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Submitted by:

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Investigating EFL Learners' and Teachers' Attitudes Toward the Use of Gamified Visual Aids for Speaking Instruction in Task- Based Classrooms: The Case of Second-Year Students of English at Mohamed Khider University of Biskra

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Declaration

I, **Hadjer ACHOURI**, do hereby declare that this dissertation is the result of my original work and effort and that it has not been submitted previously, in whole or in part, for any degree or qualification at this or any university or institution. I also declare that all resources used in the research have been duly acknowledged in the references.

This work was conducted and certified at Mohammed Kheider University of Biskra.

Certified

Ms. Hadjer ACHOURI

Dedication

With deep gratitude to **Allah (SWT)**, who has always guided me to the straight path and granted me the strength, patience, and ability to complete this research study. Without His mercy and guidance, none of this would have been possible.

This work is dedicated to the memory of my favorite person, my beloved father **Salim ACHOURI (1967-2022)**. He was the one who encouraged me to pursue this major and deeply believed in my potential. He was always a caring father and a role model of kindness.

Thank you, Baba. Your presence is deeply missed, but your love and wisdom continue to live in our hearts. May Allah have mercy on your soul.

A special thank you to my small family:

My mother, **Karima BERGHEUL**, whose unwavering support and compassion helped me strive to be the best version of myself, and my older sister, **Sara ACHOURI**, a true role model of hard work and dedication.

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In the name of Allah, the Most Gracious, the Most Merciful.

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Abstract

In response to commonly reported challenges in EFL oral expression, this case study investigates the attitudes of second-year EFL students and teachers at Biskra University toward the use of Gamified Visual Aids (GVAs) in task-based speaking instruction. Specifically, it aims to explore attitudes on the potential of GVAs as learning materials developed to support learner engagement and participation, reduce anxiety, promote confidence, and contribute to more spontaneous and smooth oral communication. Accordingly, the research questions are directed toward exploring learners' and teachers' perceptions of GVAs, their perceived influence on engagement and spontaneous language use, and their possible contribution to creating a less anxiety-inducing speaking environment during task-based activities. In this context, the study adopted a case study design with a mixed-methods approach, utilizing a structured questionnaire for learners and a semi-structured interview for teachers. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis. The findings revealed a generally positive attitude toward the potential of GVAs for speaking instruction. Learner engagement and participation were the most emphasized benefits, given the potential of GVAs to capture students' attention and motivate them to take part in speaking tasks. Additionally, GVAs were seen to support spontaneous speaking by providing contextual visual cues that facilitate idea generation. Although less pronounced, a number of participants also noted a reduction in speaking anxiety, as the gamified elements may create a more relaxed and enjoyable classroom atmosphere, though not for everyone. Despite concerns about learner differences, integration, and technical issues, the findings suggest that GVAs, when carefully designed and integrated, can serve as supportive materials in task-based speaking classrooms.

Keywords: Gamified Visual Aids (GVAs); task-based classrooms; speaking instruction; learner engagement; speaking anxiety; spontaneous speaking.

List of Acronyms

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

GBL: Game-Based Learning

GBLT: Game-Based Language Teaching

GVAs: Gamified Visual Aids

L2: Second Language

TBL: Task-Based Learning

TBLT: Task-Based Language Teaching

SPSS: Statistical Package for the Social Sciences

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General Introduction

General Introduction

Introduction

- 1. Statement of the Problem**
- 2. Research Aims**
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Introduction

The rapid pace of technological advancement in recent years has brought about inevitable changes across the globe, it starts a ball rolling to reshaping various aspects of human interaction, take, for example, how people learn and communicate. Nowhere are these alterations more visible than in education, where evolving generational preferences bring distinct expectations to the learning process. Today's learners, often digital natives, tend to gravitate to interactive, visually rich, and technology-supported environments. OECD (2015) reinforced this idea by advocating for 21st-century models that unite current trends and digital technology, as an illustration, into the classroom setting in order to make learners feel familiar, uninhibited, and free of anxiety during their path to mastery.

Across language learning landscapes, the theme under review has sparked a transition from rigid, conventional practices toward a more responsive, learner-centered paradigm. For instance, Communicative Language Teaching (CLT) transforms the abstract linguistic input into concrete spoken output to catalyze the production of language and fulfill the central aim of language learning: communication. Adhering to this theoretical lens, learning is no longer confined to grammar and does not oblige them to learn morphosyntactic forms by heart; instead, it targets learners' communicative needs and guides them toward natural, unforced language use (Littlewood, 1981).

The capability to convey thoughts in the desired language can present a challenge to some learners, if not most, since they think that if they do not use it correctly, then it is a shame. Though some have sufficient linguistic knowledge, they become reluctant to actually use the language, and why is that?, it simply happens because they start overthinking the way their speech is perceived by more proficient individuals and whether they would have an internal judgement on their verbal product or not. The focal issue begins when they start to excessively adjust their speech, as one may question, "How does my speech sound? Am I

making grammatical or pronunciation errors? What does the other person think of my language use?”. These intrusive thoughts block the natural flow of communication and prevent conversational skills from developing.

Furthermore, when the classroom becomes a space where communicative risk is feared rather than welcomed, learners may begin to internalize the idea that perfection precedes participation. For instance, some learners may monopolize the conversation, while others contribute little or not at all, which leads them to withdraw, not necessarily out of disinterest, but due to a growing sense that their contributions are less valuable and might be scrutinized (Ur, 1996). This belief is particularly harmful in language learning, where trial, error, and correction are important components of progress. As a result, a silent hierarchy forms, where verbal fluency becomes a marker of dominance, and hesitation is mistaken for incompetence. This imbalance affects individual learners’ confidence and undermines the collaborative spirit that is essential for meaningful language development. Teaching spoken discourse, therefore, demands diversified instructional approaches, where educators expose learners to different situations and make them activate their linguistic knowledge and put it into practice, rather than internalizing it without use; a habit that causes it to fade over time.

In a nutshell, to support all learners becoming confident and spontaneous language users, it is essential to create psychologically safe, inclusive environments. Managing interactional dynamics while also developing materials that resonate with learners’ generational identities and needs may help mitigate such issues and diversify the learning process. For this reason, exploring and integrating technology-driven techniques that correspond with language communicative goals is becoming an indispensable strategy for evolving language education. Such techniques, when thoughtfully applied, can democratize participation, reduce anxiety, and provide engaging, learner-centered pathways for authentic language use.

1. Statement of the Problem

Over the past decade, English as a Foreign Language (EFL) learners have faced persistent challenges in developing coherent speaking abilities, largely due to low confidence and limited exposure to English beyond the classroom (Rahimi& Quraishi, 2019). These issues negatively affect learners' performance in speaking tasks and highlight the urgent need to improve speaking competence, an essential component of language production and oral development (Goh, 2007). Designing targeted activities that address these oral expression difficulties may help overcome such challenges and improve speaking proficiency. In the Algerian context, Daguiani and Chelli (2020) observe that oral expression sessions at universities are devoted to enhancing students' speaking skills; however, many still struggle to speak regularly. This is particularly evident at Biskra University, which suggests a need to investigate learners' attitudes toward innovative techniques for speaking instruction.

Poorly designed speaking activities, combined with anxiety, lack of motivation to participate, fear of making mistakes, and limited practice, continue to restrain students' English-speaking performance. Conversely, engaging methods, technology, and low-stress, student-centered environments can lead to better outcomes (Abugohar et al., 2019). Technology-infused speaking tasks have proven beneficial. For instance, Yalçın and İnçeçay (2014) note that incorporating speaking activities such as games, role-plays, and debates can reduce anxiety and promote confident and spontaneous oral communication in the target language. Supporting this, Gozcu and Caganaga (2016) advocate the use of "fun" as a tool to reduce learners' anxiety, provide opportunities for incidental practice, and enhance interactive competence. Similarly, visual aids, as reported by Wiyati and Marlina (2021), can elevate speaking outcomes by drawing learners into the task cognitively and increasing their willingness to participate.

Due to the positive effects of gamification and visual aids on speaking instruction, the combination of both techniques may present a synergistic benefit and support the development of effective materials for speaking instruction. In response to these challenges, the study explores learners' and teachers' attitudes toward the use of Gamified Visual Aids (GVAs) in task-based speaking classrooms, with a focus on second-year EFL students at Biskra University.

2. Aims of the Study

The study aims to investigate EFL learners' and teachers' attitudes toward the use of gamified visual aids for speaking instruction in task-based classrooms at Mohamed Kheider University of Biskra. The findings may provide insights into the potential of gamified visual aids as practical materials developed for speaking instruction.

Objectives :

- 1) To explore the potential role of gamified visual aids in EFL learners' participation and engagement in classroom speaking tasks.
- 2) To investigate the potential effect of gamified visual aids on EFL learners' anxiety and confidence in speaking during classroom speaking tasks.
- 3) To identify the potential contribution of gamified visual aids to EFL learners' ability to speak spontaneously and smoothly during classroom speaking tasks.

3. Research Questions

RQ: What are EFL learners' and teachers' attitudes toward the use of gamified visual aids in task-based speaking classrooms?

Sub-Questions:

RQ1: What are EFL learners' and teachers' attitudes toward the use of gamified visual aids in promoting participation and engagement during classroom speaking tasks?

RQ2: How do GVAs affect EFL learners' anxiety levels and speaking confidence during classroom tasks according to learners and teachers?

RQ3: What are learners' and teachers' attitudes toward the role of GVAs in supporting EFL learners' spontaneous speech and smooth communication during classroom speaking tasks?

4. Research Method

Every research study requires a research method that aligns with its objectives and research questions. The on-hand research is a case study using a mixed-method approach with an exploratory focus; it endeavored to explore learners' and teachers' attitudes toward the use of GVAs in task-based speaking classrooms. It also delved into their capacity to inform material design, guided chiefly by qualitative findings, with quantitative input providing additional support..

5. Research Paradigm

This study is grounded in a pragmatic research philosophy (pragmatism), as it aims to explore and assess the potential practicality of GVAs for speaking instruction. Through a case study approach with mixed-methods tools, the research seeks practical insights rather than statistical generalization or purely interpretive understanding. Rather than being confined to a single methodological tradition, the pragmatic stance enables choosing data collection and analysis strategies based on what best serves the research questions. The integration of both numerical trend and narrative accounts allows for a more comprehensive understanding of the context and supports the generation of practical hypotheses that can guide future research and instructional design. Pragmatism, therefore, underpins the methodological flexibility and outcome-oriented focus; the study, then, forges a meaningful link between theory and practice, sensitive to the ever-shifting, context-dependent realities of language education.

6. Data Collection Tools

This case study employed mixed-methods data collection tools to ensure comprehensive analysis. To thoroughly investigate teachers' attitudes toward GVAs in task-based speaking classrooms, the qualitative data were gathered through semi-structured interviews within the EFL faculty at Biskra University. The quantitative strand comprised a structured questionnaire targeting second-year EFL learners at the same University, designed to capture their attitudes toward the use of the studied materials in speaking tasks. While primarily composed of closed-ended questions to gather measurable data on their attitudes and experiences, the questionnaire also included a final open-ended item to permit learners to provide recommendations. Both were used to ensure that quantitative findings are complemented by qualitative insights; therefore, strengthening the depth and applicability of the results. The combination of methods enables a well-rounded investigation, integrating qualitative depth with quantitative breadth to support the validity of the findings.

7. Data Analysis Procedures

More than one method was used to analyze the collected data. Qualitative data were analyzed through thematic analysis to identify recurring patterns, categories, and emerging themes relevant to participants' attitudes and experiences. On the other hand, quantitative data obtained from a structured questionnaire were analyzed using statistical methods, such as frequency counts and percentages, to provide a clear overview of general trends and learner attitudes. Where appropriate, comparative insights were also drawn to highlight contrasts and consistencies between teacher and learner responses. Reflecting the study's pragmatic stance, this study synchronizes diverse analytical strategies with the characteristics of the data; thereby, the research questions would be addressed in a more integrative manner.

8. Population and Sample

This study focused on a specific sample selected through convenience sampling from a total population of 460 students. The sample consisted of 52 (11.33%) second-year EFL students; At this stage, these learners are consolidating and extending their speaking competencies introduced during their initial year, especially through tasks involving oral presentations. As such, this cohort presents an ideal opportunity to explore the forward-looking application of GVAs.

Additionally, a small sample of four teachers was selected from a faculty of over 50 instructors for semi-structured interviews. The participant teachers were chosen based on their experience in speaking instruction and teaching profiles, and their contributions provided insights into the envisioned use of GVAs in task-based speaking instruction.

9. Significance of the Study

The significance of this study lies in its potential contribution to several key areas within English language teaching. First, it addresses a gap in current research by investigating how gamified visual aids (GVAs) influence the speaking skills of EFL learners within task-based classrooms—an area that remains underexplored despite the growing integration of technology in education. Second, by examining both learners' and teachers' attitudes, the study provides insights grounded in classroom realities, making its findings relevant for educators, curriculum designers, and policymakers aiming to modernize speaking instruction. Furthermore, in light of the increasing use of digital tools in education, this research aligns with current educational and technological trends, offering a timely investigation into effective instructional practices. The findings are expected to inform future studies, enhance material development for speaking instruction, and guide the implementation of visual technology in language classrooms in ways that are pedagogically sound and learner-centered.

10. Structure of the Dissertation

The research paper in hand displays the written documentation of the research action. It is structured into three parts, with each part representing a specific component related to the study focus. The literature review is divided into two chapters. It aims to provide a clear conceptual and contextual framework that delimits and draws a clear theoretical background to the study. Followed by the practical component, where the analysis and interpretation of results are reported, which all take place in the third chapter of this dissertation.

The first chapter, entitled “Speaking Instruction through Gamified Visual Aids”, presents the conceptual framework to this study, it involves a set of literature that describes elements of speaking instruction, gamified learning, and visual learning tools, and it also provides evidence on the exploratory use of GVAs in teaching the spoken language. The chapter stresses this learning technique as a main concept for this study.

The second chapter, entitled “Task-Based Classrooms”, presents the contextual framework for the use of GVAs. It aims to provide these tools with a communicative yet practical approach, which is task-based learning, to determine where and for what purpose these learning supports should be employed. Since GVAs belong to the communicative speaking instruction spectrum, the existence of such a chapter was necessary to narrow their use into speaking tasks and process-oriented pedagogy, rather than leaving their application open-ended.

The third chapter, entitled “Data Analysis and Interpretation of Findings”, presents the core of the study, where the researchers reported, described, and interpreted the explored information from the participant groups. This chapter approaches an in-depth analysis and interpretation of the gathered data, offers beneficial insights concerning the study's focus, and synthesizes findings in relation to the study's objectives.

Chapter One:

Speaking Instruction through Gamified Visual Aids

Chapter One: Speaking Instruction through Gamified Visual Aids

Introduction

1. Speaking Instruction

1.1 The Role of Speaking Instruction in Developing Oral Proficiency

1.2 Approaches to Teaching Speaking

1.2.1 Communicative Language Teaching (CLT)

1.2.2 Task-Based Language Teaching (TBLT)

1.2.3 Game-Based Language Teaching (GBLT)

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1.3.1 Understanding Gamification in Education

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1.5.1 Developing Gamified Visual Aids as Materials for Speaking Instruction

1.5.2 Practical Examples of Gamified Visual Aids for Speaking Activities

1.6 Potential Advantages of Gamified Visual Aids for Learners' Speaking Performance

1.7 Potential Challenges in Implementing Gamified Visual Aids for Speaking Instruction

Conclusion

Introduction

Oral proficiency is a fundamental pillar in developing communicative competence in EFL learning, since it functions as the foundation for learners to articulate linguistic output clearly and coherently. To teach speaking proficiently, one should analyze how learners navigate language use in real-world settings. An over-dependence on form-focused instruction may, at times, lead learners to drift away from the learning process, which is why teachers ought to properly select a balanced instruction that aims to increase natural language use rather than relying solely on structured drills. In response to this, speaking games have been widely adopted by instructors to diversify teaching methods and provide learners a space to exchange their thoughts more freely, without the burden of external critics. Additionally, visual aids—videos, images, animations, and slideshows reinforce idea generation and expression, and they stimulate cognitive unfolding in the classroom. Due to the complementary strengths of both strategies, a synergistic combination of them as Gamified Visual Aids (GVAs) may make language learning more adaptable, entertaining, and responsive to the varied needs of learners. This chapter, therefore, explores the pedagogical potential of GVAs and their role in enriching and broadening speaking instruction.

1. Speaking Instruction

Teaching speaking entails instructors being cognizant of how learners adapt to the language in real-life situations. With this in mind, Lazaraton (2014) emphasized that the most productive approaches prioritize communication between students, everyday language use, and exposure to varied, purposeful input. From this, it can be said that speaking instruction is intrinsically connected to methods that increase natural language use. It is also worth noting that well-structured speaking instruction is as important in supporting learners' oral expression, as it frames language improvement under clear objectives. The spectrum of instructional methods helps stakeholders to observe and identify learners' strengths and weaknesses during

oral activities. As a result, embracing eclectic pedagogical approaches can make the teaching pathway more responsive to the comprehensive needs of learners, and it could also enable them to deliver precise feedback to assess students' progress.

1.1 The Role of Speaking Instruction in Developing Oral Proficiency

Teachers play a central role in cultivating students' speaking skills by balancing spontaneity, smooth communication, and engagement; in doing so, they become catalysts for confident, communicative learners. This means that effective instruction is anchored in a blend of linguistic knowledge, communication strategies, and metacognitive awareness. Speaking instruction, hence, acts as a cornerstone for developing EFL learners' abilities, as it guides them in transforming their language input into clear spoken output (Goh & Burns, 2012). It directly addresses difficulties in speech production; for example, it highlights the unique aspects of spoken language, practical teaching strategies, and oral error correction, which allow learners to recognize language gaps and refine their areas of weakness, thereby elevating their learning prospects (Bouzar, 2019).

