) reported they very often do it, and 5 (10%) students declared they never participate in class.

Q8. What are the most common difficulties do you face when you speaking?

Table 3.9. The Common Difficulties that Face Students While Speaking

Option	Participants	Percentage
a) You do not know what to say	6	12%
b) You know what to say, but you do not know how.	26	52%
c) You know what to say and how to say it, but you cannot say it.	18	36%
Total	50	100%
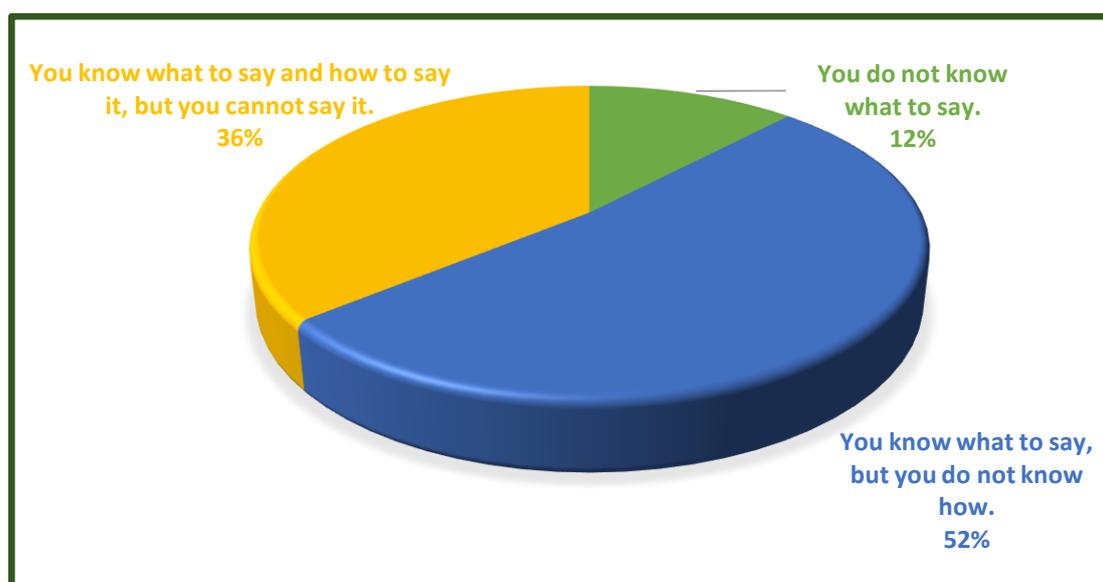
Figure 3.19. The Common Difficulties that Face Students while Speaking

It can be realized from this figure above that (52%) of students may find speaking English difficult because they know what to say, but they do not know how. (36%) of students explained that their difficulty in speaking does not concern what to say or the way to say it but concerns rather their inability to do so. Also, (12%) of participants revealed their lack of background in the topics discussed in class. Therefore, all of these difficulties

can prevent students from performing well in speaking and do not accomplish their goals in learning English.

The aim of this question was to identify students' speaking difficulties. Undoubtedly, spotting the problem will help to find solutions; i.e., teachers will work on finding effective strategies and techniques to make learners overcome the obstacles that impede the progress of mastering speaking. This will be done only after detecting these obstacles and difficulties.

Q9. What are the main reasons that prevent students from speaking inside the classroom?

Table 3.10. The Main Reasons that Prevent Students from Speaking inside the Classroom

Option	Participants	Percentage
a) Fear of making mistakes.	8	16%
b) Lack of vocabulary.	2	4%
c) Anxiety/shyness.	2	4%
d) Fear of teacher's negative feedback	1	2%
e) Demotivation (no interest in the topic).	1	2%
f) Misinterpretation (inability to understand what is said correctly).	0	0%
g) More than one answer	36	72%
Total	50	100%
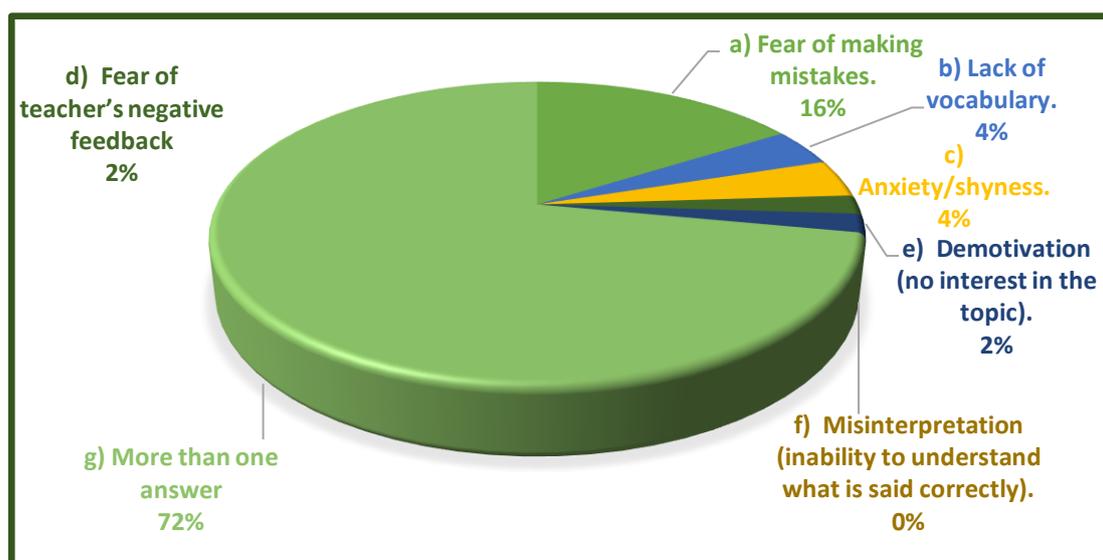
Figure 3.20. The Main Reasons that Prevent Students from Speaking inside the Classroom

In question number 9, students were asked to determine the main reasons that prevent them from speaking inside the classroom. (16%) replied that the problem they face is the fear of making mistakes. Besides, with an equal percentage of (4%), students struggle with a lack vocabulary (they do not have wide range of vocabulary) as well as with anxiety/shyness. Also, the same proportion (2%) said that they feel afraid from their teacher's negative feedback and have no interest in the topic (demotivation). Finally, (72%) of the learners selected more than one answer however none of the students seems to be unable to understand what is said correctly.

From the above data, it can be deduced that there many reasons that hinder EFL students speaking skill. Some of these reasons are psychological; others are related to the students' background and level. Hence, learners should rely on some activities and apply new ways to reinforce their self-confidence and start speaking in classes.

Q10. From the following oral techniques/activities, what do you prefer the most to improve your speaking skill? You may choose more than one option

Table 3.11. The Oral Techniques that Students Prefer Most to Improve their

Speaking Skills

Option	Respondents	Percentage
a) Class discussion	6	12%
b) Oral presentation	6	12%
c) Utilization of gamification	4	8%
d) Information gap	2	4%
e) Role play	8	16%
f) All of them	24	48%
Total	50	100%
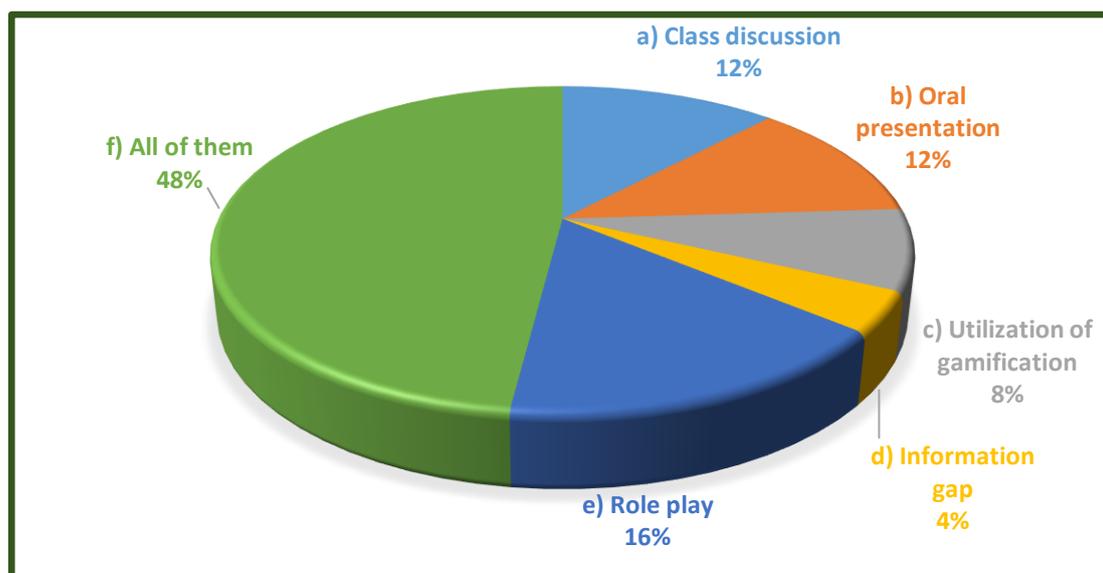
Figure 3.21. The Oral Techniques that Students Prefer Most to Improve their

Speaking Skills

The purpose of this question is to know which of the above speaking activities is preferred most by students. Representing the majority of the sample (48%), these students prefer all of the suggested activities. Additionally, an equal proportion (12%) went for class discussion and oral presentation as speaking activities that motivate them to speak more in class. The reason may be because there is no constraint to one topic with a specific group of audience; students feel free to select topics then present them in front of their mates.

Moreover, (16%) of the students have chosen role-play to be their preferred speaking activity. They may feel more comfortable because there is a kind of cooperation and interaction with their peers. However, (8%) of participants prefer games through which they are more exposed to the English language. Lastly, only two students (4%) seem to prefer information gap activities.

Q11. Do you think that the use of educational games enhances your speaking skills?

Table 3.12. Students' Opinions about Whether Educational Games Enhanced their

Speaking Skills or Not

Option	Participants	Percentage
a) Yes	46	92%
b) No	4	8%
Total	50	100%
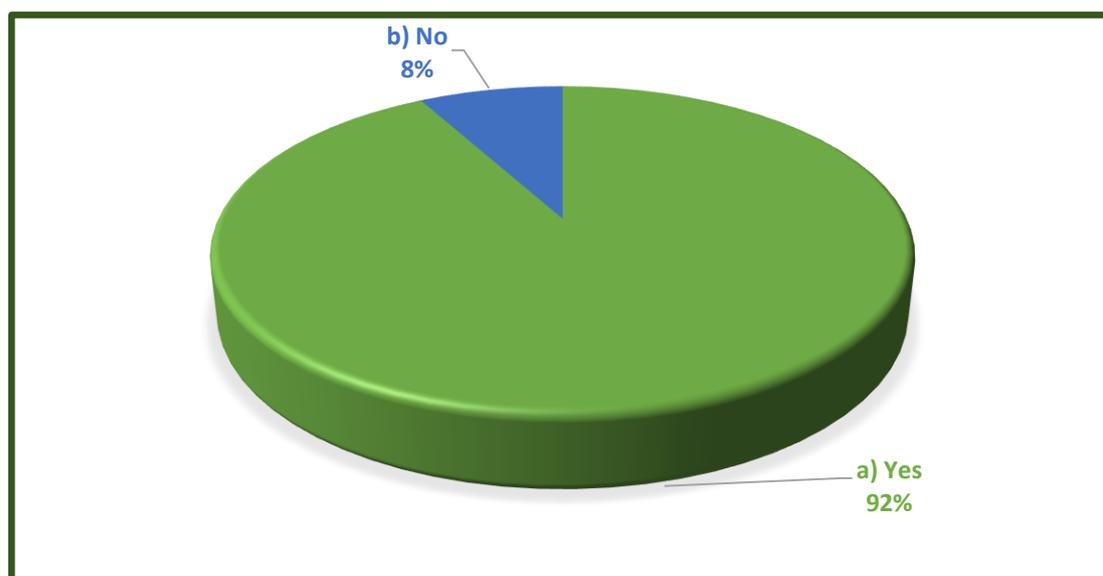
Figure 3.22. Students' Opinions about Whether Educational Games Enhanced their

Speaking Skills or Not

By this question, we aimed to know the opinions of students towards educational games and their effect in improving students' speaking skills.

As we can see in the above table and figure, (92%) of students' answers were positive; however, the rest of the students' answers (8%) were negative. Therefore, we can deduce from their responses that the majority of EFL students agree that relying on educational games has a good impact on developing their speaking skills.

Section Three: Student's attitudes towards the use of Duolingo

Gamification.

Q12. What kind of mobile device do you have? You may choose more than one option.

Table 3.13. Kinds of Mobile Devices Students Use

Option	Participants	Percentage
a) Tablet	1	2%
b) Smartphone	31	62%
c) laptop computer	2	4%
d) Traditional phone	0	0%
e) More than one option	16	32%
Total	**50**	**100%**
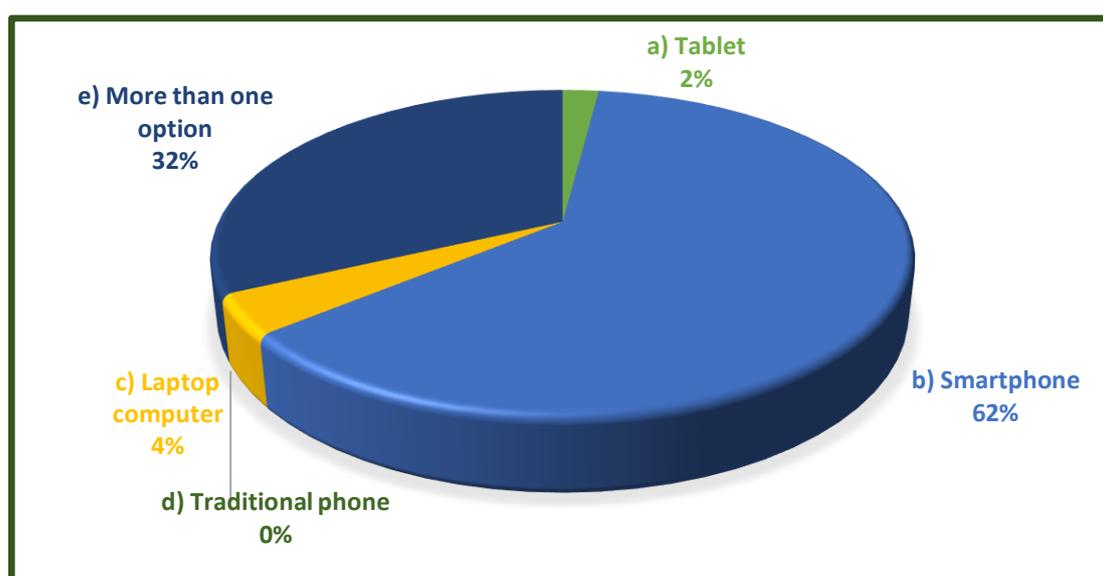
Figure 3.23. Kinds of Mobile Devices Students Use

The aim from this question was to explore whether the students own any mobile device or not as well as to know which mobile devices they have. It can be seen from aforementioned findings that the widespread mobile device among the respondents is the smartphone (62%). Nevertheless, (4%) of them have laptop computers, and only one student (2%) uses a tablet. In the final analysis, (32%) of the students reported that they have more than one mobile device.

Q13. Do you practice English language outside the classroom via internet?