From another angle, Rahimi and Quraishi (2019) underscore the necessity for well-trained teachers who can integrate speaking into other skills and apply communicative strategies, and at the same time limit reliance on the mother tongue. They also emphasized the importance of creating a structured curriculum that includes regular speaking tasks and extracurricular activities that aim to motivate learners to speak more confidently and naturally. By the same token, Dinçer and Yeşilyurt (2013) highlighted that teachers should motivate learners to actively engage by adopting a range of diverse and stimulating methods that maintain the collaborative spirit in the classroom. When students feel encouraged to participate, they are more likely to develop confidence and persistence in speaking. Accordingly, strategies that promote learner involvement in the learning settings and sustain their interest can make the learning experience more facile for both teachers and learners.

Ellis (1997), in a similar vein, illustrated the critical role of meaningful exposure, social interaction, and classroom camaraderie in language acquisition and speaking proficiency. He reinforced the previously stated view by asserting that teachers should design immersive and interactive learning environments where learners can access comprehensible input and authentic communicative opportunities.

From another perspective, Goh (2007) elaborated that speech skill training extends beyond merely improving communication abilities, as it also supports broader cognitive growth. She emphasized that a well-structured speaking curriculum enables learners to independently adjust their communication strategies in response to the contextual demands. Therefore, they become more flexible, autonomous, and capable to using language appropriately. Additionally, by the use of deliberate practice and targeted feedback, educators can extend support for students to produce more polished and cohesive speech.

In a nutshell, teaching spoken language should encompass more than just evaluating pronunciation or grammatical correctness; it must also nurture the natural development of learners' speaking skills. Contemporary pedagogical approaches integrate grammar, vocabulary, and pronunciation into meaningful communication centered around practical usage of language; thereby, boosting communicative skills as well as confidence (Broughton et al., 2002). Speaking instruction, therefore, contributes to shaping learners' oral expression; a variety of instructional methods exist for educators looking to assess and support students' speaking-skill development.

1.2 Approaches to Teaching Speaking

Developing spoken discourse competence in EFL classrooms necessitates the use of diverse, useful teaching approaches. The instructional approaches should include tasks, exercises, and games designed to meet educational objectives to improve the speaking ability, with the primary goal of making students' speech clear and understandable to native speakers

(Abdullaeva, 2023). Based on the aforesaid information, the adoption of various teaching methods that rely on communication, such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Game-Based Language Teaching (GBLT) can be advantageous for the creation of productive speaking classrooms. The given approaches have excelled in assessing the speaking proficiency of EFL learners due to their practicality and primary focus on natural language use rather than solely relying on teaching language forms and structures.

1.2.1 Communicative Language Teaching (CLT)

CLT is broadly recognized in the educational sector. It views language as social behavior and illustrates meaningful communication in various situational frameworks (Savignon, 1991). Based on Nunan (1989), CLT treats language as a living tool for expression and gives priority to interaction instead of rule memorization; the communicative approach draws a line between knowing grammatical structures and applying them in real-life speech. In this view, Savignon (2001) explained that in CLT, functional competence holds more importance than discrete linguistic features. To assess learners holistically, CLT encourages integrative evaluation method, including portfolios and presentations that mirror the way people communicate in real conversations. Although CLT is largely practiced today, its roots go back to a longstanding focus on practical language use in the classroom.

Richards (2006) described CLT as a set of principles that define learning goals, explain how language is acquired, apply output-based classroom activities, and guide the roles of both teachers and students. In this teaching sphere, verbal interaction stands at the core of the learning process. It encourages learners to engage in everyday conversations and aims to increase their involvement in classroom activities. Coşkun (2011) stressed that this level of participation gradually strengthens unrehearsed language expression through frequent

speaking. CLT, then, does not limit learning to the classroom walls; it opens a path for learners to handle real communication in different environments.

Losi and Nasution (2022) referred to the importance of regular speaking practice. They argued that pair and group work under CLT helps learners speak more naturally in the target language and often results in noticeable progress. Since this method relies on real-time interaction, it enables learners to improve their ability to communicate spontaneously. One strong attribute of CLT is its capacity to normalize speaking practice and remove the fear of making mistakes. Al Asmari (2015) explored the situation in Saudi Arabia, where CLT faced some difficulties. Teachers struggled with misconceptions and limited resources, yet the method still led to better classroom interaction. Likewise, a study in Thai secondary schools revealed that CLT had positive attitudes toward the teaching of communicative fluency and phonological accuracy (Likitrattanaporn, 2014). These improvements reflect students' growing awareness of what functional communication requires.

Nunan (2004) explained that CLT is not a single method but a broad domain of teaching that encompasses multiple approaches, such as content-based instruction, text-based syllabi, problem-based learning, and Task-Based Learning (TBL). When these CLT sub-approaches come together in the syllabus, they permit teachers to design a well-formed instructional road map and more focused lessons. It would precisely help stay in touch with their goals throughout the course. Hence, CLT offers more than just teaching techniques. It provides a full framework that supports oral expression and helps learners in speech delivery.

1.2.2 Task-Based Language Teaching (TBLT)

The task-based teaching approach is renowned for its efficiency in language teaching, as it provides innovative ways to make learners involved in meaningful language practice (Sánchez, 2004). Nunan (2004) elucidated that TBLT functions as a practical realization of

CLT principles. The fundamental difference lies in the fact that CLT presents the general theoretical framework, whereas the method under discussion executes this framework via task design. This distinction gives TBLT a more hands-on character. It encourages learners to engage in purposeful communication through real tasks such as discussions, collaborative problem-solving, and games (East, 2012).

In contrast to form-focused teaching methods, TBLT shifts attention to goal-oriented, learner-centered learning that enhances the speaking ability in its pragmatic nature. Students, in this case, become active users of language instead of passive recipients of grammar rules (Hismanoglu & Hismanoglu, 2011). Yegani and Jodaei (2017) found that implementing task- and topic-based speaking activities notably benefits shy, less confident, and hesitant learners. These tasks minimize stress and optimize motivation. Therefore, the findings suggested that the long-term execution of these methods is reliable for noticeable gains in oral proficiency.

More studies reported compelling results by reinforcing the benefits of applying TBLT to speaking instruction. It gives pupils opportunities to build confidence and refine their language in realistic settings. In light of these findings, teachers are encouraged to adopt task-based instruction as a part of their classroom strategies. Since this approach forms the contextual framework of this study, Chapter Two, in the present dissertation, explores it in greater depth to provide a clearer understanding of its application and implications.

1.2.3 Game-Based Language Teaching (GBLT)

Language learning demands effort in terms of knowing what to say at all times, repetition, adjustment, and practice applied to speech and writing. Games help keep learners interested and induce to learn and also create inviting contexts where language use feels natural. Games evoke active participation with students having to know, say, and write to convey messages. Compared to constant repetition, games give repeated exposure to language with

more engagement and purpose, which provides quality practice instead of blind drilling (Wright et al., 2006). According to Wong and Yunus (2021), Games, distinctly board games, offer a lively, collaborative way to improve speaking skills; they lower anxiety and prompt learners to use language deliberately.

In speaking-focused classrooms, gamification goes a step further; it strengthens learners' proficiency by refining their metacognitive abilities and encouraging teamwork in the classroom through varied game-based elements. It shapes learners' behavior and directs learning outcomes through the adaptation of motivational game features into teaching. Features like badges, reward structures, avatars, and leaderboards create a stimulating environment that gives rise to self-regulation and speaking development (Nguyen Thi Thanh Thuy & Luu Nguyen Quoc Hung, 2021). Asan and Çeliktürk-Sezgin (2020) found that learners felt more relaxed when games were used, especially because the fear of making mistakes was minimized. Their study showed real improvement in learners' ability to speak smoothly, use language spontaneously, and pronounce words more clearly. These gains led to more confidence, and the interactive nature of the games made learners share their thoughts with each other more and stay actively involved in learning.

Adopting this active pedagogical method, whereby games are incorporated into teaching, can have positive influences on learners' motivation, thought expression, and overall speaking ability. When teachers bring games into lessons with intention, they prepare students to use language meaningfully in real situations. If instructors introduce elements such as competition, rewards, and fun challenges, they can make the classroom feel more alive, which keeps learners engaged and eager to collaborate in the learning process.

1.3 Speaking Instruction through Gamification and Visual Aids

Educational games pave the way for open expression, they build a welcoming space where students feel at ease and have the urge to be included in the classroom environment. In addition, visual learning aids act as powerful teaching tools by drawing students' attention and adding clarity and relevance to lessons. They also give teachers insights into students' comprehension and encourage the use of multiple instructional methods(Wiyati & Marlina,2021). Therefore, bringing gamification and visual support into language education can be gainful in terms of enriching the learning experience and contributing to academic growth.

1.3.1 Understanding Gamification in Education

Gamification has emerged as a stimulating teaching approach; it plays a recognizable role in education through the utilization of games to motivate learners. The integration of challenges, curiosity, fantasy, and control makes the learning experience more enjoyable, often leading to increased student interest and improved ability. Additionally, gamification supports diverse learning styles by using visuals for visual learners; spoken elements, such as storytelling, for auditory learners; and interactive tasks for kinesthetic learners. Aspects like quizzes, real-time feedback, and competition make gamified learning environments create personalized and inclusive educational experiences. This multi-sensory approach enhances the learning process and offers a more engaging way to acquire knowledge; gamified methods can outperform traditional techniques, as it result in upgraded student performance and faster learning outcomes (Alamri, 2024; Kayõmbaúoğlu et al., 2016).

Based on Ismaizam et al., (2022), the framework of Game-based learning (GBL) comprises affective engagement, which influences learners' emotions and beliefs; behavioral engagement, which sustains motivation through rewards; cognitive engagement, which strengthens reasoning and symbolic thinking; and social or cultural engagement, which

promote interpersonal exchange between peers. Collectively, these elements contribute to an engaging and immersive learning setting. Within language learning, this interconnected framework ensures that learners develop both linguistic competence and communicative competence in an interactive environment. The figure below illustrates the discussed GBL framework.

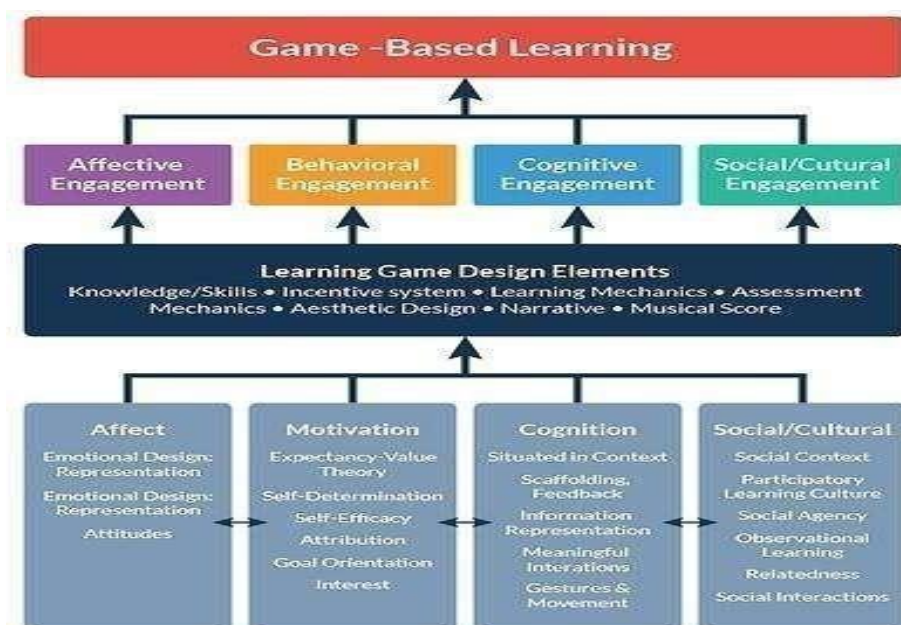


Figure 1.1. The Game-Based Learning (GBL) Framework (Adapted from Ahmad et al., 2022).

Figure 1

Yukselturk et al. (2018) suggested that game-based learning, aided by audio-visual tools, enables learners to develop language skills through interactive, real-life scenarios. Gamification, thus, acts as a powerful and proficient alternative to traditional teaching methods. But why does it work so well? The answer lies in the ability to involve students more deeply, and making the learning process feel like an entertaining gameplay rather than a traditional, more rigid educational task.

At its core, gamification involves applying games elements to non-games contexts, particularly in classrooms and educational settings. The application of play not only motivates

learners but also enhances skill development in a way that traditional methods often fail to achieve. For example, GBL is built around thoughtful games design tailored to students' age and learning goals. This tailored approach encourage interactivity, and produces a supportive environment that This tailored approach fosters an interactive, supportive environment that fosters engagement and learning (Rawendya, et al. 2017).

In EFL/ESL context, teaching through gamification applies game design elements to enrich the learning experience and make the process of it more thought-provoking. Therefore, gamification has proven to be especially successful in providing an immersive the learning process. Through the use of games; for instance, badges, point, and rewards, it raises participation levels and builds language skills engageingly and enjoyably (Zhang & Hasim, 2023). Such an approach transforms conventional classroom practice into both interesting and self-directed, which encourages learners to take greater ownership of their progress thereby cultivating a more positive attitude towards language acquisition. For instance, Redjeki and Muhajir's (2021) reported that the competitive and reward-based features of gamification helped sustain learners' interest over time, thereby enhancing the learning experience to be more dynamic and goal-oriented.

When it comes to the speaking ability, gamification provides a compelling solution. Through fun, interactive, and welcoming environments, games encourage continuous practice, reduce anxiety, and reinforce intrinsic motivation. Supporting this notion, Pituxcoosuvana et al. (2024) reported noticeable progress in speaking abilities when learners engaged in gamified settings. Students expressed increased natural speech, reduced speaking anxiety, and improved lexical knowledge, which collectively reflected the role of gamification in building communicative confidence.

In parallel, Al-Jamili et al. (2024) explored digital games tailored for social interaction and language function. Their findings showed that learners in the experimental groups achieved higher speaking competence, particularly when it comes to conversational contexts and structured dialogue.

Collectively, these studies consistently illustrate the idea that gamification does not just make learning more enjoyable; it also directly enhances learners' speaking ability through promoting cooperation, engagement, and sustained practice. Hence, it would enhance communicative interaction and contribute to steady improvement in oral proficiency

1.3.2 Visual Aids in Language Learning

Many students benefit from educational methods that go beyond spoken words and incorporate diverse inputs, whether visual, auditory, kinesthetic, or a blend of these modalities. Visual aids, in particular, enhance comprehension, retention, and conceptual organization; they clarify complex ideas, reveal thought patterns, and assist second language learners by identifying gaps in linguistic ability. These pictorial aids harness learners' cognition and imagination and actuate participation and the openness to learn. Moreover, illustrations, diagrams, charts, and multimedia presentations (e.g., well-prepared PowerPoint slideshows), are commonly used in modern classrooms to facilitate students' comprehension and encourage engagement (Pateşan, et al. 2018).

Krčelić and Skledar Matijević (2015), in relation to this, assert that images, videos, and mind maps promote understanding and recall in EFL teaching settings. When applied with a plan in mind, such assets inspire creativity, increase motivation, and contribute to better retention; these factors often yield in better learning outcomes.

Similarly, visual means help teachers in overcome resource limitations by simplifying abstract content through accessible formats like diagrams and illustrations. Using a

combination of imagery-based aids with verbal instructions creates better communication structures and promotes an understanding of new materials. This dual mode of communication, visual and verbal, creates stronger cognitive connections and leads to notable performance improvement (Dolati & Richards, 2011). Wiyati and Marlina (2021) highlighted that visual technologies are essential for enriching language learning, as they can facilitate thought exchange. Technological-driven aids, for instance, digital presentations and interactive media, build immersive experiences that enhance cognizance, pronunciation, and cultural awareness; their deployment can improve language proficiency through connecting visual input with real-life communication.

Shifting focus to speaking instruction, Gistituati et al.(2018) observed that visual aids have an appreciative role in enhancing students speaking skills; namely, improved confidence, reduced nervousness, and promoted content retrieval. Among all tools examined, their study showed that pictures proved most effective, as they helped students feel more comfortable and remember material more clearly during speaking tasks.

Afraz et al. (2018) supported similar findings in a study that explored the influence of pictorial aids on speaking performance. The results showed augmented participation and reduced reluctance to speak. Visual materials functioned as a cognitive tool; both teachers and learners were benefited. However, since the study focused on intermediate-level learners in a specific context, broader generalizations should be made with caution. The authors also illustrated how visual tools contribute to intercultural awareness, as they encourage learners to express themselves creatively and explore cultural perspectives in greater depth.

From the discussed scholarly standpoints, the presence of visual supports in the classroom raises levels of motivation, curiosity, and creativity. As students respond more actively, their engagement improve; this correlation strengthen the justification for their

continued use. The compelling nature of these means further help students' develop their speaking abilities and become collaborative and reducing learners' anxiety about language accuracy, as visuals guide and assist them during speaking tasks.

1.4 The Combination of Gamification and Visual Aids for Speaking Instruction

Integrating diverse teaching methods reinforces language learning, it can create a flexible and stimulating learning atmosphere. Successful execution depends on well-trained educators who can adapt and apply various approaches to optimize student outcomes (Rustamova & Baxtiyorova, 2024). In this context, combining gamification and visual aids, as a synergistic technique, may serve as a practical strategy for speaking instruction when thoughtfully planned and purposefully applied.

1.4.1 The Synergy of Gamification and Visual Aids

The synergy of gamification and visual aids is not a peculiar concept, as most modern games already integrate visual features to add more interactive experiences when playing. For instance, Achtman, et al. (2008) noted video games are highly visual and game playing amplify visual cognitive skills by improving attention distribution and rapid information processing. In addition, video games have evolved from entertainment to the educational system that intend to combine learning with the element of fun. They can be drill-and-practice games like 'Reader Rabbit' or 'simulation/strategy', or they can be strategic-thinking games like 'SimCity' and 'Civilization', which support students' learning processes, since it engage them in interactive experiences (Squire, 2003).