Table 3.14. Students' Practice of English via Internet

Option	participants	percentage
a) Yes	42	84%
b) No	8	16%
Total	50	100%
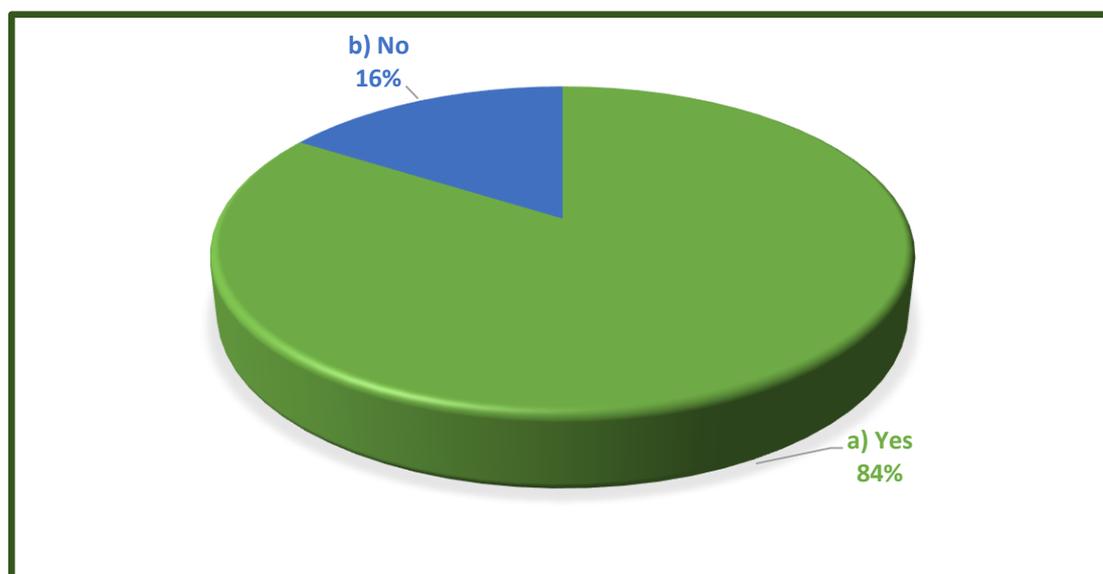
Figure 3.24. Students' Practice of English via Internet

Question number 13 aimed to see whether students rely on the internet to practice the English language when they are out of class. As it appears in the table, (84%) of participants said that they do use the internet to practice the English language. On the other hand, (16%) of them answered negatively.

In fact, we expected the above given answers because learners now are living in very advanced settings and they cannot separate themselves from the use of internet as it opens for them more opportunities to be more knowledgeable of the English language.

- If "yes", how do you practice your English?

Table 3.15. The Exploration of Students' Techniques to Practise English

Option	Respondents	Percentage
a) Chatting	22	52%
b) Using Gamification such a Duolingo application	12	29%
c) Reading online books	8	19%
Total	42	100%
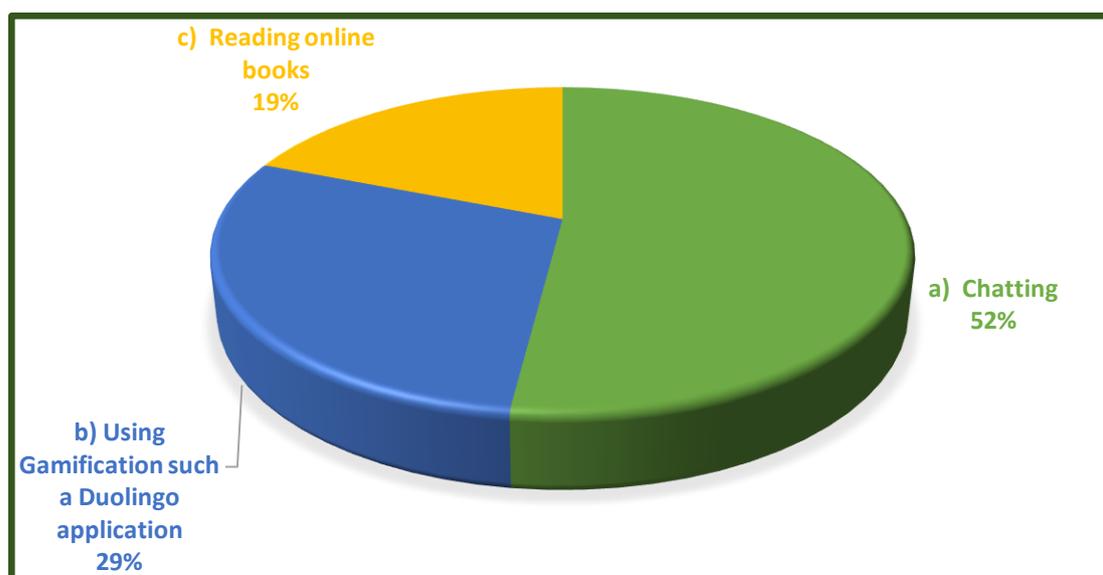
Figure 3.25. The Exploration of Students' Techniques to Practise English

The main objective of this question was to explore the methods, techniques and ways students use to practice English through their mobiles in order to develop their English speaking. The pie chart above shows that the majority of them (52%) prefer to enhance speaking through chatting. Furthermore, using Gamification such a Duolingo application comes in the second place with a percentage of (29%). Otherwise, the reading online books technique ranks the last position with a percentage of (19%).

In addition to the suggested options, some students asserted that they prefer to use other techniques besides those mentioned before. Indeed, in order to improve the way of learning, they rely on watching short movies, using YouTube, following English pages in

social media, reading posts, using e-dictionaries and conducting conversations with native speakers.

Q14. Do you use websites and applications for instructional purposes?

Table 3.16. Students' Use of Websites and Applications for Instructional Purposes

Option	Participants	Percentage
a) Yes	42	84%
b) No	8	16%
Total	**50**	**100%**
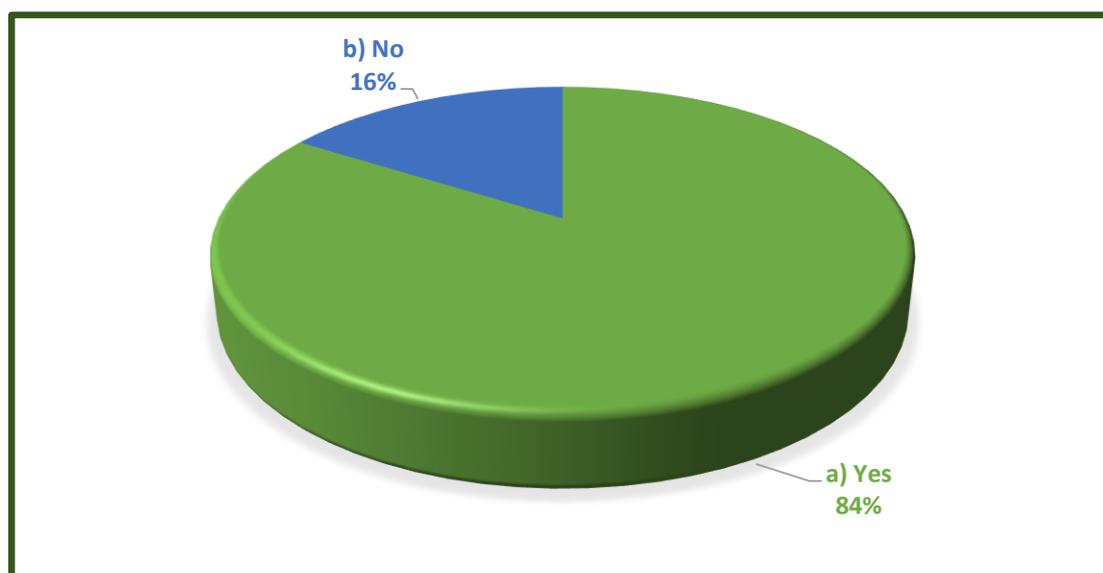
Figure 3.26. Students' Use of Websites and Applications for Instructional Purposes

According to the results illustrated above, it is clear that the higher rate (84%) goes for the ones who use websites and applications for educational purposes. Besides, (16%) of the students do not use them in education.

These findings confirm that websites and online applications have a significant role in making students more enthusiastic about their education. They get so many advantages through the utilisation of such new authentic materials.

- If "yes'', how often do you rely on them?

Table 3.17. Frequency of Using Websites and Applications for Instructional Purposes

Option	Participants	Percentage
a) Always	10	24%
b) Often	17	40%
c) Occasionally	11	26%
d) Rarely	4	10%
Total	42	100%
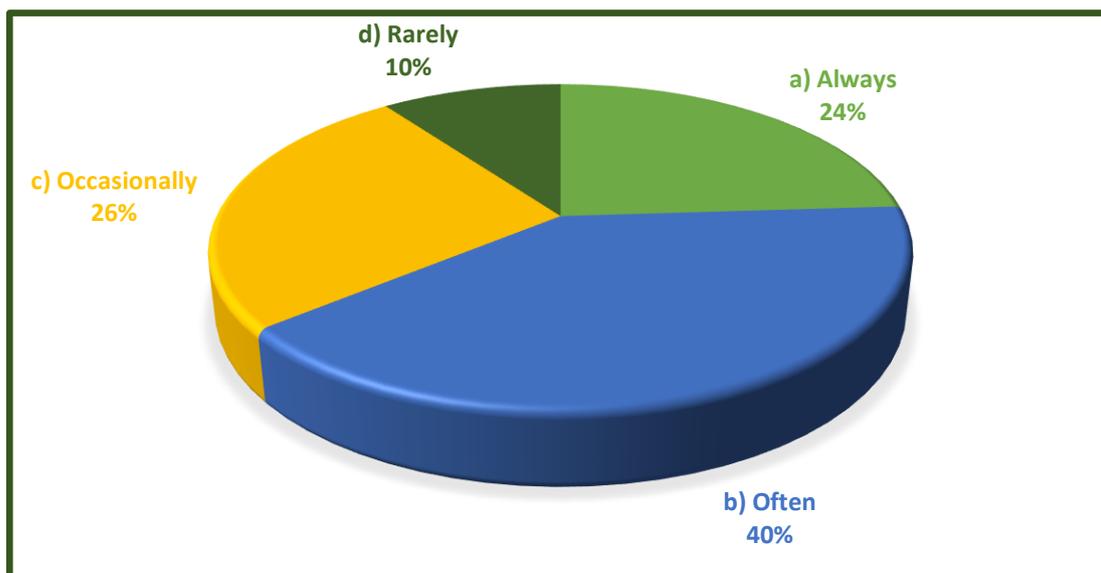
Figure 3.27. Frequency of Using Websites and Applications for Instructional Purposes

To gain more information about the previous question, we added this sub-question for the category of students who are in favor of using websites and different applications in education in order to know the frequency of using them.

As it is presented in table 14, we can notice that the lower frequency goes equally for the ones how said "rarely" with a percentage of (10%). However, (40 %) of students reported that they often use these tools. Moreover, the rest of students with a percentage of (26%) replied they occasionally use them for educational purposes. In addition, (24 %) of the sample asserted that always rely on internet and application in their studies.

It can be concluded that students do really rely on the utilization of applications and websites for instructional purposes but not continuously.

Q15. Does your teacher use Duolingo Gamification as a teaching aid in the oral sessions?

Table 3.18. Students' Responses about their Teacher's Use of Duolingo Gamification in Oral Sessions

Option	Participants	Percentage
a) Yes	9	18%
b) No	41	82%
Total	**50**	**100%**
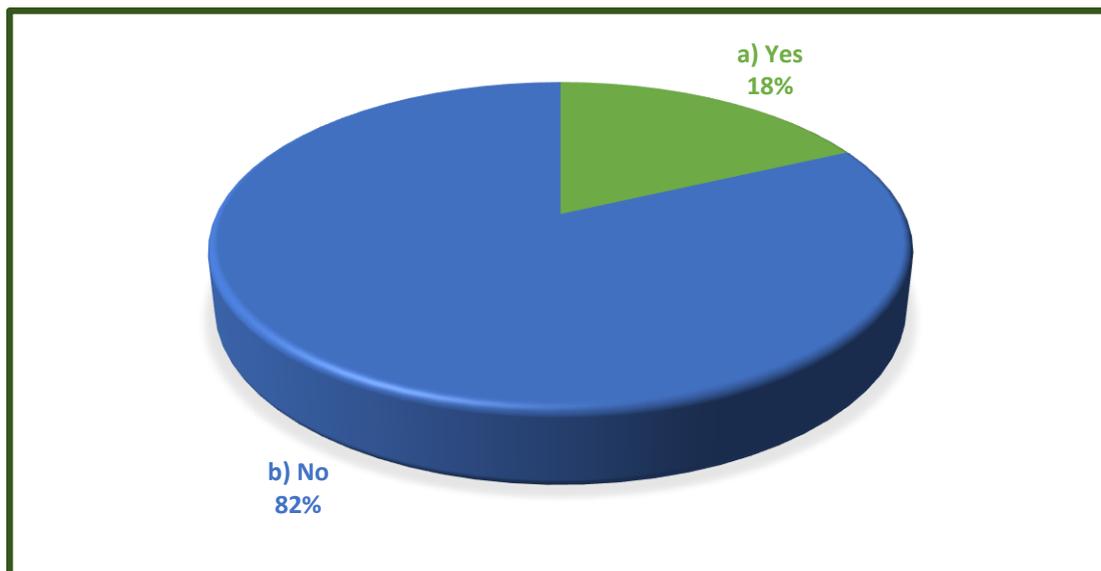
Figure 3.28. Students' Responses about their Teacher's Use of Duolingo Gamification

in Oral Sessions

We attempted throughout this question to know whether EFL teachers use Duolingo Gamification as a teaching aid in the oral sessions.

According to the results illustrated above, it can be found that (82%) of students' answers were negative. It means that the oral expression teachers do not use such a supplementary tool inside classes during despite its advantages. In contrast, (18%) of participants declared that their teacher uses this tool to teach them speaking.

- If "yes", how often?

Table 3.19. Frequency of Teacher's Use of Duolingo Gamification in Oral Sessions

Option	Participants	Percentage
a) Always	0	0%
b) Sometimes	5	56%
c) Rarely	4	44%
Total	9	100%
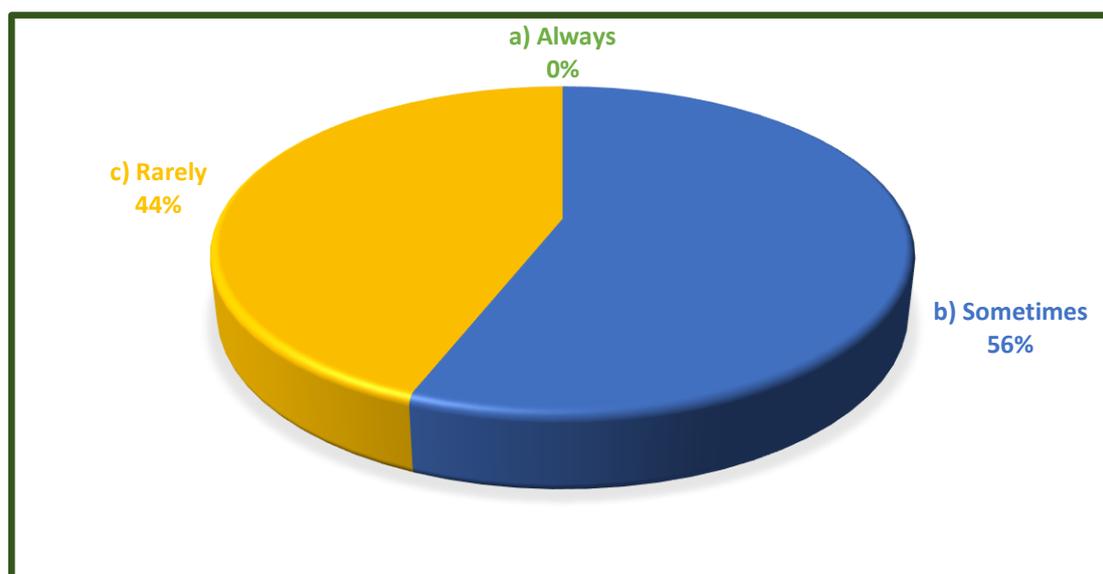
Figure 3.29. Frequency of Teacher's Use of Duolingo Gamification in Oral Sessions

To gain more information about the previous question, we added this question to the ones who have confirmed the use of the Duolingo Gamification by their oral teachers. The aim here was to know the frequency of this use.

Results reveal that 56% of EFL students affirmed that their teachers sometimes use Duolingo inside classes. However, we can see through the same findings that teachers rarely incorporate the use of Duolingo gamification with a percentage of (44%). Besides, none of the students declared that their teachers always incorporate Duolingo in the lesson. We can induce from these statistics that the majority of teachers support the idea of using such technological tools to improve their students' speaking skill.

Q16. Would you accept the idea of using Duolingo Gamification by your oral teacher inside the classroom sessions (will this make you more pleased and motivated)?

Table 3.20. Students' Attitude towards the Use of Duolingo Gamification in Oral

Sessions

Option	Participants	Percentage
a) Yes	46	92%
b) No	4	8%
Total	50	100%
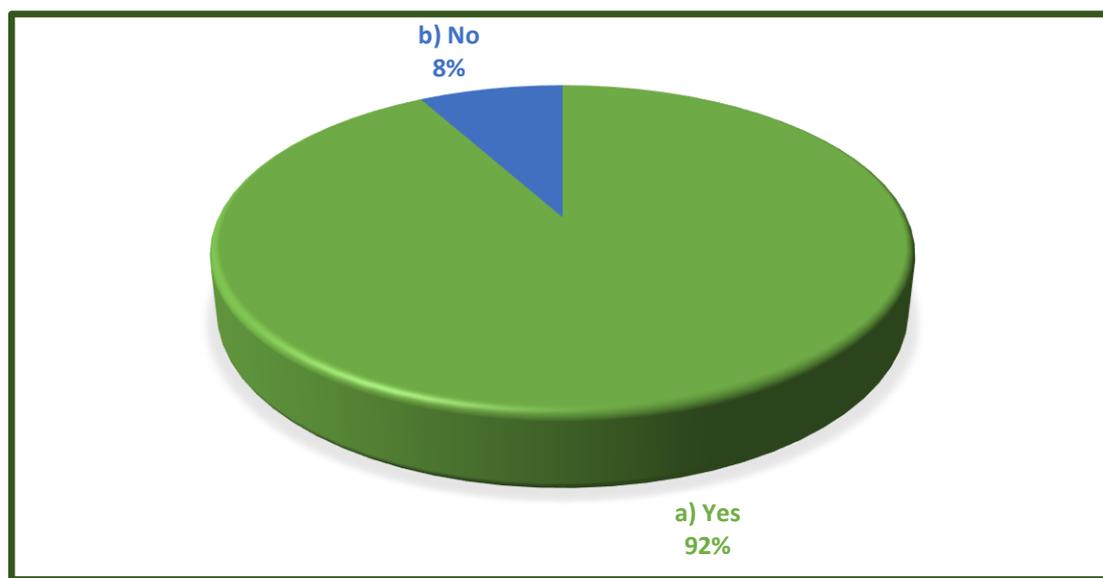
Figure 3.30. Students' Attitude towards the Use of Duolingo Gamification in Oral

Sessions

Statistically speaking, a great deal of respondents (92%) accepted the idea of using Duolingo Gamification by their teachers during oral sessions. They justified their answers arguing the following:

- Because it will be a funny and easy way. Also, it supports different learning styles and you can use it anywhere. On top of that, it is a free app; we can learn without paying.

- It will motivate us as EFL students to practice more.

- It provides us with new words and their correct pronunciation and their image.

- It has different ways that help me to learn and assess myself at the same time. In addition, it is an attractive and helpful application.

- It is an entertaining method and it will make us evaluate our level of knowledge, so we can improve it with the help of the lessons in this application.

On the other hand, four participants seemed skeptical and refused the idea of using Duolingo gamification in class.

All in all, the great majority of students' attitudes towards the use of Duolingo gamification are positive.

Q17. What might be the reason for practicing English using Duolingo Gamification?

Table 3.21. Students' Reason(s) Behind Practicing English Using Duolingo Gamification

Option	Participants	Percentage
a) Duolingo Gamification helps you recognize and remember new vocabulary.	10	20%
b) Duolingo Gamification helps you improve your speaking skill.	5	10%
c) Duolingo Gamification increases your motivation and interest in English language learning.	6	12%
d) All of them	29	58%
Total	**50**	**100%**
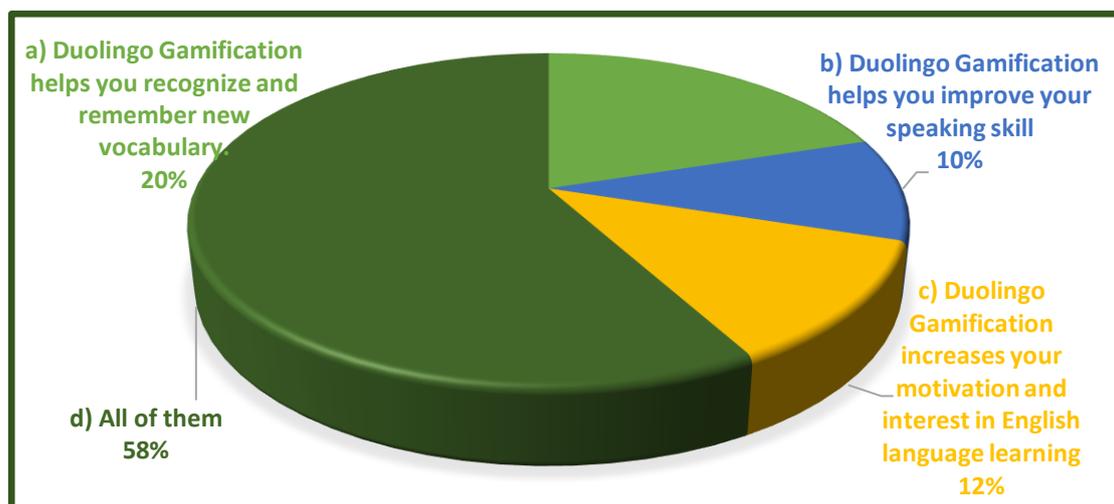
Figure 3.31. Students' Reason(s) Behind Practicing English Using Duolingo Gamification

This question tended to know students' purposes for practising English using Duolingo Gamification. The majority of students (58%) chose the option "All of them"

revealing that they practice the English language via this gamification not only for one purpose but for different purposes. Besides, (20%) believe that Duolingo Gamification helps them recognize and remember new vocabulary. However, (12%) of participants clarified the reason behind participation English through Duolingo Gamification as it increases their motivation and interest in English language learning. Whilst, 5 students affirmed that this application helps improve their speaking skill.

These results confirm students' positive attitudes towards Duolingo Gamification and ensure the positive impact that this application can have on students' learning in general and speaking in particular.

Q18. Which one of the following aspects do you need Duolingo Gamification for?

 You may choose more than one option.

Table 3.22. The Main Needed Aspects of Duolingo Gamification

Option	Participants	Percentage
a) Pronunciation	7	14%
b) Vocabulary	4	8%
c) Fluency	2	4%
d) Grammar	1	2%
e) All of them	4	8%
g) More than one option	32	64%
Total	50	100%
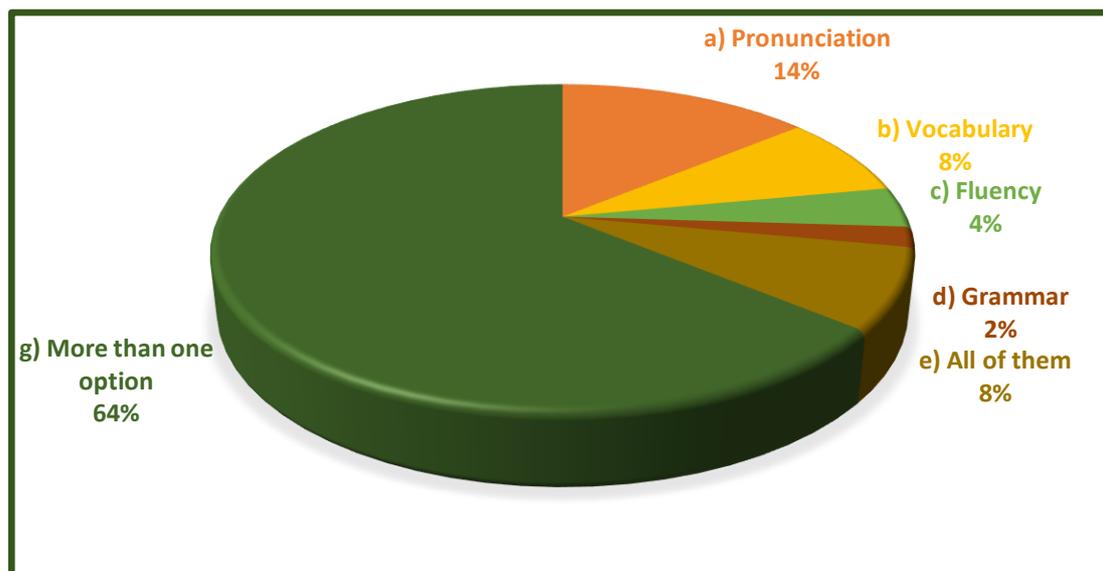
Figure 3.32. The Main Needed Aspects of Duolingo Gamification

The results illustrated in the table and figure 16 show that (14%) of EFL students need Duolingo gamification for their pronunciation, and (2%) need it for the grammar aspect. Then, an equal proportion (8%) of students need all of these aspects or for vocabulary only. Besides, the fluency aspect seems to be needed by two students. Moreover, the majority of participants (64%) selected more than one answer showing that Duolingo gamification may improve many language aspects.

Therefore, we can deduce that Duolingo gamification has a significant role in responding to students' different needs.

Q19. Do you think that using Duolingo Gamification help you develop your speaking skill?

Table 3.23. Students' Perception of Duolingo Gamification Effect on Improving Their Speaking Skill

Option	Participants	Percentage
a) Yes	49	98%
b) No	1	2%
Total	50	100%
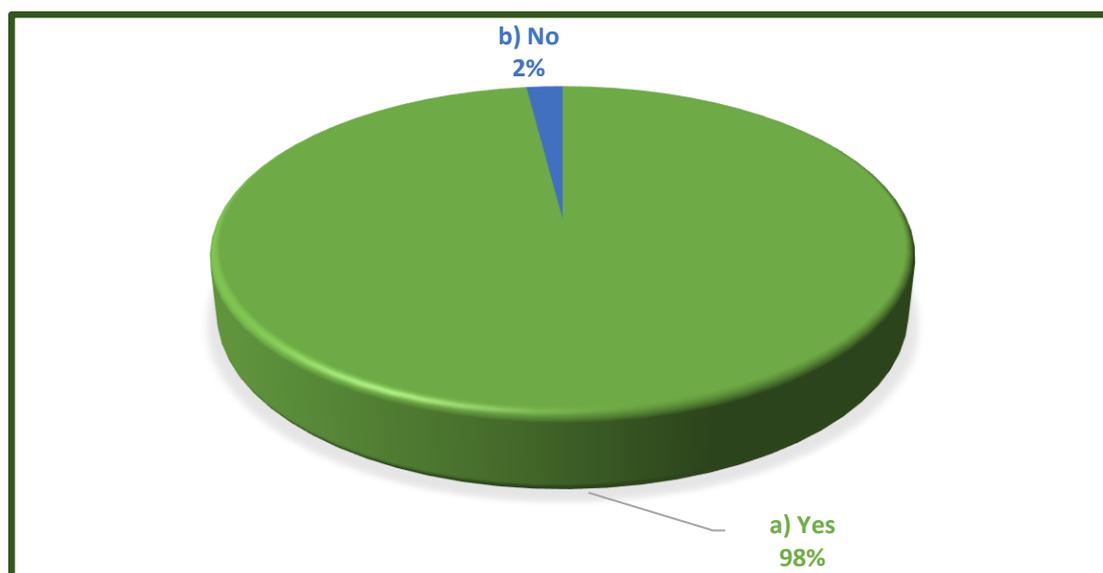
Figure 3.33. Students' Perception of Duolingo Gamification Effect on Improving Their Speaking Skill

This item was aimed to explore the students' opinions and attitudes towards the development of their speaking skills through the Duolingo application. The results, as demonstrated in the above table and figure, show that the majority of participants (98%) agreed that the Duolingo application would be considered as a facilitator in developing their speaking skills.

- If "yes", tell us in what way it can improve your speaking skills

Table 3.24. Oral Aspects Developed by Duolingo Gamification

Option	Participants	Percentage
a) It helps you practice your listening skills	4	8%
b) It helps you work on your pronunciation	11	22%
c) It overcomes your spelling mistakes	5	10%
d) It helps you expand your vocabulary	6	12%
e) It helps you facilitate communication process	4	8%
g) All of them	19	40%
Total	**49**	**100%**
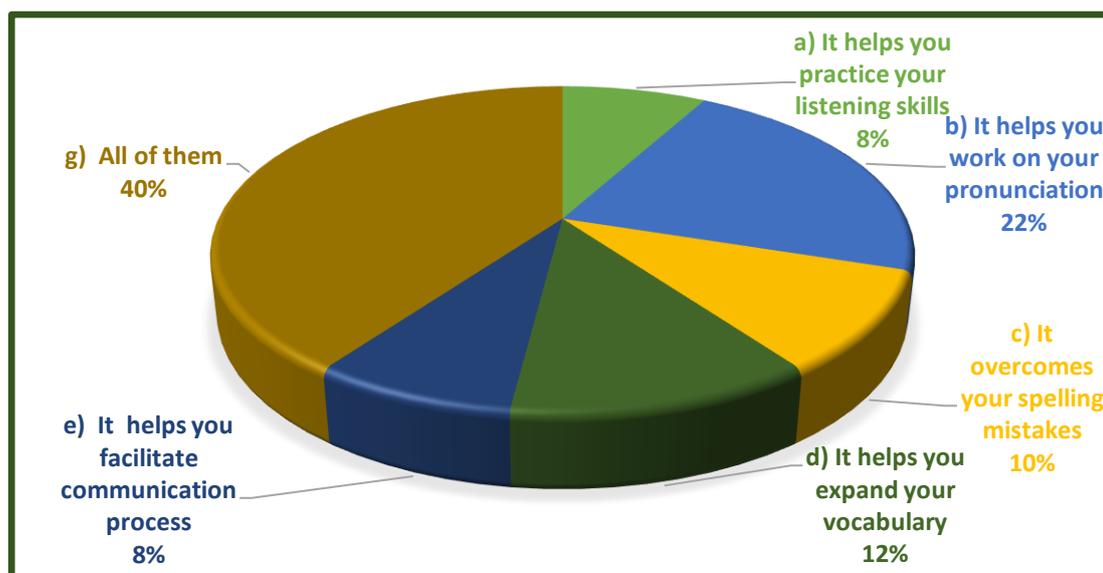
Figure 3.34. Oral Aspects Developed by Duolingo Gamification

Through this question, we tended to know the kind of assistance Duolingo gamification offers to develop students' English-speaking skills. As it is demonstrated in the table and figure, 11 respondents, who represent (22%) of the sample, asserted that Duolingo gamification helps them work on their pronunciation. Moreover, the highest part of answers went for the last option "All of them" with 20 participants representing (40%). An equal proportion (8%) of learners confirmed that it helps them practice their listening skills and it helps in facilitating the communication process. On the other hand, (10%) of students reported that this app overcomes their spelling mistakes. In addition to that, (12%) affirmed that it helps them expand their vocabulary.