Casañ Pitarch (2018) highlighted the pedagogical potential of serious games in EFL learning, to a great extent, it promotes intrinsic/extrinsic stimulus and extends exposure to language input. However, even though digital game approaches are increasingly feasible due to technological advancement, their effectiveness depends on thoughtful integration into the

curriculum rather than mere inclusion. Both individual and collaborative learning experiences can be enriched through digital games, yet the extent of their impact varies based on learner engagement and instructional design.

Gamification, especially when combined with visual tools, fosters a state of flow and active engagement in learners (Villagrasa et al., 2014). By embedding meaningful narratives, avatars, and task-oriented challenges, such tools support natural language use and spontaneous interaction. Furthermore, Sailer et al. (2013) emphasize that addressing core psychological needs—competence, autonomy, and relatedness—through gamified environments contributes significantly to learners' intrinsic motivation and confidence.

Alyaz and Genc (2016) demonstrated that digital game-based language learning can improve vocabulary acquisition, especially for adult learners. Notwithstanding concerns regarding retention and real-life application that persist, structured reinforcement mechanisms such as adaptive feedback, spaced repetition, and contextualized language use can fill this gap. Considering the study focus, GVAs, when designed with these principles, may enhance short-term engagement and also contribute to long-term linguistic competence.

Similarly, in a flipped classroom context, Bagherpour et al. (2022) discovered that digital games increase the willingness to communicate in the learning setting. They advocated for their inclusion in flipped instruction to enrich communicative competence among peers and educators; one can tell that these recommendations underscore the need for a balanced approach. This advocates that the combination of gamification and visual aids might support meaningful interaction rather than serving as mere entertainment, which would contribute to optimized educational outcomes.

Reinforcing the idea, Wu et al. (2014), in an empirical study, established that using a digital board game collaboration task platform (Digital Learning Playground) improved students' communication skills, to a large extent, via providing immersive and context-rich experiences. Key factors included group learning with teacher support and digitalization/visualization for better engagement. The study suggests integrating gamified

learning tools into curricula and using small-group activities to refine language output.

Additionally, the instructional design adhered to CLT and TBLT principles while incorporating simulation gameplay with assessment tasks focusing on spontaneous language production. The figure below clarify the setting for the digital learning playground design used in this research.

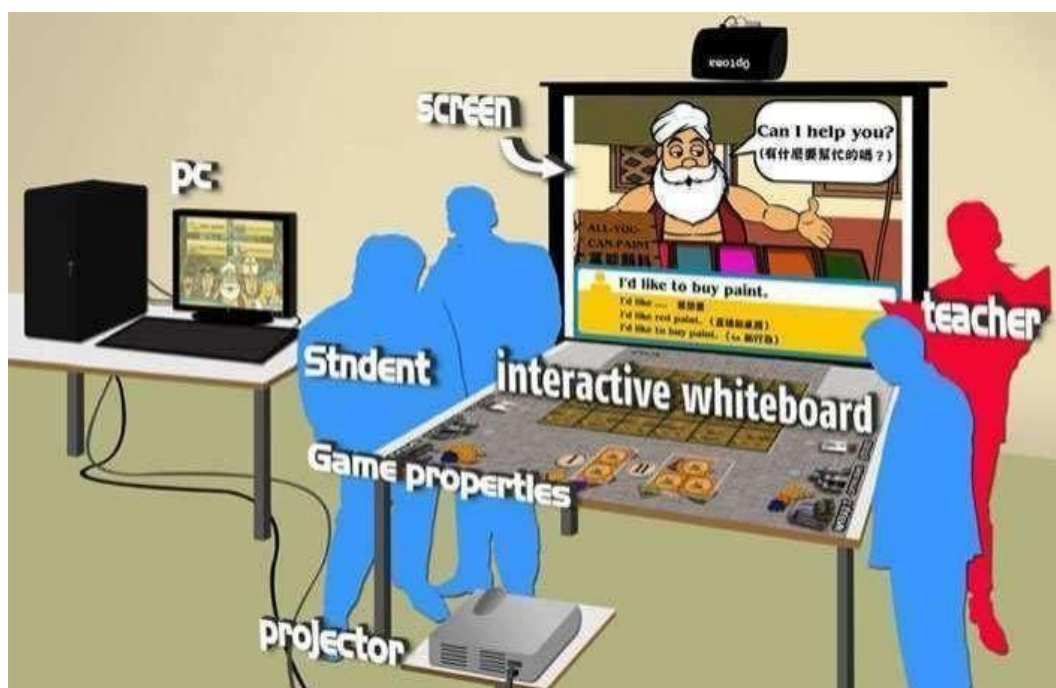


Figure 2

Figure 1.2. The setting for the digital learning playground (Wu et al., 2014,

Figure 2).

Concurrently, the investigation done by Hayati (2020) illustrated that using digital guessing games markedly enhanced students' speaking ability compared to traditional methods. It also underscores the importance of adopting engaging digital tools in speaking instruction as a way to minimize anxiety and support classroom rapport; their use enables learners to be more present and active in the speaking tasks. However, the supportive atmosphere digital games provide for speaking practice is contingent on how well they are designed. Therefore, by shifting classroom dynamics from passive learning to active engagement, the incorporation of GVAs in classroom spaces might function as a real-time alternative to virtual digital games, while also facilitating concrete instructional feedback and boosting peer-driven engagement.

In line with this, online educational platforms, such as Duolingo and Kahoot!, continue to underscore the didactic worth of gamified learning in developing learners' speaking competencies. Ritonga et al. (2022) highlighted Duolingo's value for novice Arabic learners, they noted that its gamified structure and visual support fostered basic speaking development. The study also advocated for more seamless integration of technological tools into formal learning. Similarly, Zhang and Yu (2021) confirmed that Kahoot! increases motivation, heightens engagement, and strengthens knowledge retention. The platform's vivid interface, featuring colorful visuals, countdowns, and music, creates an exciting atmosphere that alleviates anxiety and enriches the learning process.

However, the practical deployment of such platforms is not without complications. Duolingo, although beneficial for foundational skill-building, falls short in facilitating advanced speaking tasks and relies heavily on mobile access, which may cause a dilemma for broader application without enough instructor oversight (Ritonga et al., 2022). Moreover, universities must navigate infrastructural and financial demands when incorporating such technologies into traditional curricula. In parallel, Zhang and Yu (2021) identified barriers with Kahoot!, especially in virtual classrooms; technical disruptions, connectivity issues, and visual strain from screen projections can disrupt students interaction. Although Kahoot! promote participation, it does not inherently encourage sustained dialogue, and some learners may remain passive despite external engagement cues. Given these limitations, GVAs may provide a more grounded and interactive classroom alternative. In contrast to platform-based tools, GVAs can be tailored to ensure consistent involvement, deepen communicative exchange, and support learners in building confidence during speaking tasks.

Thoroughly, the synergy between gamification and visual aids presents a functional instructional technique to language learning. The integration of interactivity and collaborative elements of GVAs may create opportunities for meaningful language practice, since it can

reinforce both linguistic and cognitive skills. As technology continues to advance, these learning supports hold the potential to transform traditional language methods; learners, in this situation, are offered with more personalized, flexible, and engaging experiences within the educational setting.

1.4.2 Cognitive and Affective Benefits for EFL Learners

In order to understand the ‘how?’, students tend to rapidly learn and grasp the different information directed to them; it is essential to stress the strength of their cognitive abilities that not only could help their apprehension of the input but also construct unconscious output-skills. It would act like an autopilot that guides the communicative exchange without imposing pressure on learners to overly think about what to say and what to not say. GVAs in this regard offer a mix of cognition-stimulating aspects, as both games and visuals are enriching for the mental processes.

Building on this notion, visual displays are especially beneficial when it comes to aiding information selection, organization, and integration, which reinforces comprehension and processing efficiency (McCrudden & Rapp, 2015). Cognitively speaking, games are particularly usable in promoting motivation, attention, and problem-solving skills. They encourage learners to observe, imagine, apply critical thinking, and communicate this input, which mirrors natural language acquisition processes (Gozcu & Caganaga, 2016). When combined, the resulted structure would optimize understanding even more.

Within the scope of EFL learning, digital games sharpen logical thinking and memory through error-feedback cycles. Multiplayer interactions build adaptability and reduce communication anxiety; besides, scaffolded reflection and repeated exposure to language structures reinforce retention (Otero De Juan & Garcia Laborda, 2013). In a similar way, Wouters et al. (2013) explained how a multimodal environment, using serious games, aids

language acquisition through visual encoding and authentic practice. Games, whether digital or traditional, contribute to EFL learners' cognitive, social, and linguistic progress. They can also develop creativity, tolerance for difficulties, and oral language skills, especially among younger learners (Reinders, 2016).

Furthermore, Pateşan et al. (2018) arguably stated that using multimedia visual aids in English language classes boosts comprehension through associating it with cognitive mechanisms, meanwhile supporting assorted learning styles and informal speech practice. Also, Casañ-Pitarch (2017) also noted that the use of serious video games with content and language learning actuates cognitive skills. Their interactive and multimodal sort bolster knowledge through repetition, and creates low-pressure environment alleviates cognitive load. Furthermore, strategic gameplay cultivates executive functions, for example, self-regulation and adaptability. This kind of games encourage real-time interaction, risk-taking, and the openness to articulate thoughts; thereby, they contribute to better verbal communication and simultaneously cultivate a more emotionally affective approach of communications (Reinders & Wattana, 2015).

In light of the arguments presented, the usage of GVAs could provide similar constructive backing as digital and video games in improving speaking abilities. Their multi-perceptive and emotionally affective characteristics can increase both linguistic and communicative aspects of the learned tongue.

1.5 Gamified Visual Aids in Speaking for Instruction

Stakeholders should consider designing learning materials that encompass textbooks and keep up with the generational shifts in technology and learning preferences. By taking this into consideration pupils would be more invested in learning; it would trigger intellectual curiosity, involvement, and experiential learning in speaking training. As a growing field

material development explores the design, implementation, and evaluation of language learning resources (Tomlinson, 2013). With the increasing reliance on digital technology in nowadays classrooms, there seems to be a greater need for interactive adaptable materials that accommodate diverse ways of processing information. Arguably, adopting gamified visual materials can help educators adapt dynamic oral expression activities that could ameliorate communicative speaking abilities.

1.5.1 Developing Gamified Visual Aids as Materials for Speaking Instruction

Materials play a crucial role in education, they backup the language development process. Effective materials extend beyond textbooks to comprise supplementary resources like songs, poems, and visual aids to enhance communication skills. Leveraging these resources with task-based materials can enable instructors to assist learners' oral expression (Masuram & Sripada, 2020b). Tomlinson (2013) also argued that the future of materials development appears to prioritize personalization, learner autonomy, and multidimensional approaches to language learning. Taking this a step forward, recent advancements in educational technology have appeared to support the emergence of GVAs, which apply game-like elements to attract students' attention and aim to improve their communicative oral proficiency.

Following this rationale, the use of multimedia-based learning materials in speaking activities seems to energize learners by blending visual, auditory, and synergistic elements that elevate their communicative responsiveness. Interactivity, hence, plays a key part in maintaining learner involvement; it makes features like role-play simulation, animated dialogues, and real-time feedback valuable for task-based speaking activities (Ampa et al., 2013). The authors also added that well-structured content, user-friendly design, and contextual relevance ensure these adapted tools remain accessible, motivating, and aligned with learners' needs.

Expanding on this idea, contextualized internet-based instructional materials aid in the continued development of speaking instruction. Manurung (2015), with regard to the aforementioned, highlighted how interactive digital materials create a rich learning environment that aligns with purposeful speaking instruction, as they offer learners diverse opportunities to practice language use within authentic, context-driven scenarios; when combined with structured reading-based speaking tasks, it promote active participation, enhance motivation, and allow learners the autonomy to select topics relevant to their interests.

In parallel, Kiddle (2013) demonstrated the transformative potential of digital tools in language learning due to their capacity to foster a social learning environment. Even though some technologies, like interactive whiteboards remain underutilized, practical implementation can consolidate peer. In speaking instruction, digital materials support experiential learning, varied sensory input, and learners' autonomy. GVAs can reflect these principles, as the use of digital gamified content that involves visuals, speech-based applications, and task-based multimedia may allow learners to participate in inquiry-driven and experience-oriented, and it may also, as a result, assist them to refine their verbal language skills.

In order to overcome EFL students' oral production difficulties, instructors need to embrace and modify diverse pedagogies, interactive materials, and practice-intensive approaches with the incorporation of technology for student-centered instruction. GBL can be a reliable solution, since it fosters enthusiasm, collaboration, and the aspiration to speak, and also supports vocabulary retention and speaking attitudes. However, to prevent a decline in intrinsic motivation, it is essential to balance game-based activities with structured learning to ensure purposeful language practice (Abugorah et al., 2019; ismaizam et al., 2022). This indicates that incorporating well-designed speaking practice with educational games and adaptive technological tools can contribute to improved spoken output; it, as a realization, appears to support the importance of integrating game-based visual aids in speaking classes.

Moreover, Ke (2016) suggested that designing advantageous learning games requires integrating intrinsic fantasy and content into core mechanics, rather than treating it as an add-on. The study emphasized the role of visual scaffolding, interactive simulations, and problem-solving tasks in promoting knowledge application. Additionally, adaptive support and quality-time feedback enhance retention and classroom rapport. With regard to the studies case, GVAs correspond to these teaching strategies; through the incorporation of simulation-based learning and visual narratives, one can imply that these learning assets may promote language learning and productive spoken language use.

Bringing everything together, the development of GVAs for speaking instruction draws upon multimedia learning, interactive digital materials, and game-based design principles to possibly contribute to enhancing learners' cognitive involvement, naturally occurring language, and confidence. Through the careful implementation of interactive simulations, real-time feedback, and contextualized content delivery, these materials could create flexible, student-centered speaking environments that target active learning and valuable exchange.

1.5.2 Practical Examples of Gamified Visual Tools for Speaking Activities

A game is an activity with rules, a goal, and an element of fun. It can be competitive, where players race to win; cooperative, where they work together towards a common goal; or communicative, especially if they are collective rather than individual (Hadfield, 1990). The use of popular communication games (e.g., board games, mystery games, and strategy-based games) in EFL speaking instruction represents a powerful pedagogical shift. Notably, speaking games promote oral communication, creativity, and classroom solidarity. For instance, role-playing and simulation, card-based discussion games, storytelling, story completion, picture-based speaking games, and interview-based games are beneficial for speaking practice (Kayi, 2006).

For example, contextualized card game can enhance students' speaking practice through increased engagement, confidence, enthusiasm, and linguistic accuracy (Muslichatun, 2013). Similarly, participatory mystery games like 'Murder in the Classroom improves students' fluency, participation, and critical thinking through role-play and participatory discussion. It provides a fun, immersive way to practice narrating events and build communication skills in an EFL setting (Macmillan, 2006).

Moreover, Ali et al. (2016) demonstrated the effectiveness of puzzle and riddle-based games in EFL learning, with embedding visual aids like cartoons, slides, and maps and interactive storytelling, showing their role in promoting speaking confidence and vocabulary retention in a relaxed and compelling learning atmosphere.

Furthermore, Wong Hui Tiing and Md Yunus (2021) demonstrated that game like 'Monopoly', 'Snake and Ladders', 'Chess', 'Werewolf', and 'Avalon', have been productively used to strengthen EFL learners' speaking ability. This kind of games indirectly encourage fluency and pronunciation by providing learners with contextualized conversations, structured sentence formation, and spontaneous speaking opportunities. Strategy-based games like 'Werewolf' and 'Avalon' promote negotiation skills and communicative competence; the pronunciation games like the 'LOSS Board Game' also help improve intonation, stress, and articulation. Teachers can tailor beneficial educational games, like those mentioned above, to suit learners' needs to promote unrehearsed spoken language practice through context-rich activities.

For communicative game designs, Hadfield (1990) presented various games that improve speaking performance. Namely, *Married Life or Getting Out of Doing the Washing-Up* is a board game where players use obligation expressions to avoid chores through bluffing and negotiation. Likewise, *Sci-fi Domineos/Fairytale Domineos* is an arranging card game that

promotes storytelling by collaboratively building a narrative. Furthermore, *Detective Work* is a small group card game where students reconstruct a murder case by sequencing shuffled event cards. *Alien* is a role-playing game where students, acting like UFO witnesses, piece together narrative-based role cards.

Instructors can take ideas from the previously discussed games to engaging and pedagogically practical GVAs for speaking tasks. The following examples suggest how various game formats might be adapted to create immersive speaking activities.

- ✧ Mystery role-playing games with visual clues and animated backgrounds– Players take different roles in a mystery scenario, with the use of visual clues and animated settings to solve the case through spoken interaction (e.g., *Murder in the Classroom*).
- ✧ Solving visual riddles and puzzles with slideshow or video hints – Learners engage in puzzle-based speaking tasks, where images, slideshows, or video clips provide clues that must be described, analyzed, or discussed aloud (*Detective Work* – students reconstruct a shuffled crime narrative using visual clues).
- ✧ Strategy games with interactive posters and digital infographics – Players use virtual charts, infographics, and strategic maps to make decisions and verbally justify their choices in a competitive or cooperative format (*Married Life* – a bluffing and negotiation game where players use obligation expressions to avoid chores).
- ✧ Board games with animated effects and interactive elements – Classic board games (e.g., *Monopoly*, *Chess*) are enhanced with digital animations and pop-up interactive prompts to guide speaking activities (*Getting Out of Doing the Washing-Up*– a board game where players negotiate ways to escape responsibilities).
- ✧ Card games with visual storytelling and dynamic animations – Learners use illustrated digital or physical cards with evolving animations to build, narrate, and role-play scenarios,

improving speech spontaneity and creative expression (Sci-fi Dominos/ Fairytale

Dominos– arranging story fragments to construct a collaborative narrative)

✧ Multiplayer video game-inspired activities with integrated visual prompts, interactive dialogue options, and speech-based challenges – Players engage in real-time speaking tasks within a digital game world, using voice commands, interactive NPC conversations, and visual-based challenges to enhance participation and engagement (Alien – students role-play as UFO witnesses, piecing together a story from role cards and visuals).