1.3.7. Discussion and Synthesis of the Findings

The analysis of the students' questionnaire provided us with interesting findings which support our hypothesis and give us the opportunity to answer some of the vital research questions raised at the beginning of the research. It pertained to the role of the Duolingo application in developing students' speaking skills at Biskra University. The findings revealed that all the students provided interesting opinions about the Duolingo

application as a new tool to enhance their speaking skills, and learn new terms and improve their pronunciation. In addition, the present work disclosed interesting attitudes from the teachers who are familiar with the use of this application in teaching the English language speaking skills.

Regarding students' answers revealed in section two, it can be deduced that most EFL learners (82%) bestowed much importance to develop their speaking skills. They claimed that it is a linking bridge towards success in the target language. The majority of students believe that it is impossible to practice and perform better in the English language without correct pronunciation and sufficient vocabulary. According to them, they will fail in the learning process if they are not equipped with the needed components of speaking skills. Thus, the students' answers to the fourth question proved the importance of this element in learning foreign languages.

In addition, students evaluated themselves differently: most of them (76%) consider having an average level of English whereas few students asserted that they have excellent levels, as a result, they can practice the language very well. This may be because they found an appropriate method that may make it an easy task.

Moreover, we could deduce that most EFL learners (58%) find oral expression courses very helpful as they can assist them to improve their speaking performance because it is normally the best place where they can speak freely, interact and communicate more with their classmates and teachers. Besides, students face many speaking difficulties; they identified some reasons that prevent them from speaking or interacting properly. Furthermore, students stated that the use of some oral activities in oral sessions supports and motivates them to speak more in class; for example, role-plays, class discussion, information gaps and the utilization of gamification.

Consequently, the majority of EFL students expressed their desire to develop this skill; they used different learning strategies to ameliorate it. More particularly, (92%) agreed that relying on educational games has good impact in developing their speaking skills.

Further findings revealed that the majority of students prefer the use of their mobile devices as new tools to learn and to improve their level. Students' answers to question twelve showed that (32%) have all the mobile devices and (70%) of them have smartphones. This indicates that the ownership of these tools is widespread among them, which proves the omnipresence and the availability of such devices. Additionally, most students declared that learning via this tool may facilitate the learning process and may encourage them to engage in the classroom as well. It is considered for them one of the most important tools that may suit different learning strategies.

In addition, it is necessary to know whether students try to develop their speaking skills via the internet outside the classroom or not. The questionnaire revealed that the majority of the students (84%) are autonomous learners. Most of them prefer to enhance their speaking skills independently outside the classroom and through mobile applications such as online dictionaries, chatting and using gamification such Duolingo. This indicates that most students have experience with using different techniques on their mobile devices for the sake of enhancing their speaking skills.

Based on the students' views about the Duolingo application in the last section, (92%) from the sample accepts the idea to improve their speaking skills through this tool. This means that, it is not known by them; thus, the study gives them an opportunity to discover it as a new method in developing this productive skill. However, (8%) of students did not accept it to help them in developing their speaking skills. In addition, the majority of them (58%) agreed about its effectiveness in learning and remembering new vocabulary,

improving their speaking skill, and enhancing their motivation and interest for English language learning.

As it is recommends by Mahmudah (2015), this application may affect EFL students positively in developing speaking skills; therefore, she suggests, "English learners can get larger knowledge about the pronunciation exercises and knowing the appropriateness of Duolingo application." (p. 60).

Finally, the obtained findings from the last question demonstrated that all students have positive opinions towards the use of the Duolingo gamification as a facilitator in developing their speaking skills. They agreed that it covers all the learning styles by providing them with multiple exercises that may make them competent in any subject; thus, proving its efficiency. Furthermore, the majority of respondents liked all its study modes and found them helpful in overcoming their spelling mistakes, facilitating the communication process, and expanding their vocabulary. Moreover, the students who used this application before asserted that it helped them in improving their listening skill and motivated their memory effectively.

1.4. Teachers' Questionnaire

1.4.1. The Sample

Seven (07) EFL teachers of oral expression teaching different levels at the University of Mohamed Kheider in Biskra have been selected randomly. Apparently, we dealt with a sample of teachers who have experience in teaching and would benefit us about all what concerns speaking.

1.4.2. Aims of Teachers' Questionnaire

The second tool on which we relied to collect data is the teachers' questionnaire. It was designed mainly to know EFL teachers' views and attitudes towards Duolingo Gamification and its importance in enhancing EFL students' speaking skill. Also, the aim is to see whether such a supplementary aid is widely used by EFL teachers or not. In addition, the aim of this questionnaire is to identify the teachers' perceptions about the reasons which prevent their students from speaking and participating during oral sessions.

1.4.3. Description of Teachers' Questionnaire

The teachers' questionnaire was semi-structured; it targeted oral expression teachers at the department of English Mohammed Kheider Biskra University.

It is divided into four sections containing 17 questions, mixed with open-ended and close-ended questions and multiple choices. The first section contains general knowledge questions about their teaching experience. The second section is about the teachers' views on the speaking skill in which teachers had to demonstrate speaking importance and the amount of their students' engagement in the oral class. Section three was about teachers' attitudes towards the use of Duolingo Gamification. This section contains some questions about mobile assisted language learning and how mobile devices can be helpful tools that may improve their teaching style. In addition, teachers had to show whether they are familiar with the use of the Duolingo platform or not. The focus of the fourth section has been put on gathering teachers' opinions about the importance and the effect of the "Duolingo application" in enhancing the learners' speaking skills.

1.4.4. Validating and Piloting the Teachers' Questionnaire

After drafting the initial version of the teachers' questionnaire, it was delivered to the supervisor via email for content and facial validity checks. She proposed certain changes to

be made to improve the precision of the questionnaire; thus, some items were removed. The supervisor's suggestions were considered when creating the final version.

1.4.5. Administration of the Teachers' Questionnaire

Due to the shortage of time and the difficulty to contact teachers, the questionnaire was available online using the Google form platform. The link to this questionnaire was shared via email and Facebook and sent to our sample. Responses (7copies) were sent back a week later.

1.4.6. Analysis of Teachers' Questionnaire

The results obtained from the teachers' questionnaire have been thoroughly analysed. Teachers' answers to different questions have been converted into percentages and presented in tables and pie charts. Moreover, the description and discussion of these results are introduced in this section.

Section One: General Information

Q1. How long have you been teaching English at university?

Table 3.25. Teachers' Experience in Teaching

Option	Respondents	Percentage
a) 1 to 5 years	0	0%
b) 5 to 10 years	4	57.1%
c) More than 10 years	3	42.9%
Total	**7**	**100%**
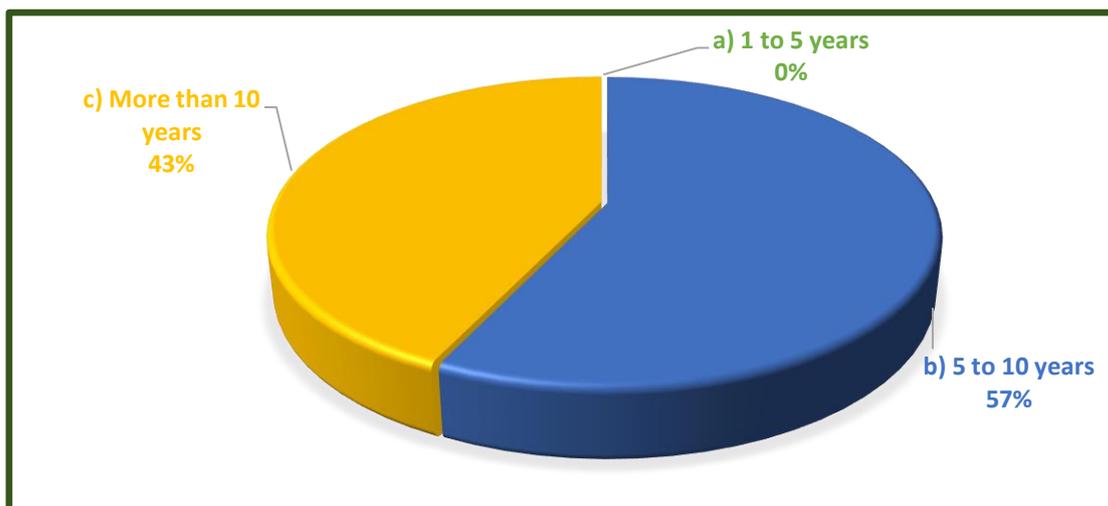
Figure 3.35. Teachers' Experience in Teaching

Regarding the findings obtained from this question, it can be seen that (57.1%) of the respondents (4 teachers out of seven) stated that they have been teaching English at university for 5 to 10 years. In addition, (3) teachers claimed that they have teaching more than 10 years. They represent (42.9%) of the whole sample.

On the whole, we can result that almost all the participants have good experience in teaching English; therefore, we expect they would provide us with valuable information about how the speaking skill is being taught and what techniques, strategies, and tools are used to promote EFL learners' oral performance.

Q2. What modules do you teach/ have you taught?

The question open-ended aims at knowing the modules taught by EFL teachers in order to determine their background and knowledge of different topics and issues especially what concerns the speaking skill. The results obtained are demonstrated as follows:

Teacher 01: Oral expression, cognitive psychology, ESP, grammar.

Teacher 02: Written expression, literature, oral expression.

Teacher 03: Oral expression, linguistics, methodology, reading, ESP, didactics.

Teacher 04: ESP, written expression.

Teacher 05: Grammar, phonetics and linguistics.

Teacher 06: Grammar, oral expression, written expression, theme and version.

Teacher 07: Methodology, study skills.

From the respondents' answers, it can be understood that most teachers have been teaching oral expression module since oral expression teachers need to teach their students through different activities how to express themselves in order to help them become proficient speakers English language.

Section Two: Teachers' View about the Speaking Skill

Q3. How do you consider speaking skill in foreign language teaching and learning?

Table 3.26. Teachers' View about the importance of Speaking in Language Teaching

Option	Respondents	Percentage
a) Very important	7	100%
b) Important	0	0%
c) Not important at all	0	0%
Total	**7**	**100%**
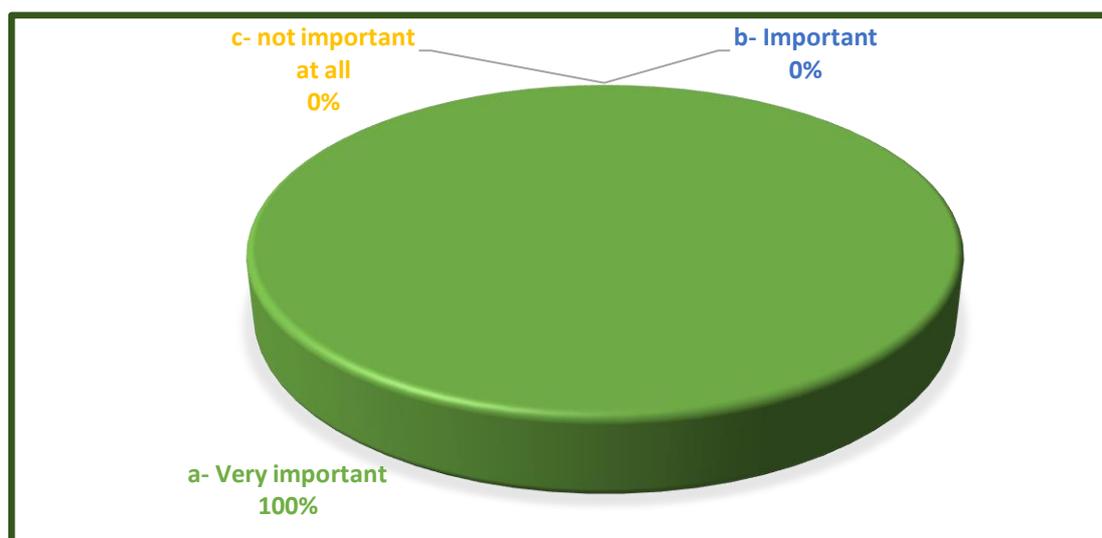
Figure 3.36. Teachers' View about the importance of Speaking in Language

Teaching

Nunan (2003) states, "Speaking is a productive oral skill; it consists of producing systematic verbal utterances to convey meaning and it is the way in which we express or exchange thoughts and feelings through using language" (as cited in Dash, 2013, p. 67). In other words, teaching and learning foreign languages cannot be without speaking. Hence, it was necessary to seek teachers' opinions about how much important they consider the speaking skill in teaching and learning EFL.

The aforementioned table and figure show that all the teachers (100%) agreed about the importance of the speaking skills and find it evaluate it as "very important" in teaching and learning foreign languages. They argued:

- Speaking is an important skill in learning any foreign language.

- It is one of the productive skills which proves learners' mastery of language.

- Language is primarily spoken.

- All skills are equally important. Speaking is favored by most of the language learners

- Foreign languages are mainly used for communication in spoken forms and written in other cases for academic purposes.

- It is the first communicative productive skill used by people and that learners should develop and master to communicate and interact with it. So teaching it is a need.

- Learning a foreign language is mainly done for communicative purposes, so speaking skill is very important because it is a key to the success of any oral communication.

Q4. Are your students engaged to speak in your oral class?

Table 3.27. Teachers' Awareness of their Students' Engagement in Speaking

Option	Respondents	Percentage
a) Yes	5	71%
b) No	2	29%
Total	7	100%
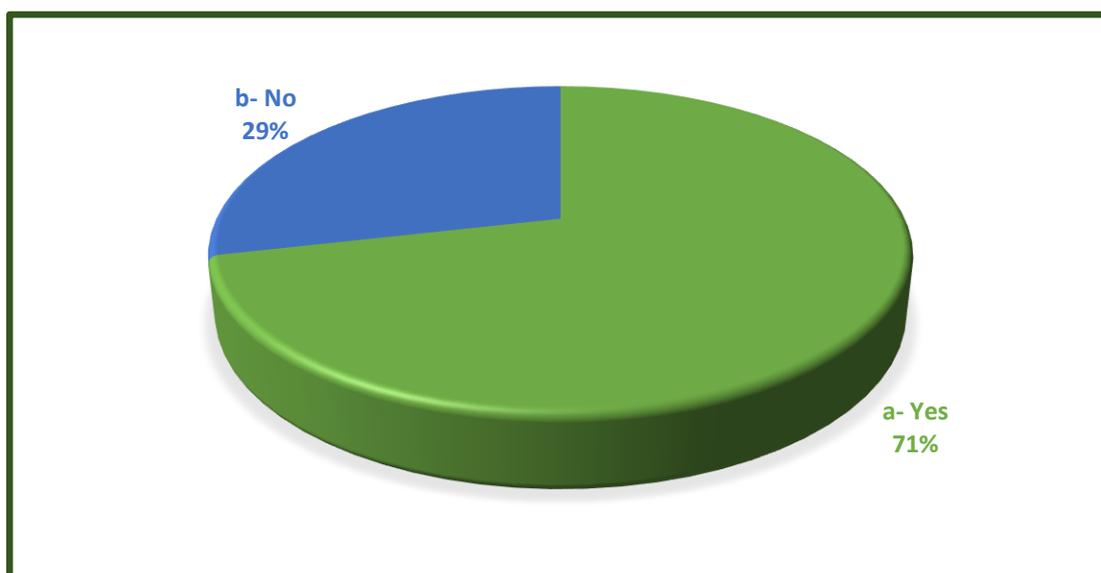
Figure 3.37. Teachers' Awareness of their Students' Engagement in Speaking

The results obtained in the above pie chart indicate that (71%) of teachers see their students engaged to speak in oral class whereas (29%) consider their students not being engaged to speak in their oral classes. This is due to some reasons that will be identified in the next question. In this respect, a study conducted by Bakker et al (2007) affirmed that students who engaged in learning were shown to be more academically successful and less likely to drop out. They were discovered to be intrinsically motivated to learn, attend classes, and participate in study activities.