Applying practical examples with specific classroom objectives might aid learners' knowledge acquisition; simultaneously, scaffolding their speaking proficiency. Incorporating contextually rich scenarios, role-playing activities, or collaborative tasks tailored to learners' needs allows educators to produce a rich learning experience that reinforces both conceptual understanding and speaking abilities. The discussed games are just examples and teachers can navigate and create even more applicable games, including different visual items and activity designs to suit studying requirements.

1.6 Potential Advantages of Gamified Visual Aids for Learners' Speaking Ability

Expanding upon the previous discussions of GVAs and their potential on EFL learners' speaking ability. Most studies have revealed that the elements of gamification and visual aids, as separate aspects, contribute to improving learners' smooth oral expression and communicative competence. The additional virtue of GVAs is that they may unify the beneficial characteristics of both aspects.

Wong Hui Tiing and Md Yunus (2021) maintained that gamification provides a range of benefits for improving speaking skills in EFL classrooms. It raises learners' motivation, engagement, and creates a lively and participatory classroom harmony. Learners, in this situation, gradually develop fluency, pronunciation, and grammar independently without the

overexposure to structures. In the interim, they also reduce speaking anxiety and boost confidence. Board games, specifically, create practical language applications, encourage teamwork, and expose students to varied speaking opportunities. Moreover, the organized but responsive characteristic of gamified learning preserves learners' interest and promotes comprehensive interaction, thus maximizing the efficacy of the process and enjoyment.

Additionally, adding visual supports to language settings optimizes comprehension, since it makes information easier to grasp and recall. They also provide a framework for structured speech, which aids students' attention, so they articulate their ideas clearly. From images and real objects to models, a variety of visual aids promote a sense of belonging and form a welcoming learning space (Gistituati, Refnaldi, & Syaifullah, 2018).

Comparably, Hayati (2020) noted that the utilization of digital speaking games provides numerous benefits for developing speaking proficiency. Infused with fun and purpose, these games create a space where learners can explore language creatively and respond spontaneously. Beyond entertainment, digital guessing games, for example, refine students' reasoning processes and questioning strategies; these skills help them carry on conversations more effectively. Such games provide structured language exercise, which allows students to use language continuously and build communicative flexibility.

In conclusion, GVAs might enrich EFL speaking instruction by making learning more intriguing, responsive, and inspiring. These investigated materials may have positive learning attitudes for communicative speaking skills; they, at the same time, create a relaxed, low-pressure space that empowers active participation. Blending structure with creativity, these supports can turn speaking practice into an exciting, participatory experience; therefore, language learning can become more rewarding and experiential through this method.

1.7 Potential Challenges in Implementing Gamified Visual Aids for Speaking Instruction

Although GVAs come with notable merits for the cultivation of speaking abilities, its implementation in the classroom may face major constraints. Though these materials may combine synergistic elements, their limitations may also fall into the same possibility. Studies, therefore, have identified various struggles faced when conducting each technique alone; together, GVAs may cause both.

One significant challenge is that pictorial aids, albeit motivating, do not always foster interactivity, as some students remain passive. Their practicality heavily depends on teachers' ability to integrate them properly, yet many instructors lack adequate training. Additionally, overuse may lead to cognitive overload or boredom; this poor alignment with students' cognitive levels can cause frustration. Furthermore, preparing and testing these materials requires time, adding to teachers' workload. Since utility varies by context, more research is needed for generalization (Afraz, Taghizadeh, & Taghinezhad, 2018; Wiyati & Marlina, 2021).

Similarly, Amrullah (2015) clarified that speaking games require careful selection to match learners' proficiency levels; at the same time, they should maintain engagement. Classroom management becomes challenging due to noise and distractions, and some students struggle with the competitive nature of games, causing more anxiety. Moreover, adapting or creating games demands time and effort from teachers, who may also lack the necessary training.

Technical issues further complicate gamified learning. Limited resources, unstable internet, and small projector screens disrupt lesson flow. Also, digital tools, such as 'The Digital Learning Playground', are often costly and inaccessible in many institutions. Their reliance on technology introduces risks of malfunction, whereas the shift in the teachers' role to an observer may require adjustments to traditional instruction. Moreover, even though digital tools foster

engagement, they cannot fully replace formative, natural communication in language learning (Nguyen & Luu, 2021; Wu et al., 2014).

With respect to the cited limitations, applying GVAs for speaking activities can lead to a combination of difficulties: limited resources, classroom management issues, time constraints, technical problems, high cost, insufficient teacher training, the time-consuming nature of game design, and the complexity of managing visual aids with game designs may collectively appear. Also, the lack of traditional methods may create an imbalance in feedback, subsequently affecting the effectiveness of these tools in the classroom.

Despite the mentioned constraints, emerging technologies such as Artificial Intelligence (AI) and design platforms hold promising remedies. AI can generate interactive games, videos, images, and personalized learning materials; with these tools, the burden on teachers can be reduced and, thus, the engagement can be maintained

Gee (2003, as cited in Van Eck, 2007) states:

The biggest thing limiting games in education, in my view, is the lack of good artificial intelligence to generate good and believable conversations and interactions... We need games with expert systems built into characters and the interactions players can engage in with the environment. We need our best artificial tutoring systems built inside games, as well... Then we will get games where the line between education and entertainment is truly erased.

If technology continues to advance more, it may address the technical issues, and thus, the future implementation of the investigated learning aids could become smoother, more accessible, and less demanding for both teachers and learners.

Conclusion

The incorporation of GVAs into oral expression sessions appears to redefine speaking instruction, as it makes them more communicative and thought-provoking. When merging interactivity, visual simulations, and structured gameplay, these learning devices seem to create a dynamic space where learners can develop speaking spontaneity, confidence, communicate smoothly, and participate in classroom speaking tasks. Beyond potentially improving speaking skills, they may also contribute to the creation of a lower-anxiety environment and promote cognitive growth. The combination of visual storytelling, challenge-based games, and real-time feedback might sustain learners' motivation; concurrently, deepening their cognitive engagement. If thoughtfully implemented, GVAs have the potential to transform oral expression into a more meaningful and enjoyable journey toward language mastery.

Chapter Two: Task-Based Classrooms

Chapter Two: Task-Based Classrooms

Introduction

2.1 Task-Based Learning as a Prominent Language Teaching Approach

2.2 Task-Based Learning Framework in Language Classrooms

2.3 Impact of Task-Based Learning on Speaking Proficiency

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Conclusion

Introduction

Developing speaking abilities necessitates consistent language practice that enables learners to articulate and internalize their linguistic input in the target language; also, to induce their ability to speak automatically without conscious pressure. Since this is the case, educators should consider selecting instructional approaches that place verbal interaction as a top priority; subsequently, yielding in better learning outcomes. Task-Based Learning (TBL) can be referred to in the presented case, since it works as practical approach that seeks to guide learners in training their speaking skill and constructing communicative abilities; instructors can tailor different tasks that serve different learning needs to achieve course objectives: improving practical speaking skills. As a flexible and interactive approach, having a task-based classroom context also provide an ideal setting for incorporating Gamified Visual Aids (GVAs), since they operate within this contextual framework . Consequently, this chapter delves into the importance of adopting a learner-centered, task-based classroom and its effect on students' speech production. Task-based classrooms, as a context, introduces variation into the norm by transforming repetitive speaking drills into purpose-driven tasks that maintain students' desire to learn more.

2.1 Task-Based Learning as a Prominent Language Teaching Approach

TBL has been widely adopted by English as a Foreign Language (EFL) teachers due to its efficacy in addressing classroom interaction problems and shifts focus from the sole teacher's talk to teacher-learner communication, since it is a learner-centered approach. Its process-oriented nature makes it convenient to assess students' continuous progress in language rather than evaluating only the final outcome, which produces a rich scholarly endeavor. In agreement with this, Robinson (2011) highlighted that Task-Based Language Teaching (TBLT) focuses on tasks as a principled organization of language learning. Unlike conventional methods, TBLT instructors employ sequenced tasks to allow learners to develop their language

capacity, which help to bridge gaps in knowledge and consolidate new forms. It also promotes the development of students' interlanguage through the requirement for active language use to solve problems and achieve goals, thus pushing them ahead in language proficiency (Hashemi et al., 2011).

Ellis (2003) advocates for TBLT's efficiency when it comes to the improvement of the four macro skills, which include speaking, writing, reading, and listening. Research carried out in an Indonesian context by Maulana (2021) found that TBLT enhances students' macro skills at a rapid pace; it is a pedagogical practice worth adopting for the general development of language capacity. Although the approach is effective in increasing macro linguistic abilities, it can also be practical for micro language skills such as vocabulary, grammar, and pronunciation.

Newton (2001) argued that applying communication tasks can efficiently expand vocabulary through assisting learners form associations between familiar and new words in meaningful context. TBLT facilitates student-centred learning, which allows learners to apply what they have learned through stimulating tasks (Huang & Gandhioke, 2021). Furthermore, Nguyen (2012) opined that this instructional model should be adopted for presenting new vocabulary, in consideration of beneficial results obtained in the research study.

Grammar tasks encourage communication about grammatical forms and can support second-language acquisition by promoting implicit knowledge through interaction and explicit knowledge through rule discovery (Fotos & Ellis, 1991). according to Ellis (2009) TBLT do not exclude grammar; instead, it embeds it in some way, namely through form attention during the pre-task, main-task, or post-task phases, which can be advantageous for language acquisition.

NamazianDost et al. (2017) asserted that, since TBLT highly improved Iranian junior high EFL students' grammar level and motivation compared to the traditional practices, it can be

useful when conducted effectively with regard to learners' grammatical needs. They found that experimental group students, when relying on real-life tasks, showed higher engagement and overall language development, including reading, writing, and speaking.

Similarly, TBLT do not overlook the teaching of pronunciation, as it can also be a means to assess the pronunciation of L2 learners via communicative activities that are designed to test the improvement of learners' pronunciation (Ellis, 2009). Gurzynski-Weiss et al. (2017) research revealed that TBLT appears to promote L2 pronunciation development by blending form-focused instruction with authentic communication resulting in better L2 pronunciation. The advantages of TBLT, therefore, are not only for grammar and lexis but for pronunciation, fluency, and communication in general.

In short, due to its process-based nature, TBLT can be a good approach used in L2 acquisition. As much as there are certain difficulties with task design, the capacity to elevate language acquisition to another level makes it a crucial approach in language instruction (Hismanoglu & Hismanoglu, 2011). Therefore, TBL is an effective teaching approach that can be used by teachers to track, assess, and measure EFL learners' achievement in language mastery.

2.2 Task-Based Learning Framework in Language Classrooms

EFL teachers implementing the TBLT approach should design classroom activities around significant tasks that require students to actively use the language. The resulting task-driven engagement allows learners to experiment with grammar, vocabulary, and discourse in a context that gradually forges a connection between theory and application. As they participate, learners internalize language patterns and adjust their output based on teacher and peer feedback; through this ongoing process, they progressively develop a more precise and sophisticated interlanguage (Hashemi et al., 2012). Furthermore, TBL follows a dependable

systematic framework that helps teachers plan purposeful tasks with assessment standards and organize classroom dynamics (Sholeh et al., 2020).

Willis (1996), in ‘A Framework for Task-Based Learning’, argued for reshaping the classroom into a simulation of real-world communication. The author described TBL as a pedagogical innovation that revolutionizes the traditional language educational setting. In this framework, tasks are not arbitrary exercises; instead, they stimulate learners to acquire language more naturally by using it in authentic contexts. It delineates specific responsibilities for both teachers and learners across different stages of the task process, with each phase serving a certain teaching aim.

According to Willis, the teacher assumes multiple roles throughout the process. Initially, the teacher acts as a monitor, then transition into an advisor, later facilitates as chairperson, and finally provides feedback. The given functions correspond to different stages of the task cycle and enable students to recognize their areas of strength and identify specific aspects that require improvement.

Willis’s model is divided into three main phases. In the Pre-Task Phase, the teacher introduces the task topic, activates students’ background knowledge, and explains what they are supposed to do. This stage is not meant to teach the target language directly; instead, it prepares learners for the upcoming activity to ensure understanding and build confidence.

The second phase, known as the Task Cycle, forms the core of the framework. During the initial task stage, students work collaboratively to complete a communicative task; they are encouraged to prioritize meaning and exchange instead of focusing on form. In the planning stage, learners reflect on their performance and begin editing their language, with support from the teacher who is expected to guide them toward improved clarity and accuracy. The final part of this cycle is the report stage, during which students share their outcomes with their peers

through oral presentations, written texts, or digital formats. The interactional nature of this stage nurtures critical thinking and reinforces classroom engagement.

In the final stage, called Language Focus, students turn their attention to linguistic form. Teachers lead activities that help learners examine their own language output, which deepen their understanding of grammar, vocabulary, and pronunciation. Through this phase, students develop heightened awareness of the language structures while preserving their communicative intent.

The following diagram, adapted from Willis by Mettar (2021), visually represents the task-based learning framework:

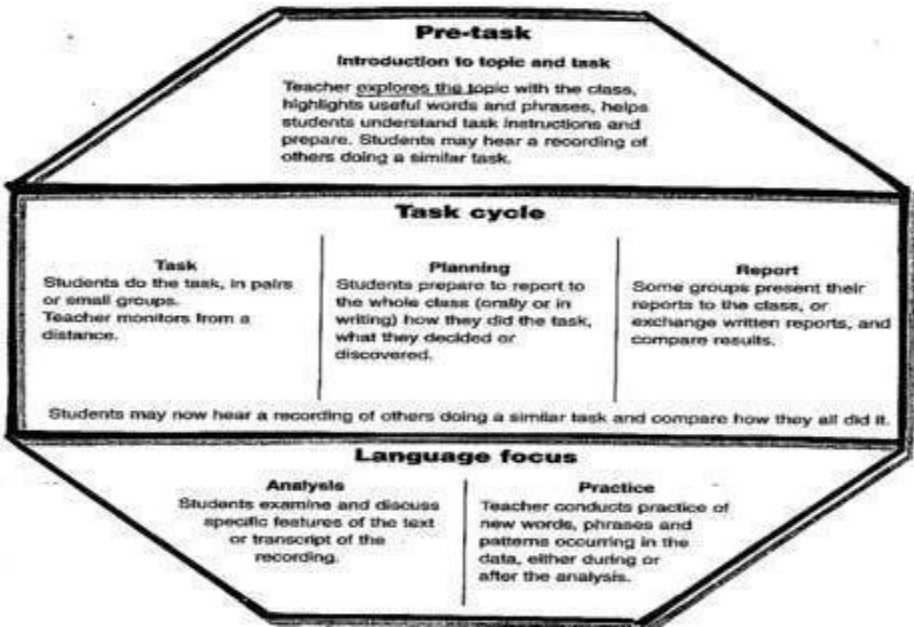


Figure 3

Figure 2.1. A framework for task-based learning (Mettar, 2021, adapted from Willis, 1996, p. 38)

Numerous studies have examined the effectiveness of this model. Mettar (2021) reported that Moroccan EFL teachers advocated for the potential of TBL; however, many of them faced obstacles such as insufficient training, a shortage in instructional materials, and difficulties in classroom management. The given challenges suggest that successful implementation depends on continuous teacher support, resource availability, and institutional backing. In another study, Haung (2010), who also adapted the TBL framework for grammar

instruction among adult learners, found that this approach promote significant improvements by shifting the emphasis from early accuracy to the implicit acquisition of grammatical structures in meaning-focused communication. Similarly, Hung (2012) investigated how the first language can be integrated into TBL and affirmed that Willis's framework presents a logical structure for sequencing classroom activities.

In terms of learner psychology, TBL has also shown positive effects. Milon et al. (2023) discovered that task-based lessons reduced learners' anxiety, improved their fluency, and encouraged active involvement in Bangladeshi university settings. The study demonstrated that learners felt more encouraged and collaborated more willingly in environments that encouraged spontaneous language use. In correspondence to this, Olusegun (2024) concluded that classrooms which promote risk-taking and allow learners to make mistakes yield grater confidence and communicative competence.

To conclude, the structured, learner-centered nature of Willis's (1996) task-based framework enhances both the quality of classroom interaction and the effectiveness of speaking instruction. Due to its feedback-based nature, this model supports not only students communicative development but also linguistic enhancement. Also, given its adaptability and evidence-based success, it stands as a promising foundation for speaking-focused instruction and could be applied in the development and implementation of GVAs for communicative tasks.

2.3 Impact of Task-Based Learning on the Speaking Ability

Students' speaking challenges—linguistic, psychological, cultural, and environmental—directly affect oral expression; therefore, teachers should shift from the traditional ways of speaking instruction to learner-centered procedures including consistent exposure, meaningful interaction, and confidence-building strategies (Jamoom & Bahron, 2024). Speaking assessment poses particular difficulty due to the complexity of the skill, as it draws on multiple

dimensions that are not easily correlated or objectively measured. For this reason, evaluative formats such as role-plays, small-group discussion, and oral interviews offer practical alternatives for assessing this productive ability in actual classrooms settings (Kitao & Kitao, 1996).

Improving speaking skills is essential for EFL learners' language proficiency, since it facilitates the rapid and automatic production of comprehensible speech. Thomson (2017), for example, introduced a diverse set of classroom activities, such as listening tasks with gist questions, role-play practice, and recording performances, as part of speaking instruction. His findings revealed that the experimental group outperformed the control group in task-based speaking; accordingly, the research affirmed the value of varied activity design in developing learning aptitude and oral communication capacities. Similarly, Derakhshan et al. (2016) stressed that successful instruction depends on the selection of relevant language input and speech enhancing strategies; tools like role-plays, visual aids, chants, and interactive interviews contribute to improving both fluency and communicative appropriateness.

Malihah (2010) argued that teachers should consider incorporating TBLT into speaking instruction to enable students use the goal language in everyday contexts; it lowers their anxiety and boost their speaking performance. In a case study at PUNIV-Cazenga, Albino (2017) illustrated how task-based learning can enhance fluency through the exposure to authentic language practice; it was affirmed that TBL effectiveness go beyond the classroom environment to extend to applying linguistic output in real social interactions.

Masuram and Sripada (2020a) observed that task-based interventions heightened students' motivation and fostered more robust oral engagement in the target language. Complementing this, Saud (2024) reported increased enjoyment and confidence among Saudi female secondary school students following TBL adoption; the study highlighted how

integrating task-based activities into syllabi can improve English proficiency while keeping up with communicative needs and the global workplace.

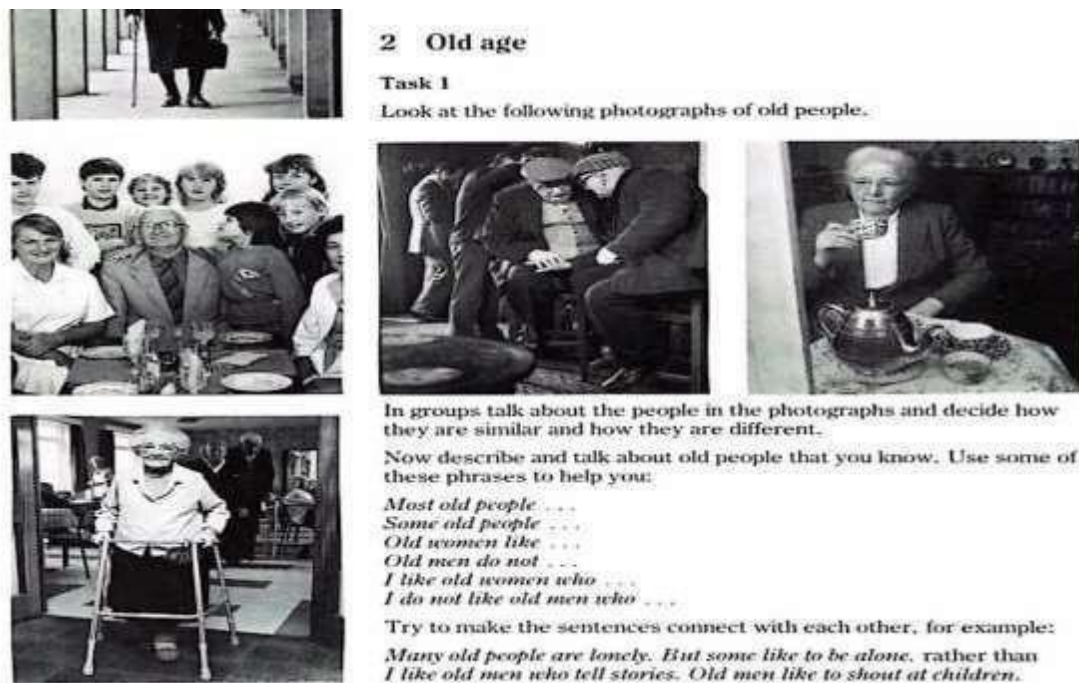
Collectively, the given findings that meaningful participation in speaking tasks lead to more fluid and nuanced speech production. Designing communicative activities tailored to learners' needs offers instructors with a clearer lens through which to observe students' oral development. Such exercises could additionally serve as a basis for developing GVAs, which enrich the classroom speaking practice through learner-centered formats.

2.4 Designing Effective Speaking Tasks

Language ability must be assessed through tasks since actual communication is the integration of multiple skills. Though some tasks examine one skill, the majority examine an integration of listening, speaking, reading, and writing (Nunan, 1989). Tasks are primarily interested in oral skills, especially speaking, though they may involve reading and writing. "Task" is employed to refer to activities that use any language skill, but the emphasis remains on oral tasks due to the focus on task-based research and pedagogy (Ellis, 2003). Based on Nunan (2004), A pedagogical task engages students in using grammatical knowledge to communicate meaning by comprehension, production, or interaction with a focus on communication rather than form and a clear structure.

Ellis (1987) recommended a number of tasks for speaking assessment. As the author stated, "Most of the activities in the book are interactive. They have been designed to enable the students to talk with each other in conversation" (Ellis, 1987, p. 8). The presented tasks feature topics like travel, fiction, humor, work, and education, with interactive questions and photographs. Ellis (1987, p. 34) described varied interactive tasks designed to refine speaking skills. For example, "one student writes his/her list of jobs on the blackboard and explains the order to the rest of the class. The other students ask questions or make comments." One other activity involved presenting pictures of various dishes and asking learners to provide their

ingredients. Similarly, one activity required students to find riddles in their native language, create their own in English with a partner, and then challenge another pair to solve them. Additionally, a task displayed a set of book covers, prompting learners to analyze and discuss the features that make a book cover visually appealing. One of the activities involves students working in groups and describing photographs of elderly individuals, as seen in the figure below.



2 Old age

Task 1
Look at the following photographs of old people.

In groups talk about the people in the photographs and decide how they are similar and how they are different.
Now describe and talk about old people that you know. Use some of these phrases to help you:

Most old people ...
Some old people ...
Old women like ...
Old men do not ...
I like old women who ...
I do not like old men who ...

Try to make the sentences connect with each other, for example:
Many old people are lonely. But some like to be alone, rather than I like old men who tell stories. Old men like to shout at children.

Figure 4

Figure 2.2. An illustration of a task for speaking training. (Ellis, 1987, p. 28)

In communicative other activities, the teacher can join in as a peer or observe from the periphery. Participating creates a limit on psychological distance between teachers and learners (Klippel, 1984). Besides, Klippel (1984) also introduced different patterns of speaking tasks to promote communicative fluency. This includes instances like "Choosing Pictures," where students select and discuss images based on preferences; "Back-to-Back," which is speaking about a partner's appearance from memory; "Lie Detector," a question task involving the necessity for players to spot false information; and "Partner Puzzle," in which learners describe

and assemble puzzle pieces in pairs. All activities are directed for a range of speaking aspects where description, explanation, observation, and conversation are included.

Folse (1993) also listed speaking tasks intended to improve speaking proficiency. For example, "Dialogue Practice," where students rehearse memorized dialogues with modifications; "Tic-Tac-Clock," which is a timed version of Tic-Tac-Toe where participants state the time to put their mark; and "Guessing Game: Who Am I?," where students act as one of the members of a family tree and provide clues so others can try to guess whom they are representing. These exercises are designed to promote interactive speech and communication practice. The figure below clarifies the activity of the family tree.

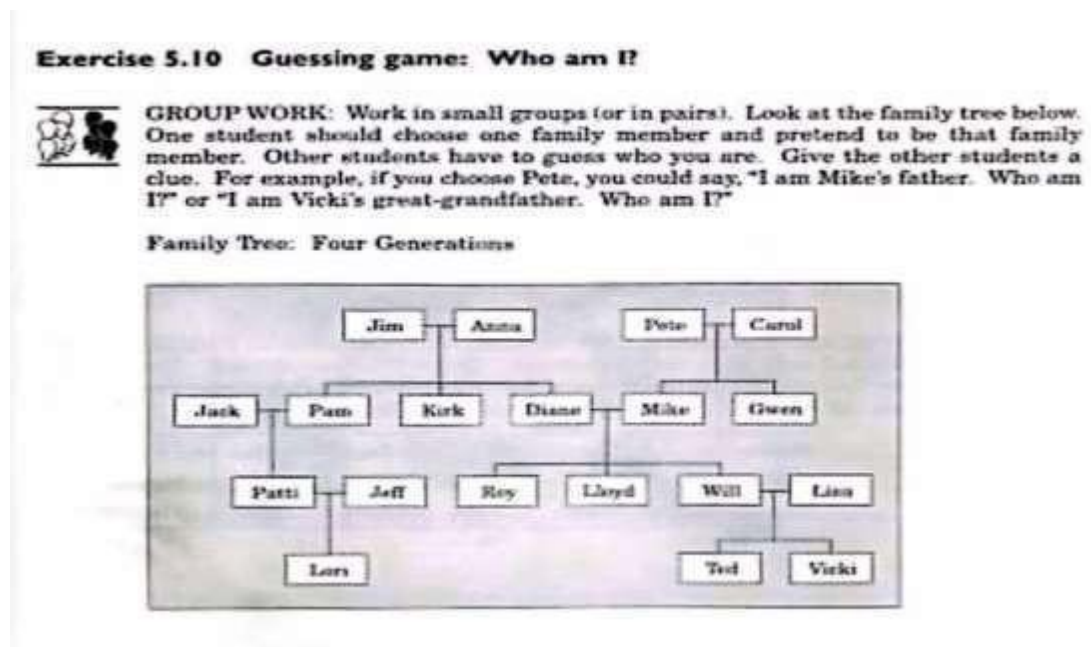


Figure 5

Figure 2.3: A Communicative Group Work Activity (Folse, 1993, p. 95)

Research studies highlighted the effectiveness of different activities on speaking ability. Dewi and Putri (2016), for instance, found that jigsaw techniques worked better than role play for most learners. However, students who experience more anxiety in speaking situations performed better with role play, while less anxious students did better in jigsaw. Afrizal (2015), by applying information gap tasks, showed that this kind of activities increased involvement, participation, and improved natural language use.

Moreover, Oradee (2012) revealed that discussions, role plays, and problem solving helped students speak more spontaneously and confidently. The used tasks created a safe atmosphere for self-expression and created a cooperative learning process, which enabled students to use language without fear of making mistakes. Comparably, Phuong (2018) studied the effect of picture description and found that it helped students organize their ideas with clearer structure. It also benefited their confidence and make them more willing to talk during lessons.

In a nutshell, teachers should focus on preparing effective speaking tasks that promote active participation and minimize anxiety in the classroom; these activities, when designed with caution to the targeted aspects of speaking, indirectly enhance other language forms besides the oral ability. In addition, progressively sequencing diverse tasks can yield better outcomes (Ellis, 2003). Therefore, including various types of tasks, inspired by scholars' activity designs and taking into account learners' specific needs, is crucial for maximizing educational gains.

2.5 Importance of Task-Based Speaking Classrooms

Classroom interaction is very important for language acquisition because, according to studies, classes are socially constructed in teacher-student and peer interaction. Supporting this, Ellis (1994) argued that the observation of classroom events can directly underscore how interaction determines the process of learning, especially through negotiation of meaning and interactionally modified input. Due to its inherently interactive nature, TBLT promotes communicative tasks that engage the learner in meaningful interactions, hence enabling language to emerge. In such a setting, task-based pedagogy provides learners with the freedom to engage in meaningful interactions, where they can choose linguistic forms that best suit their communicative purposes.

Moreover, Classroom context precisely influences language production, as different activities prompt learners to engage in varied speech acts, ranging from requests and clarifications to negotiations and elaborations (Ellis, 1997). The structure and nature of a given task determine the level of linguistic complexity and interaction required, as they shape how learners formulate and express their ideas. According to Masuram and Sripada (2020b), TBLT promote experiential learning via engaging students in communicative tasks that provoke cognitive abilities and facilitate language acquisition. Learners when actively applying their existing language skills allows them refine both fluency and accuracy over time.

Pica (2005) further emphasized that task-based learning in second language classrooms promotes genuine communication and cooperation by reformulating teacher and learner roles. As a research and teaching tool, the classroom functions as both a learning and research environment, since it allows for the implementation of long-term studies on language learning. Information gap tasks, for instance, require learners to exchange and clarify information, which leads to enhanced comprehension, effective feedback processing, and improved speech development. Learners, for this reason, would actively participate in impactful, goal-oriented communication, and it also strengthen their linguistic competence in an authentic classroom setting.

A task-based curriculum shifts the focus away from decontextualized language form to the use of language functionally, as it organizes learning around tasks that reflect real-life communicative needs. Its emphasis on pragmatic competence makes this approach render language learning purposeful and usable beyond the classroom (Oura, 2001). The utilization of a task-based syllabus can thus be enriching as it promotes engagement, real-time interaction, and language development.

Drawing on these insights, embracing a task-oriented educational setting might yield valuable pedagogical outcomes, especially in enhancing EFL learners' communicative

speaking skills. Hence, having task-based classrooms provides an environment where learners engage in purposeful language use, respond to real-world communication, and build confidence through continuous active engagement.

2.6 Challenges in Implementing Task-Based Speaking Classrooms

Although the TBL approach is highly constructive in EFL classrooms, particularly oral expression sessions, researchers have identified a number of challenges that disrupt its effective implementation. According to Al-Tamimi et al. (2020), TBL classrooms face challenges like external influences, learner differences, task complexity, and distractions, affecting engagement and performance. Limited class sizes and unsupportive environments further hinder successful implementation and generalization. As Adiantika and Purnomo (2018) also reported, the main shortcomings of TBL in teaching speaking skills include teachers' need for thorough preparation, limited time for task completion, and students' varied proficiency levels. Teachers are ought to carefully plan materials and strategies when implementing this approach to not face any further struggles.

Moreover, Le Van Tuyen and Huynh Hoai An (2019) noted that teacher subjective usage, students' lack of autonomy and motivation, and classroom management issues are a few of the obstacles that accompany the implementation of task-based speaking activities. Successful effectiveness is dependent on explicit target language instructions and active student participation. Additionally, disadvantages of TBLT also include students considering self-assessment tedious, failure to apply known strategies despite instruction, and inconsistent levels of motivation. Its efficacy in diverse learning contexts is also questionable owing to the limited sample size in the research (Lai & Gu, 2012).

Even more, Task-based syllabus designers encounter difficulties in sequencing tasks, balancing communicative learning with form-focused instruction, and addressing unresolved issues in syllabus design. Despite the research, clear solutions remain lacking, making

structured linguistic support essential for the completion of the learning process (Ellis, 2003). Besides, TBL has faced criticism for being unsuitable for beginners and for limiting learners' exposure to diverse language forms, such as discussions and debates and form focused instruction is way more important in such case (Malihah, 2010).

Despite the challenges of TBL implementation in speaking classes, these remarks are an opportunity to mitigate and predict these difficulties; they reinforce more effective task-based speaking classrooms. Instructors, to use this method in a better way, should reflect on the criticisms to anticipate and address possible issues in this educational setting, which would allow them to tackle problems proactively and mitigate implementation obstacles.

Conclusion

When tasks are embedded into the syllabus, students participate in interactive, contextually-rich discussions that mirror authentic language use. The task-based method promotes spontaneity, confidence, and smooth communication in the foreign language, which prompts learners to convey their thoughts purposefully rather than solely relying on mechanical drills. Furthermore, a task-based classroom encourages learner autonomy, problem-solving abilities, and analytical thinking, as students navigate tasks that require negotiation, collaboration, and creative language use. The incorporation of GVAs , within this framework may offer an additional layer of engagement and potentially support oral proficiency by providing interactive and visually stimulating prompts that could help language practice. Speaking instruction through task-driven performance provides educators with deeper insights into learners' communicative competence; therefore, it enables them to deliver targeted feedback to support continuous progress.

Chapter Three: Fieldwork

Chapter Three: Fieldwork

3.1 Research Design

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3.5 Discussion and Synthesis of the Findings

Conclusion

Introduction

The present study endeavors to explore the attitudes of EFL learners and teachers toward the use of Gamified Visual Aids (GVAs) for speaking instruction. Particularly, it aims to investigate whether these instructional materials can be incorporated into speaking instruction through the examination of their potential usability within task-based classrooms as a practical framework for their application. The third chapter, therefore, constitutes the practical component of the research, as it provides a detailed account of the methodology, population and sampling, and data collection tools and analysis procedures. It begins by introducing and justifying the data collection instruments; their objectives, descriptions, validity and reliability, piloting, and administration are outlined. Following this, the chapter presents and analyzes the results obtained from the structured questionnaire and semi-structured interview. The findings are summarized, interpreted, and discussed concerning the research questions and the study objectives. As a conclusion, the chapter synthesizes the key findings and offers insights into the feasibility of using GVAs as supporting materials in task-based EFL speaking instruction.

3.1 Research Design

The current study adopts a case study design situated within a mixed-method framework, as it investigates a specific group of EFL learners and teachers within a defined academic context. The research has an exploratory focus, it aims to explore whether GVAs have potential as materials designed for speaking instruction. According to Seliger and Shohamy (1989), contextualizing research helps broaden the scope and then narrow it down into specific research questions. Similarly, in this study, the term task-based classrooms provides the contextual framework that narrows the focus of using GVAs for speaking instruction, which helps refine the focus on teaching and attitudes.

The case study approach allows for an in-depth investigation of participants' attitudes, which provides a contextualized understanding on how learning instruments of this kind are perceived in real educational settings. According to Creswell and Plano Clark (2011), a mixed-method case study involves the use of quantitative and qualitative data collection methods within a bounded system such as classroom or program; this combination supports a more comprehensive understanding of the research problem. In line with this framework, the present study followed a sequential mixed-method approach. Quantitative data were first gathered through a structured questionnaire distributed to 52 students at English department of Biskra university, and then, the results were subsequently explored through a semi-structured interview conducted with four EFL teachers at the same institution as the students. Creswell (2012) notes that sequential designs are especially useful in educational research, since they allow one method to deepen the findings of another, yet it contributes to more grounded and reliable conclusions.

Moreover, in mixed-method case studies, triangulation is used to enhance the validity of findings. Based on Creswell and Plano Clark (2011), triangulation allows researchers to compare and cross-verify findings from different methods, which strengthen the credibility and reliability of the conclusions. For example, in this study on GVAs, qualitative interview data from teachers is triangulated with the structured questionnaire results from learners to confirm patterns and discrepancies in participants attitudes and experiences. The selected method do not merely validates data but provides a more comprehensive understanding of the research problem as well.

Altogether, this design was selected to ensure both breadth and and depth in exploring the perceived value and instructional potential of GVAs in EFL speaking tasks, while also maintaining methodological alignment with the study's exploratory aims, which do not intend to generalize the findings on the population, but rather investigates a potential.