Q5. In case your students lack engagement, what do you think are the main reasons?

Table 3.28. Reasons of Students' Lack of Engagement in Oral Classes

Option	Participants	Percentage
a) Fear of making mistakes.	0	0%
b) Lack of vocabulary.	0	0%
c) Anxiety/shyness.	0	0%
d) Fear of teacher's negative feedback	0	0%
e) Demotivation (no interest in the topic).	0	0%
f) Misinterpretation (inability to understand what is said correctly).	0	0%
g) More than one answer	5	71%
h) All of them	2	29%
Total	7	100%
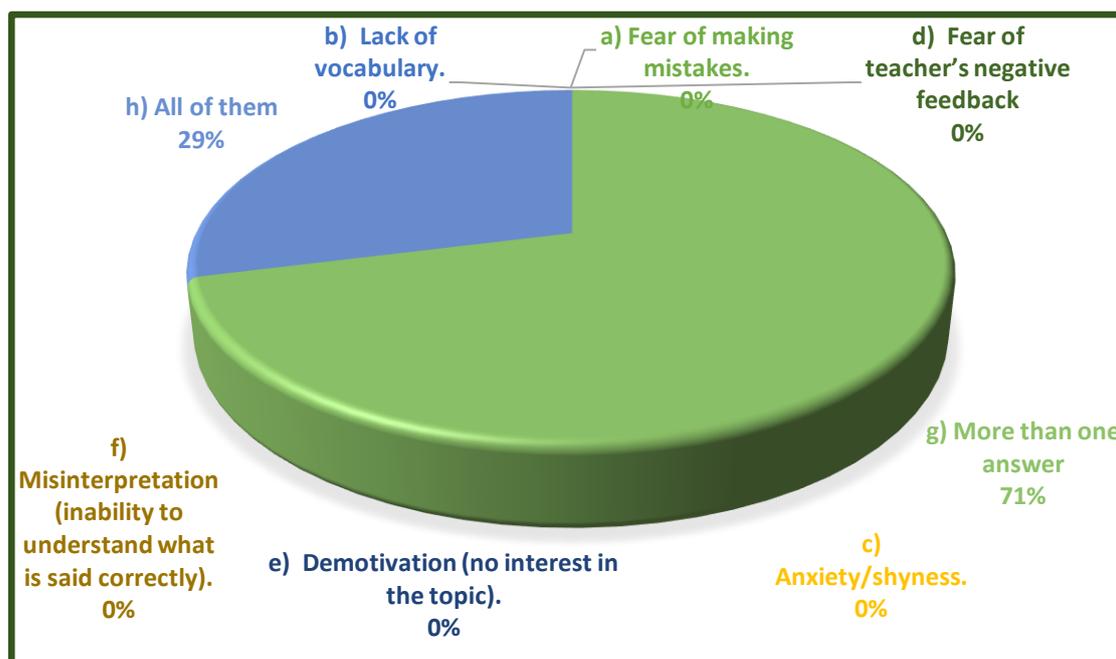
Figure 3.38. Reasons of Students' Lack of Engagement in Oral Classes

The aim of the above question was to uncover the reasons that prevent students to be involved in oral activities and to interact inside the classroom.

The majority of teachers (71%) did not stick to one reason but chose more than one answer to state their opinion. In addition, (29%) of the participants consider that their students do not engage in the oral classroom because of all of the reasons mentioned , namely anxiety/shyness, demotivation, misinterpretation, lack of vocabulary, fear of mistakes, and teacher's negative feedback.

It can be deduced that all these reasons have a negative influence on students' performance, so teachers are required to assist their students, motivate them and create a safe environment.

Q6. How do you evaluate your students' speaking performance?

Table 3.29. Teachers' Evaluation of their Students' Speaking Performance

Option	Participants	Percentage
a) High	0	0%
b) Average	7	100%
c) Low	0	0%
Total	7	100%
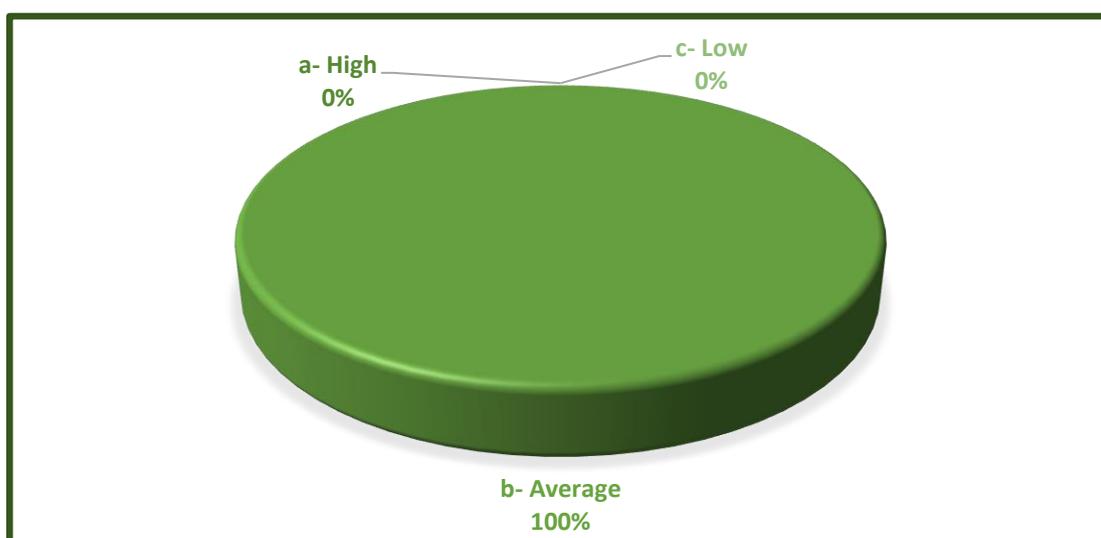
Figure 3.39. Teachers' Evaluation of their Students' Speaking Performance

This question aimed at knowing the level of EFL students' speaking skill from their teachers' perspective. Indeed, it is necessary to consider the expertise of experts who are aware of students' strengths and weaknesses and would give a correct evaluation of their oral performance and progress.

Results show that the entire sample agrees on the fact that their students have an average level in speaking. This has been deduced after working with several and varied speaking activities and tasks.

Item 07. What kind of speaking activities/techniques your students find more interesting? (You may choose more than one answer).

Table 3.30. Students' preferred Speaking Activities/Techniques

Option	Respondents	Percentage
a) Roleplay	3	43%
b) Songs	0	0%
c) Free discussion	0	0%
d) Watching videos	0	0%
Storytelling	1	14%
f) Oral presentation	3	43%
Total	7	100%
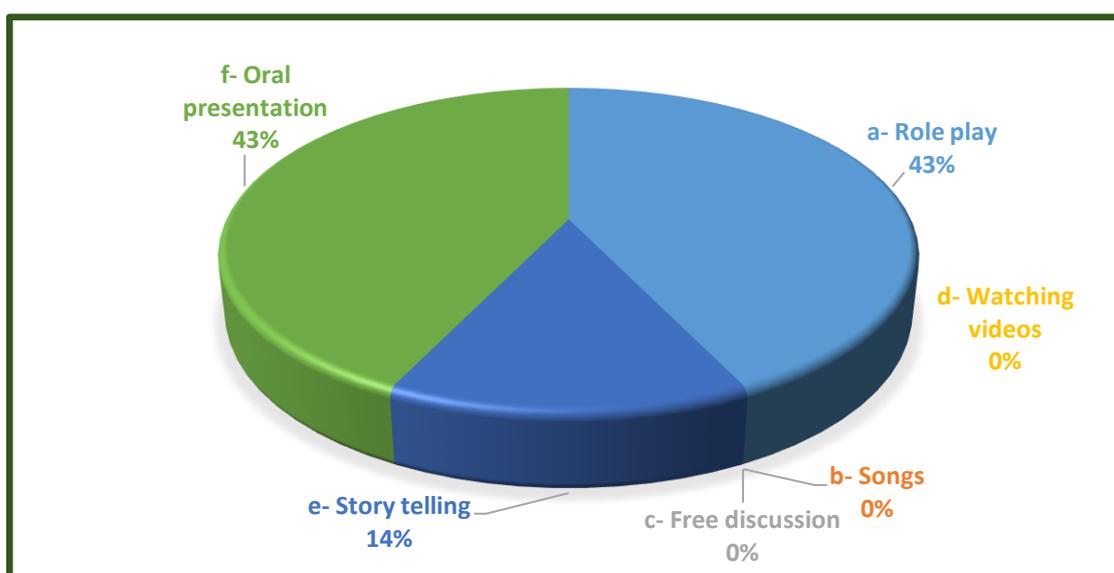
Figure 3.40. Students' preferred Speaking Activities/Techniques

The current table and pie chart show that (3) teachers (43%) selected role play as the speaking activity students' find the most interesting and motivating. Besides, with a same percentage of (43%), respondents referred to oral presentation as the activity students are the most found of. However, only one teacher (14%) chose storytelling. Moreover, many teachers selected all the suggested activities showing that they are all favorable to EFL students. Furthermore, they mentioned other techniques like pair and group work activities, debates, problem-solving tasks, oral presentation, and free discussion.

All in all, it is necessary for teachers to vary the activities because students are not the same: they have different learning styles, different preferences and interests. This means

that what some students enjoy is not the same as others and what fits some students may not

be the case for others.

As an additional part of the question, respondents were asked to explain why it is

important to vary activities. Their answers differed; they are summarized in the following

points:

- All these activities are motivating. I usually diversify the types of activities to

   respond to all or at least the majority of my students. Students' learning styles are

   different and teachers should use different methods to cater for learners' differences.

- Oral presentation enables students to overcome the psychological problems they

   face.

- In role-playing, they feel less shy and anxious as they act as a character. Moreover,

   they work cooperatively in a group and help one another.

- Whatever activity students prefer, they increase their engagement.

- Activities are chosen depending on the skills the learners need to develop.

- Story telling is interactive.

Q8. Do you like teaching through educational technology (ICT)?

Table 3.31. Teachers' Opinions about Teaching with ICT

Option	Respondents	Percentage
a) Yes	7	100%
b) No	0	0%
Total	7	100%
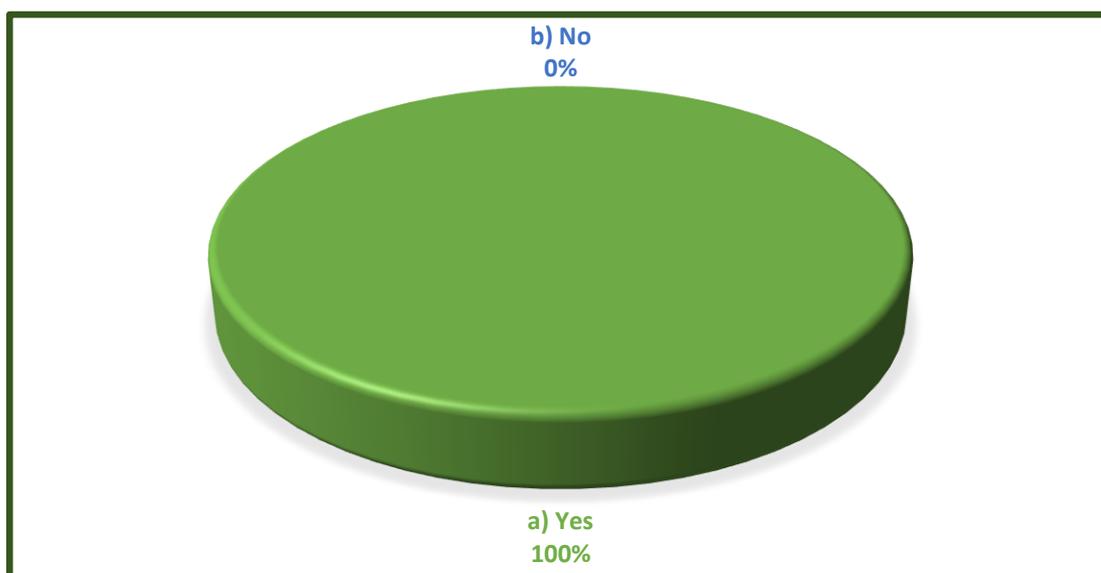
Figure 3.41. Teachers' Opinions about Teaching with ICT

This question intended to gain data about whether teachers like use of technological methods in teaching the English language or not. As it is demonstrated in the above figure, (100%) of the respondents claimed that they like teaching with ICT because they think that it may facilitate the teaching-learning processes thanks to the advantages it offers such as motivation, variety of tasks, time and energy saving. Additionally, respondents stated that ICT became a must in our current time, so it has to be considered in educational fields.

- If "yes", which of the following ICT tools do you use most? (You may choose more than one answer)

Table 3.32. Teachers' Most Used ICT Tools

Option	Participants	Percentage
a) Computer	2	29%
b) Tablet	0	0%
c) Smartphone	0	0%
d) Data show	0	0%
e) All of them	3	42%
f) More than one answer	2	29%
Total	7	100%
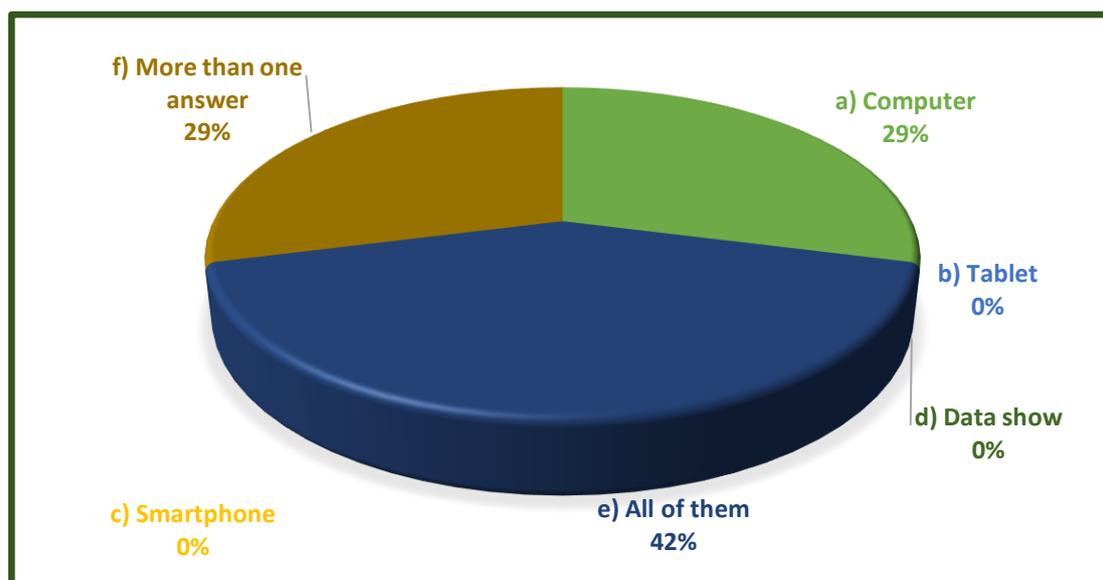
Figure 3.42. Teachers' Most Used ICT Tools

This sub-question was added to identify what ICT tools teachers use the most in their oral classes. From the displayed results, it can be observed that (29%) of teachers like to teach speaking with more than one tool depending on the lesson's objectives and tasks. Moreover, an equal proportion (29%) of the sample reported using computers above other ICT tools. However, three teachers who represent (42%) of the whole sample reported that they prefer the use of all of the mentioned ICT tools, namely computers, tablets, smartphones, and data shows in teaching the target language.

Section Three: Teachers' Attitude towards the Use of Duolingo Gamification

Q9. Do you use your mobile devices in teaching English language?