3.2 Population and Sampling

The sample of this study included both EFL teachers and second-year Licence (BA) students from the Department of English and Literature at the University of Biskra. Out of 460 students, 52 (11.3%) were selected using a convenience sampling method for practical accessibility. Second-year students were chosen due to their relevance to the study aims. First, they are currently in a stage of skill development where they are refining and expanding the foundational speaking abilities learned during speaking sessions in their first year. This makes them more responsive to new instructional strategies and suitable for exploring the potential usefulness of GVAs. Second, their prior experience with oral presentation activities has provided them with familiarity with classroom speaking practices. Third, due to their academic level and experience, they are prone to deliver useful insights into how GVAs might support speaking tasks.

In addition, four EFL teachers were purposively selected for the interview among a population of more than 50 teachers. The selection was based on specific criteria and considerations related to their teaching roles and professional experience. Two of the teachers currently teach oral expression module to second-year Licence students at the University of Biskra, the target group for this study, it makes their input particularly relevant to the research focus, besides their overall experience. The other two teachers were selected due to their extensive experience in EFL instruction across diverse educational levels. Their broader pedagogical knowledge is expected to provide valuable insights into the use of GVAs for speaking instruction in task-based settings. The combination of these teaching profiles was intended to enrich the study, as it would convey a well-rounded and deeper understanding on the potential usefulness of GVAs and how they can be developed and implemented as materials to support speaking instruction.

To clarify more, the objective of this research is not to generalize the findings to the entire population but it intends to explore the issue in depth and lay the groundwork for future research. To achieve this, the researchers selected second-year Licence students and EFL teachers from the University of Biskra, since their knowledge with classroom speaking tasks and instructional practices enables them to contribute informed views regarding the prospective incorporation of GVAs to support spoken interaction activities in the classroom.

3.3 Data Collection Tools

The chosen data collection tools for this research study are: a structured questionnaire for students to identify measurable trends and a semi-structured interview with teachers to gain in-depth perspectives on the use of GVAs to support classroom speaking tasks. The presented instruments were applied with clarity and intent to address the research questions and to explore the feasibility of future investigations into the use of these materials.

3.3.1 Students' Questionnaire

The current research used a structured questionnaire to gather data from EFL second-year learners at the University of Biskra. This closed-ended tool was chosen for its efficiency in administration, time-saving nature, and ease of data analysis through computer assisted methods (Newcomer et al., 2010). Also, structured questionnaires help gather self-reported data on learners' attitudes, beliefs, and behaviors. To be effective, they require clear research questions, a defined population and well-operationalized concepts drawn from literature to ensure relevant, analyzable results (Phellas et al., 2012).

3.3.1.1 Aim

The students' questionnaire sought to explore and interpret measurable trends and attitudes regarding the use of GVAs for speaking instruction in task-based classrooms. The choice of this instrument was necessary for clarity and direction, since this study investigates

an unfamiliar instructional technique. An open-ended format might have resulted in irrelevant or overly broad responses, possibly distorting findings and making data difficult to interpret. To counterbalance this structured format, a final open-ended question was included to permit learners to provide insights and recommendations concerning the study focus.

3.3.1.2 Description

The tool consisted of 18 items in total, structured into three thematic sections. For section one (General Questions), due to the variety involved in GVAs, introductory questions were essential to be included to ensure participants had a clear, shared understanding of the concept. These questions were not arbitrary but were directly derived from the literature review of this study to align responses with established research rather than individual assumptions. Items 1,2,3,4,5, and 6 (from the second section) were utilized to draw a clear picture of the synergistic features of GVAs for speaking tasks, and they also offered insightful measured trends on learners' preferences to consider it.

The second section (Attitudes Toward the Use of Gamified Visual Aids in Task-Based Speaking Classrooms) sought to address measurable attitudes toward the use of GVAs to answer research questions it included items from 6 to 14 (item 6 was used to both introduce practical examples and to measure preferential attitudes not to answer the research questions). The third section (Willingness to Use Gamified Visual Aids in Oral Expression Sessions) was intended to consider students' openness and readiness to engage with GVAs in their speaking activities. This section explores whether students would be willing to try or consistently use GVAs during oral expression sessions. It helps gauge their attitudes the integration of such materials to improve the learning process and the likelihood of their acceptance. The three key themes from section three are: willingness to engage and participate with GVAs and instructor's role.

Moreover, the questionnaire employed a range of question formats, it included Likert scale questions, multiple-choice items, frequency-based questions, preference questions, and likelihood scaled responses; these formats allowed for a comprehensive understanding of students' attitudes, preferences, and perceptions regarding the research focus, yet it ensures a more nuanced view of their experiences and expectations. Lastly, the questionnaire was wrapped up with an open-ended question (item 18) to gain further insights and recommendations. This item was mainly added to provide participants with the opportunity to share their additional qualitative thoughts or suggestions, as it helps to offer more depth regarding their attitudes.

3.3.1.3 Validity and Reliability

The validity check of the research instrument was done through a three-phase process. First, face validity was established through a detailed review by the research supervisor, who evaluated the extent to which the instrument appeared to measure the intended aspects of the study. Second, a revision of the questionnaire was carried out during the research process in response to inconsistencies between the initial items and the refined research questions. Items that were no longer associated were either reworded for better relevance or entirely omitted to match the study's updated objectives; thereby, construct validity was enhanced. Third, to take students' opinions into consideration, we asked the piloted sample for their qualitative remarks on the initial version of the questionnaire. Most of them commented that some questions were repetitive and lacked comprehensibility, which led to modifications that aimed at improving conciseness and clarity.

Complementing this, the reliability check included assessing the internal consistency of the research instrument. Cronbach's Alpha is commonly used as a measure of reliability (Cronbach, 1951). This analysis verifies whether the instrument consistently reflects the intended constructs. Additionally, out of the 18 items in the questionnaire, 13 were used for the

internal consistency analysis, since they are ordinal scale. According to Devellis (2017), Cronbach's Alpha is used for ordinal or continuous data to measure the same construct. Multiple-choice, nominal preference items, and the open-ended questions yield categorical or qualitative data, so they do not meet the assumptions for internal consistency and were therefore excluded from the reliability analysis. The coefficients of the questionnaire's reliability are presented in Table 3.1 below.

Table 3.1. Reliability Test for 13 Items from the Questionnaire

Table 1

Section Items	Number of	Cronbach's Alpha	Pearson Item- Total Correlation
Cronbach's Alpha	13	0.762	/
Item-Total Correlation	13	/	0.487

A commonly accepted threshold for Cronbach's Alpha is 0.70, it indicates acceptable internal consistency (Nunnally & Bernstein, 1994). The value of $\alpha = 0.762$ suggests that the reliability of the questionnaire used in this study is acceptable. Additionally, Pearson item-total correlations were used to assess internal consistency. Since the data are ordinal, they were treated as approximately interval-level due to their linearity. To ensure robustness, Spearman correlations were also computed. Both methods yield a consistent value of $r = 0.487$, which indicates a moderate positive correlation between the variables; it suggests they are related, though not strongly. Item-total correlation was used to support and confirm the Cronbach's α results. Thus, the internal consistency of the questionnaire can be considered statistically adequate for this exploratory study.

3.3.1.4 Piloting

During the piloting phase, the questionnaire was tested with 10 students from groups 6 and 7, and their answers varied. It seemed that their understanding of the topic was not in the

right place, as some of them thought the questionnaire was entirely about speaking games, while misconceptualizing that the study is about materials with gamified and visual features combined. Additionally, some questions were left blank, and the consistency of some other answers appeared to be lacking. This process was necessary, as it not only helped refine the instrument's questions but also led to a more understandable version of the questionnaire.

3.3.1.5 Administration

The questionnaire administration began using Google Forms; however, due to a low response rate, the researcher switched to manual data collection, which saved time. Only five participants responded online, while 47 participants from groups 1,2, and 4 completed the manual version. Although Google Forms is more efficient for data importation and analysis, manual collection allowed for better participant engagement. The researchers' presence helped clarify aspects of GVAs to make sure participants understood the questionnaire. The administration process occurred in two phases: the initial distribution and the recollection of relevant questions afterwards, due to certain adjustments made in the instrument. Last but not least, learners were assured their participation would remain anonymous and were asked whether they wanted to collaborate or not with regard to ethical considerations.

3.3.2 Teachers' Interview

The research study used a semi-structured interview to investigate teachers' perspectives and attitudes toward the use of GVAs for speaking instruction in task-based classrooms. Semi-structured interviews provide in-depth insights through open-ended questions, as they are useful for individual perspectives, exploring sensitive topics, followed up with unexpected responses, complementing other research methods, and conducting exploratory research or formative program evaluation (Adams, 2010). Therefore, this study can benefit from using this qualitative tool to ensure profundity.

3.3.2.1 Aim

The semi-structured interview sought to earn an in-depth look into how the teachers perceive the usability, drawbacks, and potential benefits of using GVAs as materials for enhancing engagement, motivation, and spontaneous speaking skills among EFL learners. The responses will complement quantitative data gathered through the questionnaire and provide a deeper understanding of teachers' attitudes and experiences.

3.3.2.2 Description

The interview is divided into three sections and consisted eight open-ended questions in total; the use of sections helped organizing the discussion and facilitated smooth exchange. Each section served a distinct purpose in collecting valuable input and achieving a thorough understanding of the potential application of GVAs in speaking classrooms and to directly address the research questions. Section one, Challenges in Oral Expression, served as an introductory entry point, it highlighted common classroom speaking difficulties that GVAs are designed to reduce. Section two, Attitudes Toward the Potential Impact of Gamified Visual Aids on EFL Learners' Oral Expression During Classroom Speaking Tasks, addressed the core of the research questions. Section three, Potential Challenges and Implementation Feasibility, explored both the obstacles teachers may face and their willingness to use GVAs if barriers are minimized. Finally, Additional Insights, invited teachers to share further thoughts or recommendations and conclude the interview; it helped identifying any gaps and deepen the overall understanding of GVAs as instructional materials for speaking tasks.

3.3.2.3 Validation

The interview was revised and validated by three EFL teachers, including the research supervisor. Their feedback contributed to refining the construct of the interview questions. The questions became clearer, more relevant, and better aligned with the study focus. The teachers' revision strengthen the coherence and validity of the interview design.

3.3.2.4 Conduction of the Interview

The interviews were conducted in person with three EFL teachers in a quiet, distraction-free setting to allow for focused discussion. As for the fourth teacher, the discussion was conducted online via voice messages on WhatsApp due to the instructor's heavy workload and time constraints. Each session lasted approximately from 10 to 20 minutes. Participants were informed about the study's purpose and assured of confidentiality. Their responses were audio-recorded with consent to guarantee accurate data analysis.

3.4 Data Analysis Procedures

In this study, the researchers employed multiple data analysis procedures. Descriptive statistical analysis was used to examine patterns in questionnaire responses, address the research questions, and compare the observable tendencies with teachers' perspectives. For the teachers' interview, a thematic analysis was used to explore and interpret their viewpoints regarding the possible infusion of GVAs into the learning process as part of instructional design targeting speaking competence.

3.4.1 Analysis and Interpretation of Students' Questionnaire

For the purpose of gathering measurable trends on the anticipated applicability of GVAs within a Task-based speaking classroom context, the students' questionnaire was analyzed through descriptive statistics by the use of the computer-assisted program Statistical Package for Social Sciences (SPSS). This software helps summarizing and describing numerical data gathered via structured tools, such as surveys. The descriptive data generated by SPSS, like frequencies and percentages, was then visualized using Microsoft Excel, which supplies clear, user-friendly graphical representations, and it has flexible design features that aided the data visualization process. Moreover, the final open-ended question, which invited students to share their insights and personal recommendations, was analyzed qualitatively using NVivo, a

software designed to support the organization and interpretation of textual data. First the data was imported into the software, then coded to highlight recurring ideas. After that, the codes were grouped into broader categories where the key themes were extracted. This process helped analyzing and narrowing down the data into clear, organized findings.

Questionnaire Analysis

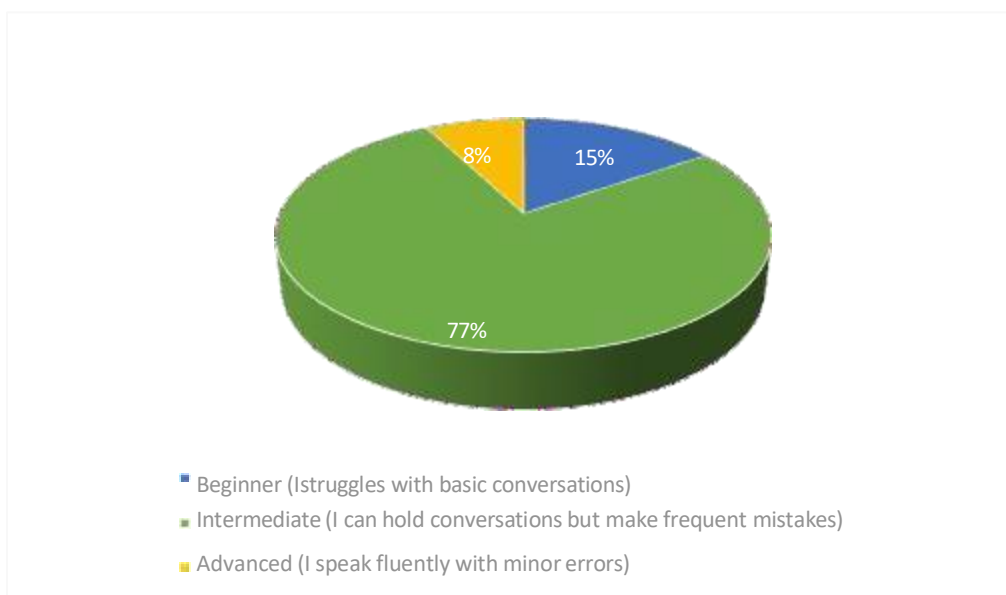
Section One: General Questions

Item 1: How would you rate your overall English-speaking proficiency?

The 1st question was intended to assess learners' speaking proficiency levels and predict their readiness to use GVAs based on their levels. The percentages of responses to this question are represented in a pie chart down in figure (3.1).

Figure 6

Figure 3.1. Overall English-speaking proficiency rate



The figure 3.1 shows that the majority of participants stated that they have an intermediate (they can hold conversations but make frequent mistakes) level for their English-speaking proficiency by the percentage of (77%), while (15%) of participants stated that they are beginners (they struggle with basic conversations), followed by a small sample who stated that they have an advanced (they speak fluently with minor errors) level. This distribution suggests that most learners are still in the development of their speaking skills.

Item 2: How confident do you feel when speaking English in class?

The 2nd question was designed to explore learners' confidence levels when speaking in class, in order to understand whether their level of confidence supports or hinders their engagement in classroom speaking activities. Their answers are demonstrated on the table (3.2) below.

Table 3.2. Confidence level when speaking English in Class*Table 2*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not confident at all	4	7,7	7,7	7,7
	slightly confident	23	44,2	44,2	51,9
	Moderately confident	23	44,2	44,2	96,2
	Very confident	2	3,8	3,8	100,0
	Total	52	100,0	100,0	

The results indicate that (4) participant consider themselves as 'not confident at all', while (23) consider themselves as 'slightly confident' ;in addition to, (23) others who consider themselves as 'moderately confident', and (2) participants who consider themselves as 'very confident'. This indicates that while a fair number of learners possess a basic level of speaking confidence, many still struggle with self-assurance.

Items 3 and 4:

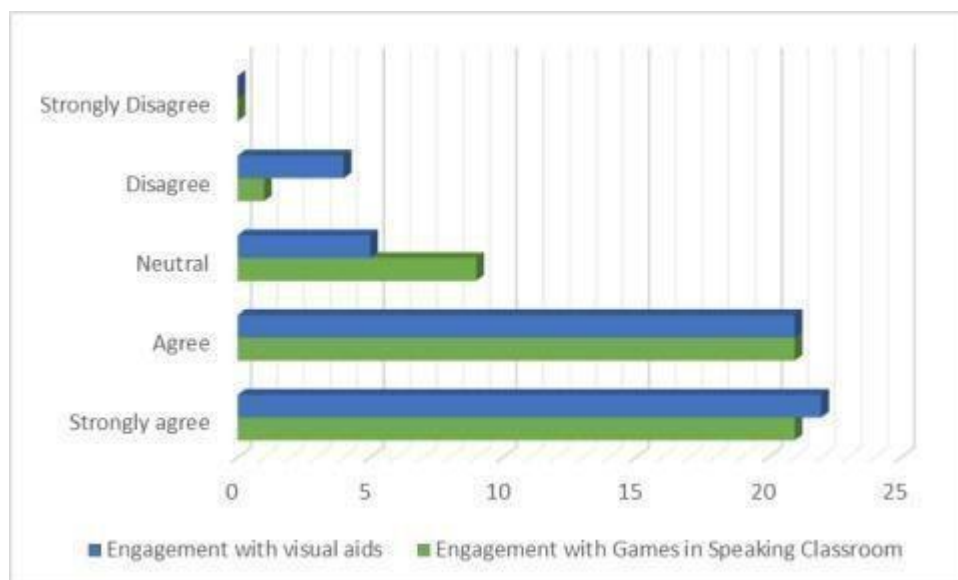
Item 3: "To what extent do you agree with the following statement: I engage better in speaking presentation tasks when using visual aids (e.g., slideshows or PowerPoint)?"

Item 4: "To what extent do you agree with the following statement: I enjoy it when my teacher uses games as part of oral expression tasks?"

The 3rd and 4th questions were designed to gain insights into the extent to which learners agree on engaging in speaking activities supported by visual aids (Q3) and their engagement with games in speaking class(Q4). These items were intended to examine whether an emerging synergy exists between the use of visual aids and games in promoting speaking engagement. The frequency results are displayed in form of bar chart within the figure below.