Table 3.33. Teachers' Use of their Mobile Devices in Teaching the English Language

Option	Respondents	Percentage
a) Yes	7	100%
b) No	0	0%
Total	7	100%
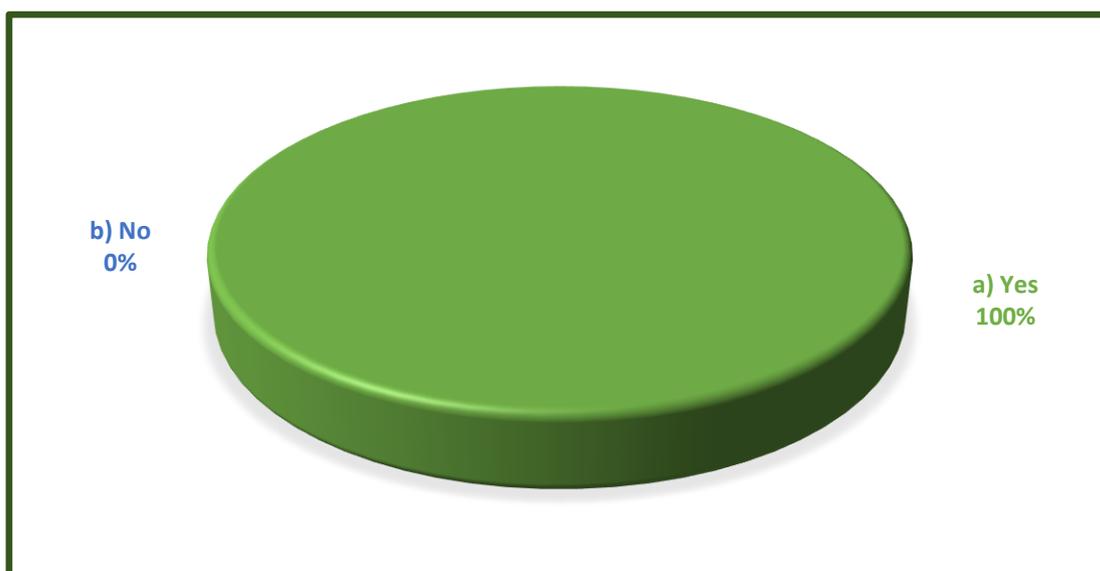
Figure 3.43. Teachers' Use of their Mobile Devices in Teaching the English Language

From all the ICT tools available in teaching, we wanted to emphasize on the use of mobile devices by teachers in teaching EFL speaking.

The demonstrated results presented above clearly show that all respondents (100%) rely on their mobile devices in teaching the English language. According to them, these tools can be used as facilitating techniques in developing students' knowledge and skills.

- If "yes", for what teaching purposes do you use your mobile device? (You may tick more than one answer)

Table 3.34. Teachers' Purposes of Using their Mobile Devices

Option	Participants	Percentage
a) To show videos	4	57%
b) To listen podcasts	1	14%
c) To teach new vocabulary	2	29%
Total	7	100%
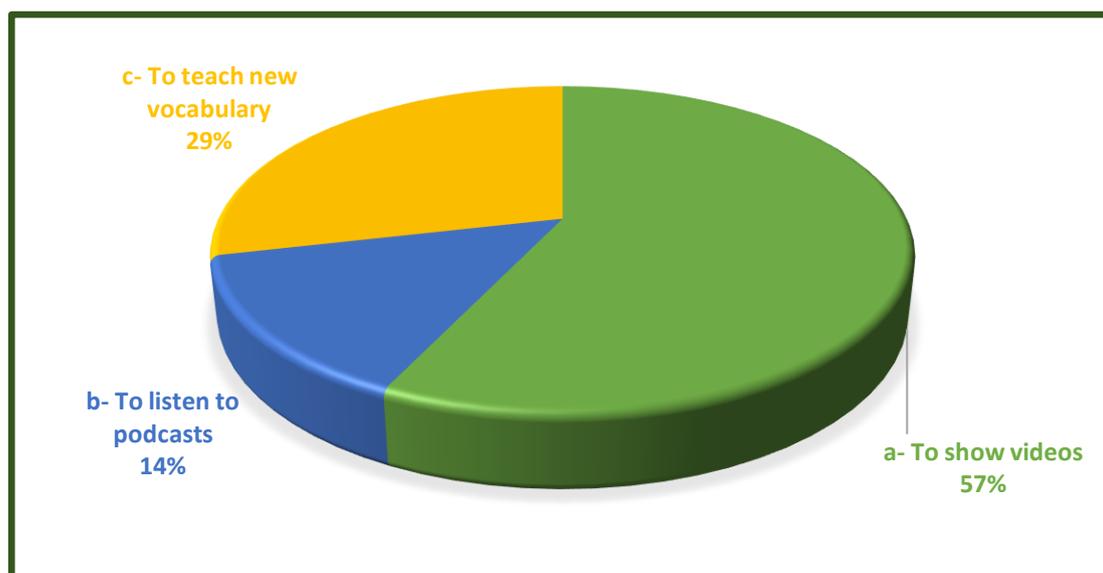
Figure 3.44. Teachers' Purposes of Using their Mobile Devices

This question was designed to know about teachers' purpose for using mobile devices. As clearly illustrated on the table and pie chart, (57%) of teachers argued that their purpose is to show videos to students and expose them to the foreign language. However, (29%) of teachers declared that rely on mobiles to teach new vocabulary. Also, (14%) of respondents make their students listen to podcasts to improve their listening and speaking skills.

These results reveal that teachers use mobile devices as an educational aid to achieve different purposes and reach various objectives. All in tall, teachers are aware of the benefits of these aids to improve the teaching and learning processes.

Item 10. Is Mobile Assisted Language Learning a helpful tool that may improve your teaching style?

Table 3.35. Teachers' Attitudes towards MALL in Improving their Teaching Style

Option	Respondents	Percentage
a) Yes	7	100%
b) No	0	0%
Total	7	100%
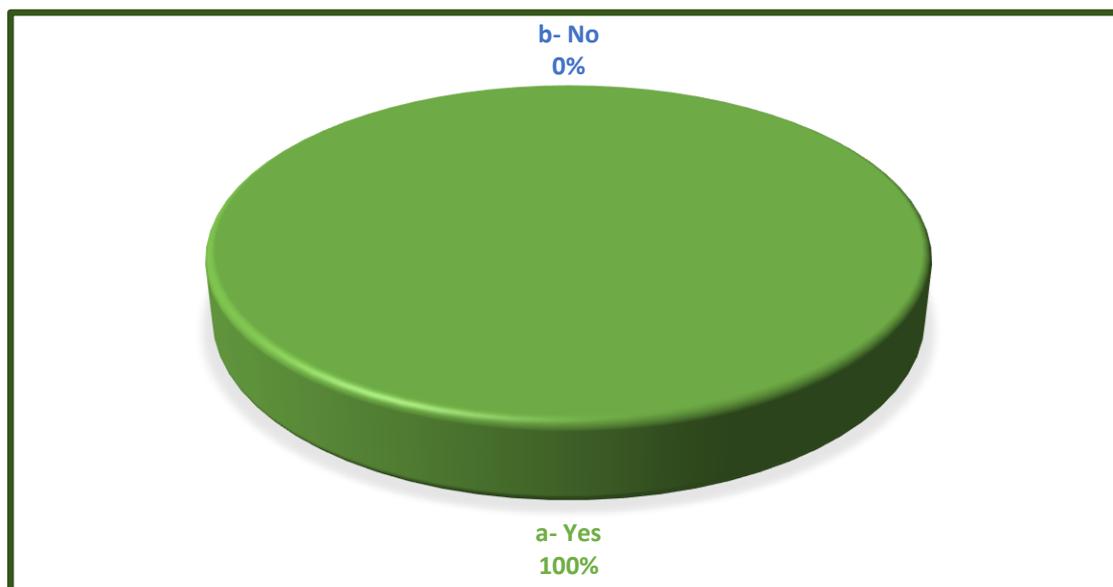
Figure 3.45. Teachers' Attitudes towards MALL in Improving their Teaching Style

As it is illustrated in the above figure, it is clear that all the respondents (100%) provided positive attitudes towards teaching through Mobile Assisted Language Learning. All of them reported that this technique is a helpful approach that might improve their teaching style. Moreover, their provided the following arguments:

- MALL enhances learners' motivation

- It is motivating, lively and very useful if we select properly the right materials.

- It goes with the requirements of today's digital generation

- When the context is well equipped, it is very important to incorporate technology as it really helps with students' engagement and simplifies the teaching process.

- I adopt multimedia-based instruction.

- It saves time and effort; it is easy to use, and it offers a wide range of attractive materials and activities.

From the justifications mentioned by teachers, we deduce that this tool is one of the most helpful techniques because it is available all the times; it is very practical and useful especially when it is connected to the Internet. Furthermore, teachers insisted on the fact that

it easy to use, it is free, and it saves time and effort. In addition to this, motivation and attractiveness have been emphasized to be the positive effects of using such a method in teaching. Therefore, teachers see it very important to incorporate these new technologies to develop language skills.

Item 11. To what extent do you think learning the English language online is efficient?

Table 3.36. The Effectiveness of Learning English Online

Option	Participants	Percentage
a) Very efficient	0	0%
b) Efficient	5	71%
c) Very efficient	2	29%
Total	7	100%
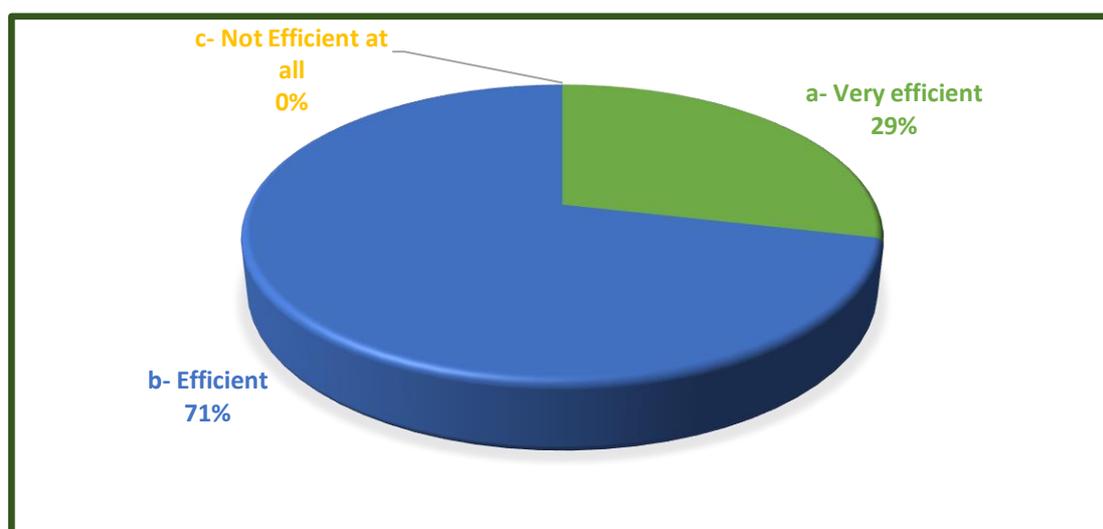
Figure 3.46. The Effectiveness of Learning English Online

By asking this question, it can be found that the majority of teachers (71%) declared that learning the English language online is efficient whereas a small group of them (29%) said that it is very efficient. However, it is worth noting that none of teachers find learning online not efficient at all.

Q12. Do you encourage your students to develop speaking skills via mobile applications?

Table 3.37. Encouraging Students to Use Mobile Applications

Option	Respondents	Percentage
a) Yes	7	100%
b) No	0	0%
Total	**7**	**100%**
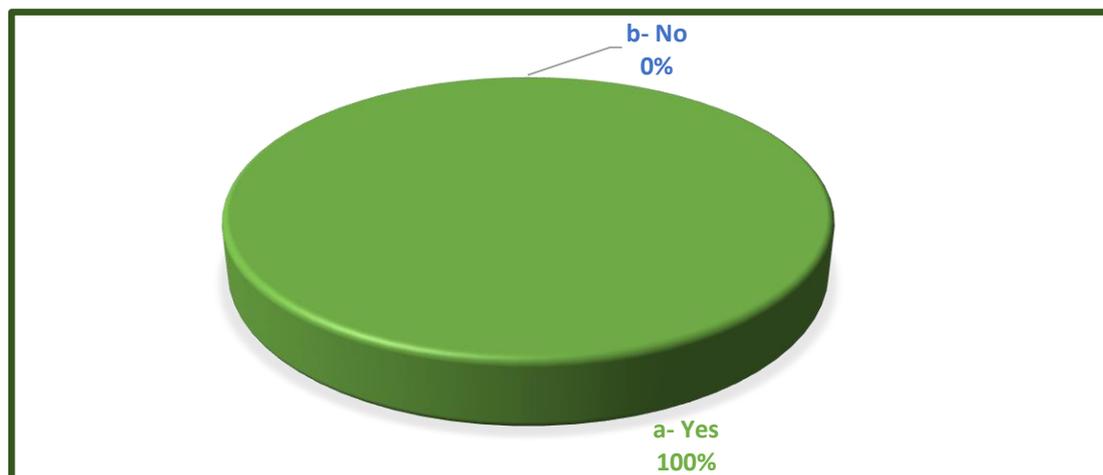
Figure 3.47. Encouraging Students to Use Mobile Applications

As it is displayed in the above figure, it can be noticed that all teachers (100%) encourage their students to learn the English language through mobile applications. Indeed, respondents argued that this generation grows with technology and learners love learning via mobile devices. It gives them exposure to the English language and its culture in many mediums instantly and authentically. In addition, it allows them to learn and practice further what they learned inside class and encourages them to be self-reliant. In addition, everything that is related to new technologies is highly appreciated by learners. These literally live with their smartphones and use them all the time for different purposes. Therefore, students should be encouraged to use specific applications for each subject, watch educational videos, and join blogs and chat rooms.

Q13. Are you familiar with the use of the Duolingo platform?

Table 3.38. Teachers' Familiarity with Duolingo Platform

Option	Respondents	Percentage
a) Yes	5	71.4%
b) No	2	28.6%
Total	7	100%
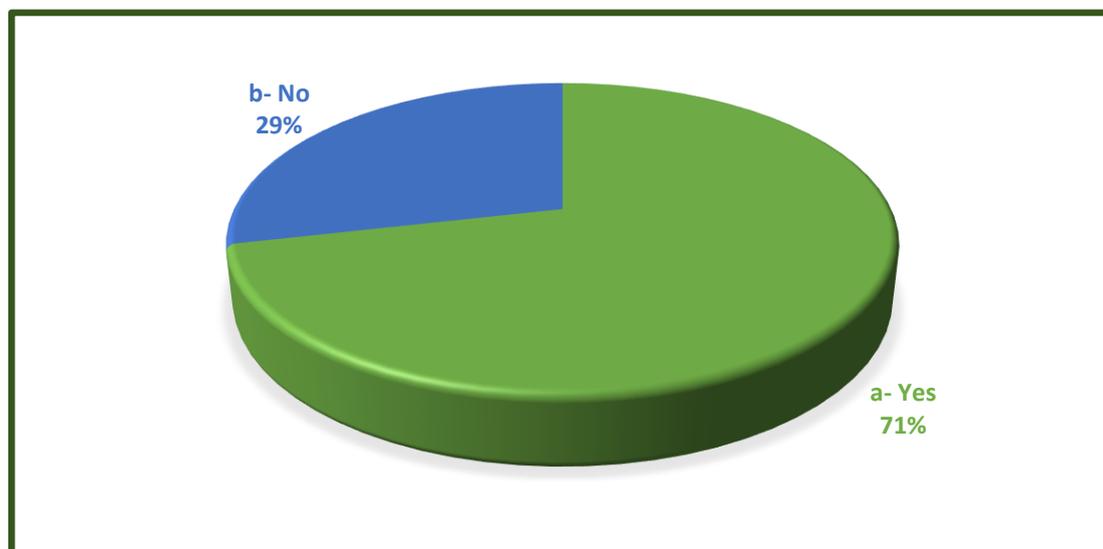
Figure 3.48. Teachers' Familiarity with Duolingo Platform

The aim of this question was to know the number of teachers who are familiar with the use of "Duolingo application". The results above indicate that (71.4%) of teachers are quite familiar with the use of Duolingo platform and know about its different uses. However, it can be noticed that only (2) teachers (28.6%). are not familiar with the use of this platform.