Figure 7

Figure 3.2. Extent of Learners' Agreement with the Use of Visual Aids and Games in Classroom Speaking Tasks



The analysis of Items 3 and 4 reveals a positive inclination among learners toward the use of both visual aids and games in speaking tasks. For item 3, which explores learners' engagement with visual aids in presentation-based tasks, (22) participants strongly agreed, and (21) agreed, (5) participants were neutral, and (4) disagreed. Similarly, Item 4, which focused on learners' enjoyment of games in speaking classrooms as: (21) of the participants strongly agreed, (21) agreed, (9) were neutral, and (1) disagreed. These results indicate that both visual aids and games are appreciated by the predominant portion of learners, though a minority remained neutral or disagreed.

Item 5 : Which types of communicative games do you prefer to engage in outside the classroom?

The 5th question, a multiple-choice item, aimed to explore learners’ preferred communicative games outside the classroom. The goal was to identify the most favored types of games and draw inspiration from them to inform the use of gamified visual aids in speaking classrooms, with the intention of creating a more communicative environment and promoting learner participation. The statistical findings are performed in the table below.

Table 3.3. Communicative Games Preferences

Table 3

Communicative Games	Frequencies	Percentage
Mystery games (e.g., Detective games, Clue)	17	16,00%
Solving riddles and puzzles	19	17,90%
Strategy games (e.g., Chess, Role-playing Games)	27	25,50%
Board games (e.g., Scrabble, Monopoly, Snakes and Ladders)	10	9,40%
Card games (e.g., Uno, Icebreaker Card Gmae, Yu-Gi-Oh!)	17	16,00%
Multiplayer video games (e.g., cooperative or competitive online games)	16	15,10%
Total	106	100,00%

The results of item 5 show that Strategy Games received the highest number of selections (27); solving riddles and puzzles followed by (19) selections, while mystery games and card games were each selected (17) times. Multiplayer video games were chosen 16 times, and board games received the fewest selections (10). These frequencies highlight a clear preference for game strategy, critical thinking, and interaction.

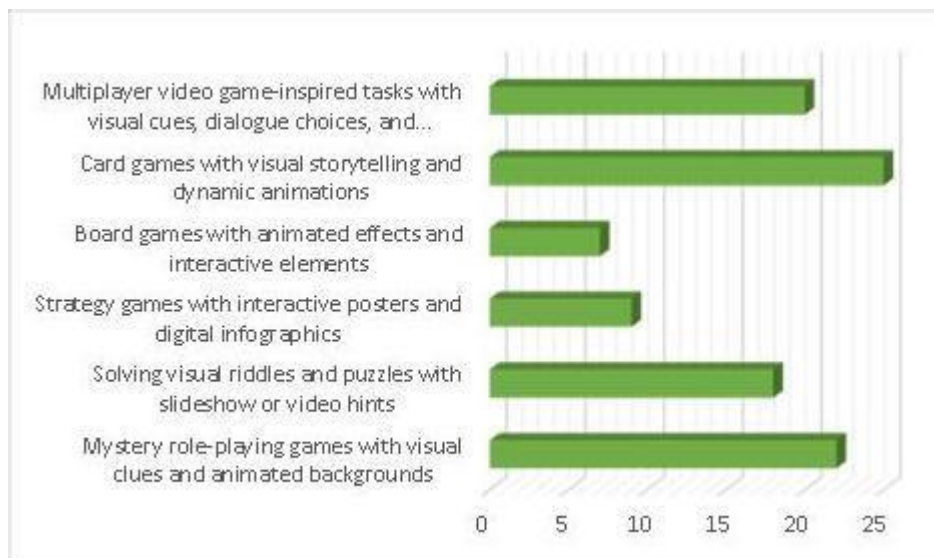
Section 2: Attitudes Toward the Use of Gamified Visual Aids in Task-Based Speaking Classrooms

Item 6 : If your teacher used interactive visual aids in these games, which format do you prefer for use in speaking tasks?

The 6th question was designed to introduce formats of GVAs that incorporate the previous communicative games designs. Its purpose was to track learners' preferences regarding GVAs and to gain a clearer understanding of their attitudes toward different types and examples of these educational artifacts, and to draw a mental picture of how these aids could be used in speaking classrooms.

Figure 8

Figure 3.3. Preferred Formats of GVAs for Speaking Tasks



The graph reveals that the most frequently selected activity was 'Card game with visual storytelling and dynamic animations' (25 selections), followed by 'Mystery role-playing games with visual clues and animated backgrounds' (22 selections). Additionally, 'Multiplayer video game-inspired tasks with visual cues, dialogue choices, and speaking challenges' (20 selections) also received considerable attention. 'Solving visual riddles and puzzles with slideshow or video hints' (18 selections) had moderate popularity, while 'Strategy games with interactive posters and digital infographics' (9 selections) and 'Board games with animated effects and interactive elements' (7 selections) were the less favored. This suggests that

participants are drawn to activities that combine engaging narratives, interactive visuals, and dynamic challenges.

Item 7: To what extent do you agree with the following statement: Interactive games with visual illustrations would make speaking activities in oral expression sessions more engaging?

The 7th questions aimed to address the first research question ‘What is the role of gamified visual aids in EFL learners’ participation and engagement during classroom speaking tasks?’, particularly the part of engagement. It seeks to gather learners’ attitudes of how visual and interactive element might influence their level of engagement in speaking activities. The frequencies are presented on the table below.

Table 3.4. Engagement in Speaking Activities with the Combination of Interactive Games and Visual Illustrations

Table 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	28,8	28,8	28,8
	Agree	27	51,9	51,9	80,8
	Neutral	9	17,3	17,3	98,1
	Strongly disagree	1	1,9	1,9	100,0
	Total	52	100,0	100,0	

The presented frequencies show that (15) participant strongly agreed with the statement “Interactive games with visual illustrations would make speaking activities in oral expression sessions more engaging”, a wide array of participants (27) agreed on the statement, while (9) remained neutral, and (1) strongly disagreed with the statement. These results indicate a

generally positive attitudes among participants, which suggests that GVAs are potentially engaging element in speaking activities, though some responses remain neutral or less supportive.

Items 8 and 9 :

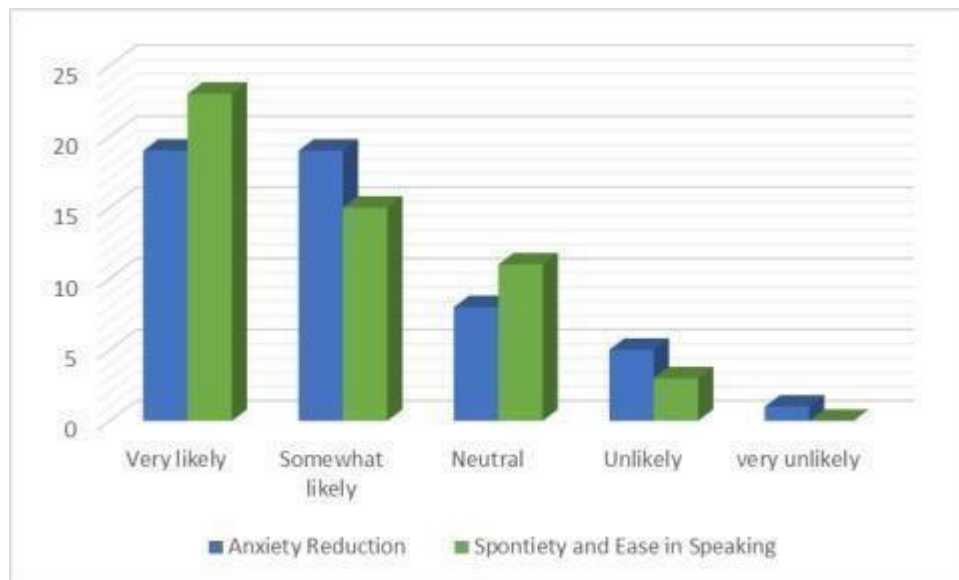
Item 8 : “If gamified visual aids were introduced in your oral expression tasks, how likely do you think they would help you reduce anxiety while speaking?”

Item 9: “If speaking lessons included visual-based games, how likely do you think they would help you speak smoothly and spontaneously?”

The 8th and 9th are both a likelihood-scale questions designed to address the second research question ‘How do gamified visual aids affect EFL learners’ anxiety and confidence in speaking during classroom speaking tasks?’, and the third research question ‘How do gamified visual aids contribute to EFL learners’ ability to speak smoothly and spontaneously in classroom speaking tasks?’. Item 8 explores whether learners believe GVAs would help reduce speaking anxiety and subsequently boost confidence. Item 9 examines learners’ view on how these aids may support smoother and more spontaneous speech. The results are presented on the bar chart below.

Figure 9

Figure 3.4. Likelihood of Gamified Visual Aids Supporting Anxiety Reduction and Spontaneity in Speaking



For item 8 ‘Anxiety Reduction’, (19) learners responded Very likely and (19) others chose Somewhat likely, while (8) selected Neutral. Additionally, (5) responded Unlikely and (1) chose Very unlikely. On the other hand, for item 9 ‘Spontaneity and Ease in Speaking’, (23) learners selected Very likely, (15) chose Somewhat likely, (11) responded Neutral, and (3) chose Unlikely, while no participant selected Very unlikely. Overall, a considerable number of learners showed a tendency to view GVAs as potentially helpful, though a portion remained neutral or uncertain.

Item 10: Do you think incorporating games with visual aids (e.g., images, videos, interactive maps) would help you communicate your thoughts more naturally and effortlessly?

Item 10 aimed to support item 9 in addressing the third research question, it functions as a double check to gather attitudes on whether GVAs may help learners express their thoughts more naturally and effortlessly during speaking tasks . since it focuses on the ease and natural flow of communication, this item adds depth to the understanding of how learners perceive the

role of visual-supported games in classroom speaking activities. The findings are displayed in table (3.5).

Table 3.5. Perceived Effect of Visual-Based Games on Smooth and Spontaneous Speaking

Table 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, significantly	24	46,2	46,2	46,2
	Yes, to some extent	24	46,2	46,2	92,3
	It would have no effect	4	7,7	7,7	100,0
Total		52	100,0	100,0	

The presented findings, about whether GVAs may help them communicate their thoughts effortlessly and naturally, reveal that (24) participant responded with ‘yes, significantly’, and (24) responded with ‘Yes, to some extent’. On the other hand, (4) feel like it would have no effect, while no participant responded with ‘No, it would make it harder to communicate my thoughts’. The distribution shows a general trend of positive attitudes; however, a small proportion of participants view that there wouldn’t be any effect on ease in their thought expression.

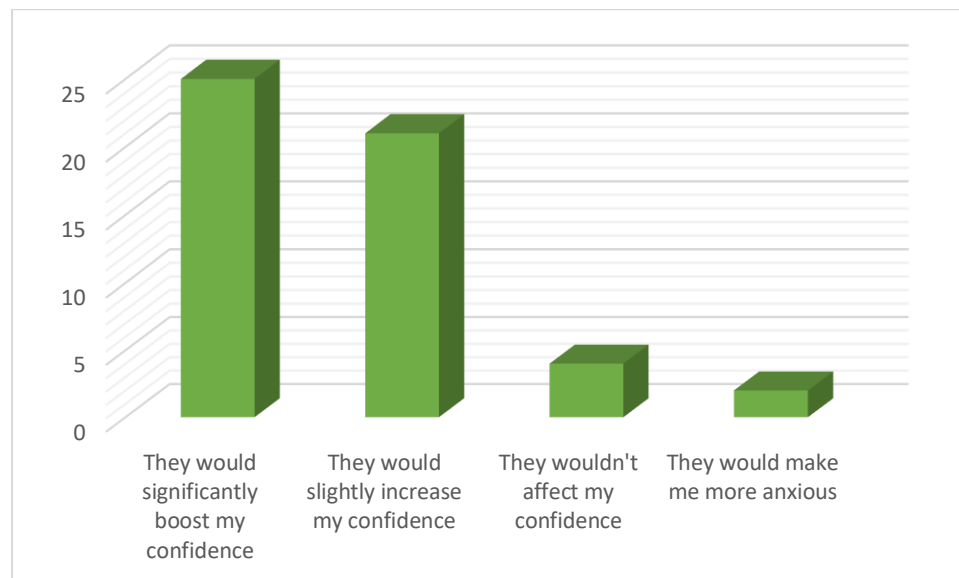
Item 11: How do you think gamified visual aids would enhance your confidence and willingness to speak during oral expression tasks?

Item 11 sought to answer the second research question ‘How do gamified visual aids affect EFL learners’ anxiety and confidence in speaking during classroom speaking tasks?’ and complement the 8th question of the questionnaire, which emphasized GVAs and its potential

effect on anxiety. This question aimed to gain a measurable trend on learners' attitudes toward the use of GVAs and their perceived role in speaking confidence. The numerical findings are presented in the figure (3.5).

Figure 10

Figure 3.5. Perceived Effect on Confidence and Willingness to Speak



The findings of item 11 show that the majority of respondents (25) claimed that GVAs would significantly boost their confidence in speaking, followed by (21) who stated that it would slightly increase their confidence. Additionally, (4) of them maintained that these aids wouldn't affect their confidence while speaking, followed by (2) who claimed that the use of these aids would make them feel more anxious when speaking. In general, the responses indicate a generally favorable attitudes, with a few participants expressing neutral or negative views.

Item 12: Would gamified visual aids encourage you to participate more actively in speaking tasks ?

Item 12 intended to address the first research question ‘What is the role of gamified visual aids in EFL learners’ participation and engagement during classroom speaking tasks?’ and complement the 7th question of the questionnaire, which emphasized the element of engagement solely. This aimed to measure learners’ attitudes towards the potential role of GVAs on their active participation in speaking tasks. The table below displays findings in frequencies.

Table 3.6. Potential of Gamified Visual Aids to Encourage Active Participation in Speaking Tasks

Table 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	27	51,9	51,9	51,9
	Yes, to some extent	23	44,2	44,2	96,2
	It would have no effect on 1 my participation		1,9	1,9	98,1
	No, I would participate 1 Less		1,9	1,9	100,0
	Total	52	100,0	100,0	

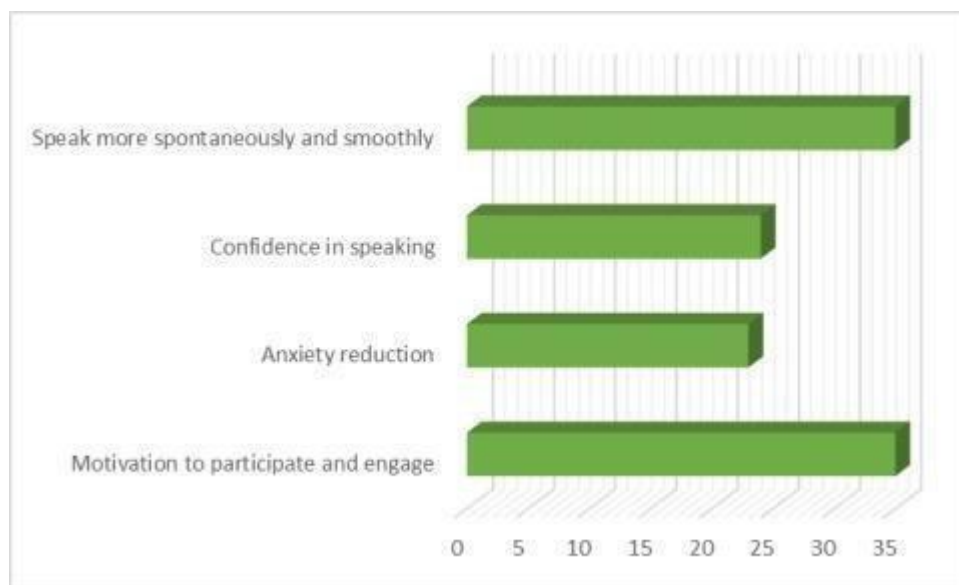
The findings above present the attitudes toward the potential role of GVAs on active participation. It demonstrates that most of participants (27) responded with ‘Yes, definitely’, followed by (23) who responded with ‘Yes, to some extent’. In addition to (1) participant who responded ‘It would have no effect on my participation’, while (1) another responded with ‘No, I would participate less’. The findings highlight that the majority of learners had a positive inclinations, though a minority had an uncertain or negative inclinations.

Item 13: Which of these aspects do you think gamified visual aids might improve the most during speaking activities?

The 13th question aimed to gather participants' overall attitude regarding the aspect of speaking most likely to be improved through the use of GVAs as materials supporting speaking tasks. Identifying the most frequently selected aspect may help inform future research directions. In addition, this question also complements the process of addressing the research questions through providing a broader view of learners' priorities. The results are revealed in the graph below.

Figure 11

Figure 3.6. Perceived Aspects Improved by GVAs in Speaking Activities



The findings of item 13 show that the most frequently selected aspects were 'Motivation to participate and engage' and 'Speak more spontaneously and smoothly', each chosen (35) times; it indicates that 67.3% of participants considered them key areas potentially improved by GVAs. 'Confidence in speaking' was selected (24) times, while 'Anxiety reduction' was chosen (23) times. These findings suggest that participants see GVAs as particularly helpful in boosting participation, engagement, and enhancing spontaneous speech, while also recognizing their potential in improving confidence in speaking and anxiety reduction.

Item 14: Which method do you think would be helpful for your speaking proficiency in oral expression activities?

Item 14 aimed to gather learners' attitudes toward their preferred method for developing speaking proficiency. The options included traditional methods, GVAs, or a combination of both. This question explores which method learners are most inclined toward and whether they appreciate game-based speaking tasks with visual aids alongside traditional approaches. The findings are presented on the pie chart below.

Figure 12

Figure 3.7. Preferred Methods for Improving Speaking Proficiency in Oral Expression



The graph shows that (6%) of students prefer using traditional speaking tasks, while (29%) preferred using game-based tasks with visual aids. However, the majority of participants (65%) expressed a preference toward using a mix of both methods. The findings indicate that most of learners prefer using a balanced approach for speaking tasks, though some others prefer either solely using GVAs or sticking to more familiar, traditional activities.