Q14. What advantages attracted you in the Duolingo Gamification? (You may tick more than one answer).

Table 3.39. The Duolingo Application Advantages

Option	Respondents	Percentage
a. Entertainment	1	14.3%
b. Motivation	1	14.3%
c. Collaborative learning	0	0%
d. Different learning modalities	1	14.3%
e- Feedback	0	0%
f-All of them	4	57.1%
Total	7	100%
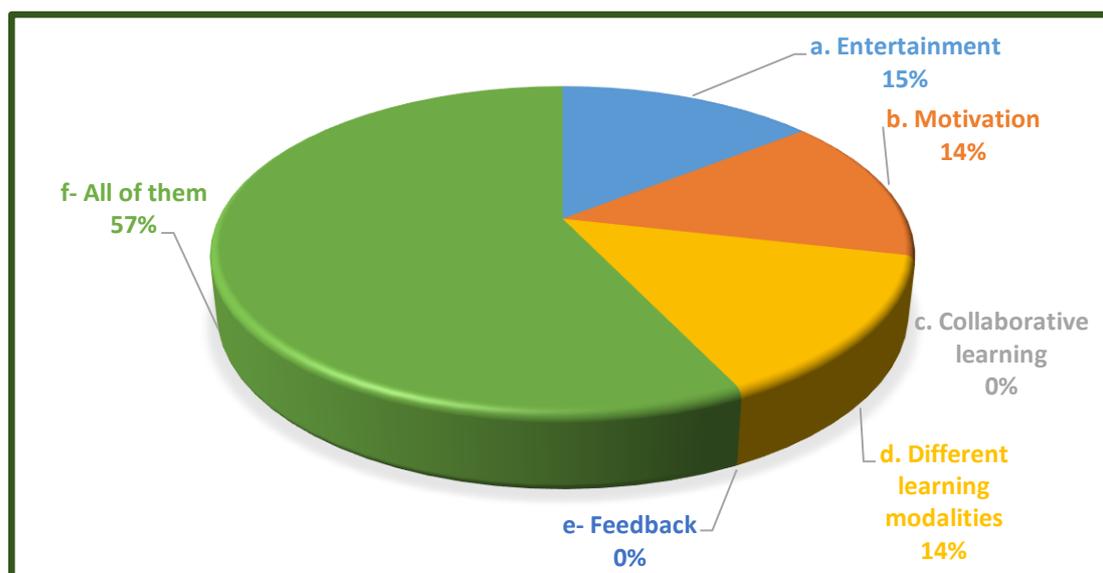
Figure 3.49. The Duolingo Application Advantages

For this question, teachers were asked to identify the advantages and benefits of The Duolingo Application. The results show that the majority of the respondents, who represent the highest percentage (57%), are attracted by all of the above advantages; i.e. they agreed on the fact that this application is entertaining, motivating, interactive as well as it offers varied learning modalities and effective feedback.

On the other hand, one teacher (14.3%) of the sample liked the application and was attracted by its motivational effect on learners. Another participant (14.3%) highlighted the entertainment side, and the last one mentioned its different modalities.

Moreover, some teachers added other advantages to the Duolingo application. They mentioned that this app encourages and enhances autonomous learning as well as it helps increase the competition between learners.

It can be deduced that teachers are quite aware of the Duolingo platform benefits in language learning. Indeed, teachers not only selected the ones suggested in the questionnaire but also added other advantages they thought necessary to share. It is also important to mention that all the respondents answered this question and selected some advantages to the app under study even though some of them revealed (in the previous question) that they

were not familiar with the concept. This can be simply explained by the fact that an explicit

short video has been included within the online questionnaire to introduce the teachers to

this platform.

Item 15. How would you evaluate the role of Duolingo Gamification in improving students'

speaking skills?

This was an open-ended question asked to the sample of teachers to gather their

attitude and evaluation of the Duolingo Gamification in terms of effectiveness in improving

EFL speaking skill. All responses were in favor of this application as teachers refer to it as

follows:

- Effective.

- Very important as you can learn everywhere and at any time.

- Highly encouraging.

- One of the most helpful techniques.

- Great.

- It can be very effective.

- It is interesting and motivating in an effective manner.

Most teachers provided their opinions about the Duolingo application and most of

them considered it as one of the most supportive, helpful and practical application that may

help students to develop their speaking skills. The teachers claimed that it is very interesting

and practical if it is well integrated as a learning support and for further practice.

Furthermore, it introduces learners to new vocabulary and shows their use, spelling and

pronunciation. Moreover, it tests learners' understanding and learning through multiple

tasks, and it delivers reliable feedback. Therefore, it may be a great application, especially

if it is used appropriately to engage learners into the language learning process in a smooth

manner. Besides, it can be very helpful in orienting students' attention, raising their

motivation, developing their learning engagement, increasing their learning autonomy, and improving their mastery of vocabulary.

Accordingly, from the teachers' attitudes and opinions, it is clear that most of them greatly support the idea of integrating this tool in teaching and learning the target language to achieve the needed results.

Q16. In what way does the use of Duolingo Gamification help learners to improve their speaking skills?

Table 3.40. The Use Duolingo Gamification in Improving Learners' Speaking Skills

Option	Respondents	Percentage
a. It helps learners practice their listening skills	1	14%
b. It helps learners work on their pronunciation	2	29%
c. It overcomes their spelling mistakes	0	0%
d. It helps them expand their vocabulary	3	43%
e- It facilitates learners' communication process	1	14%
Total	7	100%
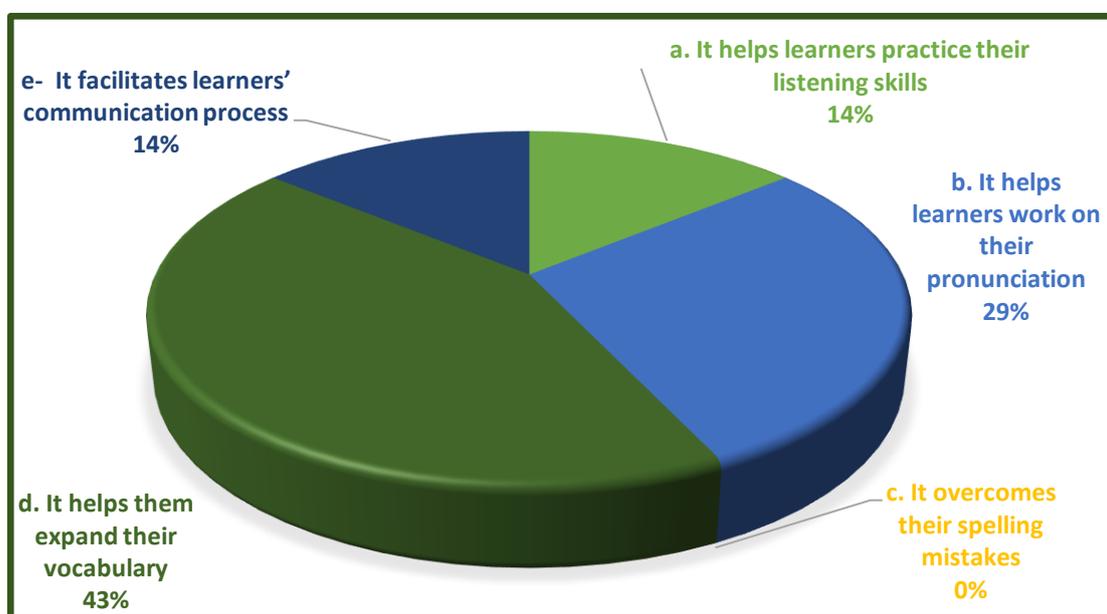
Figure 3.50. The Use Duolingo Gamification in Improving Learners' Speaking Skills

As clearly shown in the table and pie chart, 3 teachers, representing 43 % of the whole sample) find the use of Duolingo Gamification helpful in making learners expand

their vocabulary. Two of them (29%) affirmed that this gamification type helps learners work on their pronunciation. Moreover, one respondent argued that it helps learners practice their listening skills, another participant pointed that this technique facilitates learners' communication process.

Section Four: Suggestions

Please, feel free to add comments, opinions or more explanations about the importance and the effect of the "Duolingo application" in enhancing the learners' speaking skills.

This section of the questionnaire was added to offer teachers an additional space to share their views, opinions, and attitudes about the topic under investigation, namely the importance and the effect of the "Duolingo application" in enhancing EFL learners' speaking skills. The purpose was to gather more information about the concept especially from those who experienced this application in their oral classes. Answers were as follow:

Teacher 01: Duolingo is an interesting app to learn English, but it is mainly interested in vocabulary acquisition more than speaking.

Teacher 02: It appeals to the new generation's mentality.

Teacher 03: Integrating ICT tools in EFL teaching and learning has become a necessity.

Teacher 04: Students and teachers should encourage using MALL more than ever.

Teacher 05: This app helps learners to be autonomous and self-reliant as they do not need the help of their teacher to use it. Moreover, its use is very easy and varied as it offers a wide range of activities, topics to improve many aspects of the language.

Teacher 06: very interesting topic. I have used this app before. In my view, I will try it again with my students.

Most of the teachers, compositing the study sample, commented on the topic, and emphasized (once more) its positive sides in teaching and learning. In fact, claimed that it is a very interesting application that suits all types of students with varied learning styles and

strategies. Moreover, they insisted on the fact that integrating ICT tools into EFL teaching and learning has become a necessity because almost all students now have smartphones or tactile tablets, so it may be used easily in class. Furthermore, it increases learners' autonomy because they can work independently at home.

Besides, other teachers noted that it might be used as an aid and support for improving comprehension consolidation and enrichment of what is connected to speaking skills such as new vocabulary and pronunciation. In addition, teachers asserted that all that is motivating within ICT is useful, especially if students have choices and a variety of options and tasks, so it is an effective application. As a result, it is obvious that the participant provided positive comments about the topic.

1.4.7 Discussion and Synthesis of the Findings

The analysis of the teachers' questionnaire has revealed much fruitful information about the importance of the Duolingo Gamification in developing students' speaking skills at Biskra University. The obtained findings from the first section showed that almost all teachers are experienced. In addition, nearly all of them are teaching different modules including oral expression, grammar, and reading that encourage students to develop their speaking skills.

Concerning the second section, most teachers considered speaking skill as one of the most important skills that students need to develop effectively. Moreover, most of them (71%) claimed that their students are engaged to speak in oral classes whereas a minority of teachers are disappointed about their students' involvement in class and identified some the reasons that hinder students to interact in the classroom such as the fear of making mistakes or the lack of vocabulary.

In fact teachers' responses correlate with the students' as they both pointed to the significance of developing speaking skills at the university level. Therefore, teachers claim

the use of different teaching strategies and enable their students enhance their speaking skills.

Interesting results were obtained from section three of the questionnaire where the majority of the teachers have favorable attitudes about teaching their students the target language through the use of mobile devices. It was found that most of them liked the activities offered by this tool like videos, podcasts, and teaching new vocabulary

Besides, all the teachers vouchsafed the point of view that MALL affects their teaching style positively because of its effectiveness. Furthermore, almost all of them prefer the use of mobile applications due to their advantages; they encourage their students to use these mobile applications in learning the foreign language. Indeed, they claimed that this tool gives them the opportunity of enhancing their students' speaking skills as well as it allows learners to learn and practice further. In brief, all teachers explained that it was important to integrate these methods in the educational context. Accordingly, the obtained findings proved the significance of such mobile applications in improving and facilitating the teaching learning process.

Finally, most of the teachers provided positive opinions about the importance of Duolingo gamification in developing students' speaking skills. The findings revealed that nearly all the teachers are familiar with this application. Hence, it would be helpful for them to discover this new tool in order to use it as a facilitator. In addition, most teachers were attracted by its advantages such as Motivation, Entertainment, Collaborative learning, Different learning modalities, and Feedback.

Ultimately, some teachers recommended that the application would be helpful if it is well integrated as a learning support for future practices. Accordingly, the views stated by the teachers substantiated their desire to use the application as a facilitator to help the

students in the communication process, expand their vocabulary, work on their pronunciation, and practice their listening skills.

Overall, the questionnaire was beneficial in providing us with deeper insights into the usefulness of the Duolingo application in developing students' speaking skills. It was a useful tool to know teachers' and students' opinions and attitudes in order to be able to achieve the research aims, to answer the research questions, and to confirm the research hypothesis. It particular, the results of this questionnaire confirmed one of the main research questions: Duolingo gamification is a useful complementary mobile tool for learning English as Foreign Language.

Conclusion

This final chapter was dedicated to the fieldwork of the study. Two questionnaires were used to collect data: a students' and a teachers' questionnaire. The former was administered to fifty second year EFL students, and the latter was held with seven EFL teachers and at the Department of English at Mohamed Kheider University in Biskra. It is essential to mention that these instruments provided us with the opportunity to explore the attitudes and the opinions of the participants about the importance of the Duolingo application in developing students' speaking skills. From teachers' and students' points of view, speaking skills has an important role in expressing thoughts and feelings. Therefore, it should be developed. In addition, both samples have supported the integration of this application as a new educational tool in teaching and learning EFL in order to develop students' speaking skills inside and outside the classroom environment. Accordingly, the obtained results of this study successfully reached the aims, answered the research questions, and validated the research hypothesis.

General Conclusion

Language learners are able to develop their speaking skill through educational games, which are a very helpful way to enhance and reinforce their speaking skill. In order to master this skill, they depend on motivation, correct articulation, and sufficient vocabulary because without them little meaning can be conveyed and speaking will be poorly improved. The importance of technology in developing EFL students' oral performance incited the researcher to conduct the present study, which was an attempt to shed light on the Importance of Duolingo Gamification in enhancing EFL learners' speaking skill at Biskra University. Thus, this application may be a beneficial tool to improve the speaking skill for students to master it in an effective way.

It is notable to review the first two chapters of this dissertation. The first one aimed at presenting an overview of speaking skill and its definitions according to some experts in addition to what is related to it such as its importance, aspects, types, stages and the factors that cause difficulties to EFL learners. Moreover, the chapter has presented an overview of autonomous learning and its relation with technology in order to understand how to profit from technology. The second chapter, however, dealt with learning through Mobile Assisted Language Learning (MALL) in general and learning via the Duolingo application in particular. It covered clear definitions of this tool as well as its exercises and its advantages. Finally, The third chapter was dedicated to the fieldwork of the study which in both students' and a teachers' questionnaires were analysed .Accordingly, the obtained results of this study successfully reached the aims, answered the research questions, and validated the research hypothesis.

The study followed a descriptive method to tackle the topic. Furthermore, it relied on using two semi-structured questionnaires as a data gathering tool to collect the needed data from EFL teachers and second year LMD students at Mohamed Kheider University of

Biskra. These were designed to a sample of fifty second year students as well as to a sample of seven oral expression teachers at the department of English at Biskra University in the academic year 2021- 2022. The aim from using these instruments was to collect credible information from the participants. In addition, they aimed to gather data and explore the opinions and attitudes of teachers and students towards the significance of the Duolingo application in developing speaking skill.

The obtained results from both questionnaires showed that the participants provided positive views about the importance of the speaking skill. They considered it as one of the most important skills that should be developed. In addition, students' level of speaking has been revealed to be average, so they need to work on it in order to reach the required level. That is why, most of students are looking for any effective tool that may encourage them to learn independently. In view of that, both teachers and students claimed that the Duolingo application provided them with helpful features that would improve learning and teaching speaking. In other words, all the participants provided positive opinions about its usefulness, especially if is used appropriately; it will enhance the English language speaking skill. Furthermore, most of the participants agreed that the use of this technique may make learning more attractive and may motivate its users to learn more due to its motivational features. Moreover, EFL teachers may use it as an instructional material to facilitate the way of teaching.

As a result, the obtained findings through the two data collection tools were positive; both teachers' and students' opinions were of great help in achieving the research aims and answering the research questions. Initially, the majority of students bestowed positive attitudes towards the gamification which helped them in ameliorating their pronunciation and enriching their vocabulary. In addition, most of them recommended the integration of this application in the future to benefit from its advantages. Moreover, the majority of

teachers revealed positive opinions towards improving speaking skill through using the Duolingo application as a facilitator technique. Accordingly, it is important to integrate this application in teaching and learning foreign language at the university level. Hence, the hypothesis was confirmed, so we conclude that the integration of the Duolingo application is advantageous in developing students' speaking skill.

To conclude, English language students should reinforce their speaking skill in order to perform better in the target language. It is necessary to choose an effective strategy that may enable them to learn inside and outside the classroom effectively. In addition, they should benefit from their mobile devices and enhance their speaking skill through ameliorating pronunciation and remembering vocabulary easily, especially with the Duolingo Gamification that may help them to learn. In a short saying, the findings demonstrated that this Gamification is significant in developing the speaking skill through its multiple exercises

General Recommendations

Mobile devices have opened the doors to EFL teachers and learners with the variety of educational applications and websites it provides. Both teachers and learners need to benefit from these instructional tools. From the findings of this study, many recommendations have been drawn for English language practitioners in order to benefit effectively from the "Duolingo Gamification" to facilitate the teaching and learning processes.

Recommendations for teachers

- Encouraging the use of technology in education and in teaching EFL, in particular.
- Supporting both teachers and students to use different mobile devices as teaching and learning tools to facilitate the teaching learning processes.

- Using the Duolingo application in teaching the English language especially in teaching oral expression module.

- Identifying the Duolingo application for their students as a facilitator that may help them in developing their oral performance.

- Taking the advantage of the "Duolingo for School" platform where the teacher may create a virtual classroom with his/her students to work together and make a discussion forum to discuss whatever they want and to help them in reducing inhibition and increase their motivation.

- Guiding students to benefit from the advantages and the "Duolingo for School" platform in order to use it appropriately and regularly.

- Enabling students to remember the appropriate words that may help them in performing and discussing effectively.

- Encouraging students to be autonomous and assess themselves independently through practicing various exercises in the gamification.

Recommendations for students

- Students have to be aware of the importance of speaking skill in learning foreign languages.

- Students need to use their mobiles devices inside and outside the classroom context in order to facilitate the learning process.

- Students should download the Duolingo application because it is available at app store and play store for free, so it can be said that there are no costs incurred in getting the Duolingo application.

- Students have to be aware of how to work and create their own accounts to use it in case of their teacher invites them to join an online classroom on "Duolingo for School" platform.

- Students should train regularly outside the classroom through this useful Gamification to increase their motivation and self confidence.

- Students should assess themselves whenever they completed the exercise in the Duolingo application.

- Students are required to be more autonomous and self-reliant learners.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

You are kindly invited to answer this questionnaire, which is an attempt to collect data for the accomplishment of a master dissertation. It is about **Enhancing EFL Students' Speaking Skill through "Duolingo Gamification".** The Case of second year LMD students at Biskra University.

We would be so grateful if you could sincerely provide us with precise, clear, and complete responses. Please tick (√) your answer(s) in the corresponding box (es) and write full statements whenever necessary. Be sure that your answers will remain anonymous and will only be used for this study purposes.

Definition of key concepts

1) Mobile Assisted Language Learning (MALL) refers to the use of smartphones and mobile technologies for language learning purposes.

2) Duolingo Gamification: is a mobile and web-based study application. Learners practice vocabulary, grammar, and pronunciation using spaced repetition. Exercises can include written translation, reading and speaking comprehension, and short stories. Also, Duolingo offers a skill tree of lessons that use listening exercises, flashcards, and multiple choice questions to drill you on new words, phrases, and sentences.

3) Duolingo for Schools: allows teachers to create classrooms, assign homework, and check whether their students have completed assignments.

Section One: General Information

Q1. Your choice to study English at University was:

a) Personal choice □   b) Imposed □   c) Advised □

Q2. How can you evaluate your level in English?

a) Good □   b) Medium □   c) Poor □

Q3. Which of the four language learning skills would you like to improve most?

You may choose more than one option

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

Justify your answer please:

……………………………………………………………………………………………

……………………………………………………………………………………………

Section Two: Students View About the Speaking Skill

Q4. How do you consider the speaking skill?

a) Very important□   b) Important □   c) Less important at all □

Q5. Which one of the following describes your level of speaking performance?

a) High □   b) Average □   c) Low □

Q6. To what extent do the oral expression courses help you improve your speaking performance?

a) Very much □   b) Not very much □   c) I do not know □

Q7. How often do you speak English in the classroom?

a) Very often □   b) Often □   c) Sometimes □   d) Never □

Q8. What are the most common difficulties you face when you speak?

    a) You do not know what to say. □

    b) You know what to say, but you do not know how. □

c) You know what to say and how to say it, but you cannot say it. □

Q9.What are the main reasons that prevent students from speaking inside the classroom?

You may choose more than answer.

a- Fear of making mistakes. □

b- Lack of vocabulary. □

c- Anxiety/shyness. □

d- Fear of teacher's negative feedback. □

e- Demotivation (no interest in the topic). □

f- Misinterpretation (inability to understand what is said correctly). □

g- Other: …………………………………………………………………………

Q10. From the following oral techniques/activities, what do you prefer the most to improve your speaking skill?

a) Class discussion □

b) Oral presentation □

c) Utilization of gamification(refers to a type of gameplay with clear and defined learning outcomes) □

d) Information gap □

e) Roleplay □

f) All of the above □

Q11. Do you think that the use of educational games enhances your speaking skills?

a) Yes □   b) No □

If ''yes'', please explain how

…………………………………………………………………………………………………

Section Three: Student's attitudes towards the use of Duolingo Gamification.

Q12.What kind of mobile device do you have? (You may choose more than one option)

a) Tablet ☐

b) Smartphone ☐

c) Laptop Computer ☐

d) Traditional phone ☐

Q13. **Do you practice English language outside the classroom via internet?**

a) Yes ☐   b) No ☐

- If "yes", how do you practice your English?

a) Chatting ☐

b) Using Gamification such a Duolingo application ☐

c) Reading online books ☐

d) If others, please state them:

………………………………………………………………………………………………

………………………………………………………………………………………………

Q14. **Do you use websites and applications for instructional purposes?**

a) Yes ☐   b) No ☐

-If "yes'', how often do you rely on them?

a) Always ☐

b) Often ☐

c) Occasionally ☐

d) Rarely ☐

Q15. **Does your teacher use Duolingo Gamification as a teaching aid in the oral sessions?**

a) Yes ☐   b) No ☐

- If "yes", how often?

a) Always☐   b) Sometimes ☐   c) Rarely☐

Q16- Would you accept the idea of using Duolingo Gamification by your oral teacher inside the classroom sessions (will this make you more pleased and motivated).

a) Yes ☐   b) No ☐

Please, state why

……………………………………………………………………………………………

……………………………………………………………………………………………

Q17. **What might be the reason for practicing English using Duolingo Gamification? (You may choose more than one answer)**

a) Duolingo Gamification helps you recognize and remember new vocabulary. ☐

b) Duolingo Gamification helps you improve your speaking skill.☐

c) Duolingo Gamification increases your motivation and interest in English language learning. ☐

d) All of them ☐

If others, please specify

……………………………………………………………………………………………

……………………...……………………………………………………………………….

Q18. **Which one of the following aspects do you need Duolingo Gamification for?**

You may choose more than one option

 a) Pronunciation ☐

 b) Vocabulary ☐

c) Fluency ☐

d) Grammar ☐

If you have others, please state them

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………………………………………………………………………………………………….

Q19. Do you think that using Duolingo Gamification help you develop your speaking skill?

a) Yes ☐

b) No ☐

- **If "yes", tell us in what way did it improve your speaking skill**

a) It helps you practice your listening skills ☐

b) It helps you work on your pronunciation ☐

c) It overcomes your spelling mistakes ☐

d) It helps you expand your vocabulary ☐

e) It helps you facilitate communication process ☐

f) All of them ☐

g) Others:………………………………………………………………………

…………………………………………………………………………………

- **If " no ", please justify**

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Thank you for your time, effort and collaboration.

Appendix 2

Teachers' Questionnaire

Dear teachers,

I would be very grateful to you if you devote some of your time to answer the following questionnaire that serves as a data collection tool to explore **Enhancing EFL Students' Speaking Skill through "Duolingo Gamification".** Your contribution will be of great help to achieve the research work objectives. You are kindly requested to tick (√) the appropriate answer or to give full statement where necessary.

Definition of key concepts

1) Mobile Assisted Language Learning (MALL) refers to the use of smartphones and mobile technologies for language learning purposes.

2) Duolingo Gamification: is a mobile and web-based study application. Learners practice vocabulary, grammar, and pronunciation using spaced repetition. Exercises can include written translation, reading and speaking comprehension, and short stories. Also, Duolingo offers a skill tree of lessons that use listening exercises, flashcards, and multiple choice questions to drill you on new words, phrases, and sentences.

3) Duolingo for Schools: allows teachers to create classrooms, assign homework, and check whether their students have completed assignments.

Section One: General Information

Q1- How long have you been teaching English at university?

a- 1 to 5 years ☐   **b**- 5 to 10 years ☐   **c**-More than 10 years ☐

Q2- What modules do you teach/ have you taught?

…………………………………………………………………………………………………..

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Section Two: Teachers' View about the Speaking Skill

Q3- How do you consider speaking skills in foreign language teaching and learning?

    a- Very important☐   **b**- Important ☐   **c**- not important at all ☐

Please, justify your answer

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Q4. Are your students engaged to speak in your oral class?

a- Yes ☐   **b**- No ☐

Q5. In case your students lack engagement, what do you think are the main reasons?

a- Fear of making mistakes. ☐

b- Lack of vocabulary.   ☐

c- Anxiety/shyness.   ☐

d- Fear of negative feedback. ☐

e- Demotivation/lack of motivation (no interest in the topic).   ☐

f- Misinterpretation (inability to understand what is said correctly). ☐

g- Others: ……………………………………...

    ………………………………………………………………………………………….

Q6- How do you evaluate your students' speaking performance?

a- High ☐   **b-** Average ☐   **c-** Low ☐

Q7- What kind of speaking activities/techniques your students find more interesting?

(You may choose more than one answer)

    a- Roleplay   ☐

    b- Songs   ☐

    c- Free discussion   ☐

    d- Watching videos   ☐

    e- Story telling   ☐

    f- Oral presentation   ☐

g- Others: …………………………………………………………………………...

- Please explain your choice(s)

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…………………………………………………………………………………….......

Q8- Do you like teaching through educational technology (ICT)?

    a- Yes ☐   **b-** No ☐

- **If "yes", which of the following ICT tools do you use most in your oral class?**

    a- Computer   ☐

    b- Tablet   ☐

    c- Smartphone   ☐

    d- Data show   ☐

    e- All of them   ☐

Section Three: Teachers' Attitude towards the Use of Duolingo Gamification

Q9- Do you use your mobile devices in teaching English language?

    a- Yes ☐   **b-** No ☐

- **If "yes", for what teaching purposes do you use your mobile device?** (You may tick more than one answer)

a- To show videos ☐

b- To listen to podcasts ☐

c- To teach new vocabulary ☐

d- Others, specify please:

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Q10- Is Mobile Assisted Language Learning a helpful tool that may improve your teaching style?

    a- Yes ☐   **b-** No ☐

- Please explain how:

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Q11- To what extent do you think learning English language online is efficient?

    a- Very efficient ☐   **b-** Efficient ☐   **c-** Not Efficient at all ☐

Q12- Do you encourage your students to develop speaking skill via mobile applications?

    a- Yes ☐   **b-** No ☐

Justify your answer please:

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…………………………………………………………………………………………………

Q13- Are you familiar with the use the Duolingo platform?

    a- Yes ☐   **b-** No ☐

Q14- What advantages attracted you in the Duolingo Gamification?

(You may tick more than one answer)

    a- Entertainment   ☐

    b- Motivation   ☐

    c- Collaborative learning   ☐

    d- Different learning modalities ☐

    e- Feedback   ☐

    f- All of them   ☐

    g- Other: ………………………………………………………..

Q15- Do you think that the use of Duolingo Gamification enhance speaking performance?

    a- Yes ☐   **b-** No ☐

Q16- In what way does the use of Duolingo Gamification help learner improve their speaking skill?

a) It helps learners practice their listening skills   ☐

b) It helps learners work on their pronunciation   ☐

c) It overcomes their spelling mistakes   ☐

d) It helps them expand their vocabulary   ☐

e) It facilitates learners' communication process   ☐

f) Other :………………………………………………………………………………………

………………………………………………………………………………………………

Section Four: Suggestions

Please, feel free to add comments, opinions or more explanations about the importance and the effect of the "Duolingo Application" in enhancing the learners' speaking skills.

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Thanks for your time, effort and collaboration

الملخص

قد اكتسب تدريس مهارة التحدث مؤخرا قدرا متزايدا من الاهتمام في سياق تدريس اللغة الإنجليزية كلغة أجنبية، من المفترض أن يتقن متعلم اللغة الإنجليزية كلغة أجنبية مهارة التحدث في الجامعة ليكون قادرًا على التواصل بشكل أفضل مع معلميه وزملائه في الفصل. ومع ذلك، يواجه معظم طلاب اللغة الإنجليزية بعض العقبات والصعوبات التي تمنعهم من إتقان مهارة التحدث. حثت الدراسة الحالية في استكشاف دور تلعيب Duolingo في تطوير مهارة التحدث لدى طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. وبناءً على ذلك، استندت الباحثة في دراستها إلى فرضية واحدة، إذا استعمل لطلاب اللغة الإنجليزية كلغة اجنبية تطبيق Duolingo استعمالا مناسبا، فان سيتم تطوير مهارة التحدث وسيزداد عامل التحفيز لديهم. وعليه تم إجراء بحث وصفي واعتماد المنهج الكيفي لتأكيد الفرضية وتحقيق الهدف الرئيسي من البحث. وقد وضعت الدراسة استبيانين منظمين عبر الإنترنت تم إجراؤهما على خمسين طالبًا وسبعة أساتذة للغة الإنجليزية جامعة محمد خيضر في ولاية بسكرة. أثبتت النتائج أن كل من المتعلمين والمعلمين لديهم موقف إيجابي تجاه استخدام هذا التطبيق التعليمي كأداة لتحسين مهارة التحدث وبالتالي، أكدت نتائج الدراسة صحة دراستنا تطبيق Duolingo. في النهاية، بناءًا على النتائج المتحصل عليها، تم تقديم بعض التوصيات والاقتراحات لكل من المعلمين والطلاب. لذا يُنصح مدرسو اللغة الإنجليزية بدمج تطبيق Duolingo داخل وخارج الفصل وكذلك يُنصح الطلاب باستخدام هذا التطبيق بشكل منتظم.

الكلمات المفتاحية: مهارة التحدث، تطوير، طلبة السنة الثانية للغة الإنجليزية كلغة أجنبية، تطبيق Duolingo .