Section 3: Willingness to Engage with Activities using Gamified Visual Aids in Oral Expression Sessions

Item 15: If your teacher introduced gamified visual aids for speaking tasks, would you be willing to try them?

Item 15 intended to gather attitudes toward the readiness and willingness of learners to try GVAs if they were ever introduced by their teachers in speaking class. This question was designed to assess learners’ openness to adopting new instructional approaches and their potential acceptance of GVAs in future speaking activities. The findings are presented in the table below.

Table 3.7. Willingness to Try GVAs for Speaking Tasks

Table 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, definitely	32	61,5	61,5	61,5
	Maybe	18	34,6	34,6	96,2
	No	1	1,9	1,9	98,1
	Total	52	100,0	100,0	

The findings demonstrate that most of contributors (32) are willing to use GVAs if ever presented, while (18) out of them responded by ‘maybe’ which indicates uncertainty, and (1) participant answered with ‘No’ showing unwillingness to use these particular instructional supports. This suggests a generally positive outlook toward GVAs, though a portion of learners may still require exposure or reassurance before fully embracing them.

Item 16: How often would you prefer to use gamified visual aids in speaking lessons?

The 16th question aimed to gain insights into learners preferences regarding the frequency of using GVAs in speaking lessons. This question sought to explore how regularly learners would feel comfortable or motivated to engage with GVAs, which offers useful information

for determining how often such tools could be integrated into classroom practice without overwhelming or disengaging students. The table below reveal the frequencies of answers.

Table 3.8. Preferred Frequency of Using GVAs for Speaking Tasks

Table 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every lesson	14	26,9	26,9	26,9
	Once a week	25	48,1	48,1	75,0
	Occasionally	6	11,5	11,5	86,5
	Never	7	13,5	13,5	100,0
	Total	52	100,0	100,0	

The findings demonstrate that (14) participants are motivated to use GVAs every lesson, while the greater part of the learner group (25) prefer to utilize these tools once a week, (6) of them want to use them occasionally, and (7) others responded with ‘Never’, showing no interest in their use. These results suggest varied preferences among learners, with a weekly use emerging as the most commonly favored option.

Item 17: To what extent do you agree with the following statement: Teachers should integrate more gamified visual aids into oral expression sessions to support the spoken language learning process?

The 17th question aimed to explore the level of agreement with thee idea that teachers should incorporate more GVAs into oral expression sessions to support the spoken language learning process. This question was designed to assess learners’ overall support for the integration of GVAs in speaking classes. The findings are presented in the table below

Table 3.9. Level of Agreement on Teachers' Use of Gamified Visual Aids to Support Speaking Proficiency

Table 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	38,5	38,5	38,5
	Agree	30	57,7	57,7	96,2
	Neutral	1	1,9	1,9	98,1
	Disagree	1	1,9	1,9	100,0
	Total	52	100,0	100,0	

The majority of participants (20) strongly agreed, while most of them (30) agreed with the statement. This was followed by (1) participant who remained neutral and (1) who disagreed. These distributions show a generally favourable attitude toward the integration of GVAs in oral expression sessions,with minimal opposition or uncertainty.

Item 18: Finally, do you have any insights or recommendations regarding the use of gamified visual aids in oral expression sessions?

The last 18th question was intended to explore learners’ insights and recommendations regarding the use of GVAs in oral expression sessions. It aimed to gather open-ended responses that could provide a deeper understanding of learners’ personal expectations, experiences, and suggestions for improving or adapting the use of GVAs to better support their speaking development. The responses to this question were nuanced and provided different perspectives on respondents’ attitudes. Some offered clear recommendations, others shared either positive or negative insights, while a considerable number of the learners chose not to contribute any suggestions. The frequencies presented in the table illustrate the distribution of responses across four categories: clear recommendations, positive and negative insights, and the absence of any

of these elements. It is worth noting that some learners provided both recommendations and evaluative insights, which shows a more engaged and reflective attitude.

Table 3.10. Frequencies of Recommendations, Positive Insights, Negative Views, and No Contribution for the Use of GVAs

Table 11

Table 10

Response Type	Frequencies
Recommendations	15 students
Positive Insights	14 students
Negative Views	5 students
No contribution	18 students

These distributions show that most of the respondents (18) did not contribute to the question, which might indicate a lack of interest, uncertainty, or limited familiarity with the topic. Therefore, the contributors on this question are (34) in total; many of the learners (15) provided clear recommendations on the use of GVAs, while (14) shared positive notes, and (5) others shared negative inclinations. Besides, the table presented a sample of responses gathered from this instrument to elaborate on different learner views and attitudes. Therefore, to better understand the nature of these responses, a thematic analysis was conducted to recognize the key patterns and ideas conveyed by learners.

Thematic Analysis of Learners’ Recommendations, Positive Insights, and Negative Views

Thematic analysis helped examine the response samples thoroughly and identify learners' varied perspectives regarding the feasible utility of GVAs as an instructional technique aimed at varying the learning process. The written responses presented broad yet appreciative remarks, recommendations, and thoughts that could address the research questions extensively and support future research directions.

For students' recommendations, a dominant theme was the call for communicative, diverse, and inclusive GVAs tailored to learners' levels, preferences, and learning styles. A plurality of respondents proposed using a mix of tools: challenges, role-plays, storytelling, quizzes, miming pictures, and discussion prompts, with visuals like slideshows, animations, and picture cards. One student noted, "...use games with visuals that help us memorize phrases would be enjoyable and help us learn better", which highlights a desire to learn while having fun. Another key theme was the preference for group-based GVA activities that promote communication and collaboration: "...group work with these aids will make us improve our speaking skills and even create memories". Customization was also elucidated; students recommended GVAs be suited to year levels and learning styles, as seen in: "Gamified visual aids should be used more especially for first and second year students", and "Gamified visual aids are fun, but they should be suitable for all learning styles". The importance of visual appeals and ease of use was clear in comments like, "...the visual aids should be appealing and easy to use" and "use animations that match the learning topics and keep us engaged more". Finally, motivation strategies such as rewards, points, and competition were often mentioned, especially when tied to learning outcomes: "...they should support learning goals and encourage participation," and "I think adding challenges and rewards can make these tools more exciting". Altogether, these insights serve as a minor needs analysis and provide practical suggestions on how GVAs should be implemented.

positive insights reflected students' excitement and motivation. Many saw GVAs as a refreshing alternative to traditional methods; the elements of motivation, enjoyment, and freedom of expression were frequently mentioned. A student remarked, "We want to be free and have fun while also studying," and "... these gamified aids will make us less nervous". Some responses pointed to emotional benefits, particularly for students with anxiety: "Gamified visual aids will help a lot of students, especially those who have anxiety". Others demonstrated confidence-building and increased participation: "... they help students feel more confident and improve their speaking level". GVAs were also seen as an efficient engagement strategy: "it is very engaging to use gamified visual aids in competitions," and "gamified visual aids are excellent to teach speaking and enhance engagement". Additionally, many believed GVAs may support skill development: "they are very useful to improve our skills and learning," and "It helps us to improve our English skills". These notions may reflect strong curiosity and a willingness to engage with GVAs among many learners.

On the other hand, negative views revealed concerns among some students. One learner admitted "I fear being judged if I lose in games," another shared, "gamified visual aids will be stressful for some of us, especially introverts," which indicate that some personality differences, such as introversion, may not be benefited from such tools. A few questioned the suitability of GVAs in every session, stressing that "...there are different learning styles," and that such materials shouldn't always replace traditional methods. One participant expressed disagreement entirely: "Actually, for me, I do not agree with using gamified visual tools in oral expression sessions," and one other mentioned: "These aids are good, but they cause chaos in classroom," which indicate that these aids may cause disruption and irritation among some students. Not to mention, the number of learners who did not participate in this question, uncertainty or lack of interest might be a considerable reason. The presented notions convey some limitations and difficulties that students may encounter when engaging with GVAs.

Though they are negative, these insights contribute to adding more knowledge on the comprehensive manifestation of GVAs as instructional materials.

To briefly paraphrase, while most learners welcomed GVAs as engaging and confidence-boosting for speaking practice, a few expressed valid concerns regarding overuse, anxiety, or discomfort. Notably, a plurality of students remained neutral by adding no comments at all, which may suggest uncertainty or limited familiarity with the concept. Teachers are encouraged to apply GVAs flexibly, while balancing enjoyment with clear objectives, and tailoring them to learners' needs and classroom goals.

Interpretation of Students Questionnaire Findings

The questionnaire findings provided rich insights into learners' attitudes and preferences regarding the use of GVAs in task-based speaking classrooms. The data revealed that a large proportion of participants self-identified as having an intermediate level of English-speaking proficiency (77%); it indicates that this learner group is still in skill development phase and may benefit from supportive tools like GVAs. Based on Harmer (2007), beginners often require more form-focused tasks, while communicative games are better suited for learners at a later stage, once they are able to produce language more freely. This suggests that intermediate learners are particularly well-suited to be instructed through such learning assets.

Confidence in speaking emerged as a mixed area, with a broad range of students expressing only slight to moderate confidence. The present finding underscores the need for approached that aim to build up learners' willingness to participate and increase comfort in oral tasks. In addition, most learners agreed that visual aids (Q3) and games (Q4) are supportive of the oral learning process; the data notify an overall favourable attitude toward these methods. Also, regarding their preferences for communicative games (Q5), the prevailing inclination was

towards strategy-based and puzzle-solving games, which further suggest a desire for intellectually engaging activities that stimulate interaction and critical-thinking.

When presented with formats of GVAs (Q6), learners gravitated toward dynamic, narrative-based tools such as visual storytelling card games and role-playing activities with animated clues. It is noticeable, then, that this group of participants have a clear preference for imaginative, story-driven, and communicative elements in learning materials. In relation to engagement, anxiety, and spontaneity, the data display a generally optimistic outlook. A significant share of participants believed GVAs would make speaking tasks more engaging (Q7), reduce anxiety (Q8), and support naturally occurring speech and smooth communication (Q9 and Q10). Similarly to the elements of confidence in speaking (Q11) as well as encourage active participation (Q12), which got mostly positive trends. However, a considerable number of students expressed uncertainty or disagreement regarding these potential benefits, which indicate contrast. The contradiction proposes that GVAs can have certain limitations that should be examined before application. Yet, teachers are encouraged to conduct a needs analysis first to spot the overlooked areas to carefully create a material that suits the learners' expectations.

Interestingly, a significant sample of students consistently selected 'Motivation to participate and engage' and 'Speak more spontaneously and smoothly' as key aspects associated with the application of GVAs (Q13). The results demonstrate that these elements are the most likely to be affected by these learning devices. In parallel, a large number of learners preferred a balanced integration of both traditional and gamified visual methods (Q14); it suggests an appreciation for variety and adaptability. Still, others leaned distinctly toward either fully gamified or solely traditional formats. Collectively, the obtained findings highlight that GVAs hold potential, even though not all learners perceived their benefits the same way.

Taken together, the responses to Q15–Q18 show general support for using GVAs in oral expression sessions. Most learners were willing to try GVAs, with a preference for weekly use. On the other hand, while many agreed that instructors should incorporate gamified visual resources to aid speaking, a small number expressed no interest in their use across these questions. Open-ended responses varied, with some providing recommendations and others choosing not to comment, which shows different levels of engagement. In brief, the general drawn view of GVAs as materials that may promote spontaneous speaking, confidence, and classroom camaraderie were positive, though not without some critical or hesitant perspectives.

Overall, teachers considering the use of GVAs in the future should take all learners needs into account before, and then, they can apply these tools carefully and thoughtfully in order to maintain the common classroom objective: learning.

3.4.2 Analysis and Interpretation of Teachers' Interviews

The analysis of teachers' interview was intended to add more detailed information to answer the research questions. The four interviewees provided distinguished opinions and perspectives that further supported the process of addressing the research questions. In the same vein, thematic analysis was carried out to interpret the data received from teachers.

Thematic analysis was conducted using a hybrid approach that combined software-assisted and manual methods. It is also important to note that we followed Braun and Clarke's (2006) phase framework in this procedure; each phase was carried out systematically to ensure a trustworthy interpretation of responses. Initially, all interview transcripts were thoroughly read to ensure familiarity of the content and to allow for reflective note-taking. NVivo software was then used to generate initial codes; it was mainly used to efficiently organize and highlight prominent patterns across the dataset. Next, themes were manually generated by grouping

related codes and interpreting their relevance to the research questions. The process of theme review, refinement, and naming was carried out manually to ensure internal coherence and insightful portrayal of the data. Finally, the themes were produced and structured into a cohesive narrative supported by illustrative quotes from participants. The quotes were used to link the findings to the study's objectives.

Section 1: Challenges in Oral Expression

Question 01: What are the common difficulties students face during oral expression tasks?

This question was used for two reasons: it functions as an opening question to prepare teachers for subsequent inquiries related to study focus, and it endeavored to identify common difficulties, along with whether the aspects investigated in the research questions are also commonly experienced, to guide future research on designing purposeful GVAs to address those constraints. The interpretation of the responses is discussed in the following.

The four teachers identified multiple challenges faced by EFL learners in oral expression tasks. Teacher A on the one hand classified these challenges into three categories: linguistic, including shortage of vocabulary, which, as it was stated, makes them unable to communicate or generate ideas, hence, it leads to a lack of speaking creativity; psychological, namely inhibitions, hesitation to talk, and anxiety, which he described as 'participation blockers'; lastly, methodological, the interviewee noted that "sometimes the teachers' methods could be inappropriate; they may not correspond with the students' needs or levels, so this may lead to lack of participation in the classroom.". In a comparable manner, Teacher B also outlined that psychological barriers, such as not being able to communicate in a foreign language and learners different levels of proficiency: 'When students are less proficient, they tend to avoid participation, you know, fear of making mistakes, they can't really articulate the ideas they

have'. The informant also added that lack of interest, especially when the chosen topics are not appealing to the students, make them bored and reluctant to engage in classroom activities. Moreover, Teacher C on the other hand added that most students encounter problems with limited vocabulary, as they tend to repeat the same words over and over, which causes speech monotony. Moreover, the participant also highlighted that grammatical issues often arise; specifically, mistakes in pronunciation are common. Adding on that, individual differences, such as personalities and motivation may produce inconsistencies in speaking assessment. As for Teacher D who comprehensively confirmed what has been discussed with the other three teachers, while also referring to learners with social anxiety who usually panic when speaking publicly, which results in poor task performance; in addition to word forgetfulness, some students may also rely solely on familiar words, while they avoid the use of newly introduced vocabulary that the teacher has purposefully selected to enrich speaking variety.

From the interviewees' insights, it is apparent that the major themes concerning speaking barriers are either linguistic, mainly insufficiency in lexical expressions, pronunciation failure, and grammatical mistakes; together with, psychological deficiencies; for example, speaking anxiety, variation among students, shyness, and lack of interest. These factors result in low-participation in tasks, passivity, difficulties in communicating or generating ideas and assessment issues. Varying teaching methods could be helpful to mitigate such obstacles and maintain learner engagement. Therefore, GVAs may add a beneficial touch to vary the learning process alongside the other effective speaking instruction methods.

Section 2: Attitudes Toward the Potential Effect of Gamified Visual Aids on EFL Learners' Oral Expression in Task-Based Classrooms

Question 02: What is your general attitude regarding the use of interactive gamified visual aids as materials developed for enhancing speaking tasks?

Question 03: Do you think gamified visual aids promote active participation and engagement in speaking tasks? If so, how?

Question 04: Do you believe gamified visual aids can help reduce anxiety and boost confidence in speaking? If so, how?

Question 05: In your opinion, would learners' ability to communicate their thoughts smoothly and spontaneously improve if gamified visual aids were used as support in speaking tasks?

This section presents four interview inquiries aiming at addressing the research questions, which discusses the contents of these questions : (02) overall potential of GVAs; (03) their possible effect on participation and engagement; (04) on anxiety and confidence; (05) on speaking spontaneously and smoothly during classroom communication tasks. The table below summarizes the interviewees to each of these questions to support a clearer interpretation in the subsequent analysis.

The teachers outlined reflections that depict nuanced viewpoints in the subject of adopting GVAs for speaking instruction. For Question 02, which addresses the overall attitude toward the presented tools, one can discern that while other themes, like word knowledge expansion, emotional ease, and structural language skills appear, a consistent thread among all four perspectives is their apparent increasing feature on participation and engagement. Thus, these components can be considered as the most likely affected by GVAs within speaking classrooms.

This mutual understanding is further validated by Question 03, since it places particular focus on GVAs and their effect on participation and engagement. A common view is that gamified instructional visuals increase questioned elements through introducing aspects of novelty, motivation, and interactivity. They believe that their significance lies in their capacity

to catch learners' attention and invite hands-on participation, particularly when they incorporate cooperative work among students or appeal to different sensory modalities. However, the extent and nature of this effect are not uniformly emphasized. While the overall sentiment is positive, there are subtle differences in how participation is believed to be stimulated; they range from motivational triggers to learning style alignment. Therefore, while GVAs are broadly endorsed, the perception of their mechanisms of influence vary.

In terms of the foreseeable role GVAs may play in shaping anxiety and confidence, the interviewees provided divergent responses to Question 04. The answers ranged from doubt, vagueness, and uncertainty to high expectation on their effect on reduction and confidence enhancement. Some of the teachers noted that the extent of their efficacy depends on factors: learners' familiarity, readiness to use GVAs, and individual differences; for instance, introverted students may feel increased anxiety. Conversely, others emphasized that the integration of games and visuals could spark learner interest, and thus, students' anxiety would be reduced in comparison to traditional methods. Also, the less formal atmosphere, often accompanied with formative assessment, can help learners feel more at ease and comfortable, yet the willingness to speak promotes. The contradictions illustrate the need well-designed, learner-sensitive, and stress-free materials.

Supporting the emergence of natural speech and communicative ease that has been discussed in Question 05. All teachers, though to varying degrees, acknowledged that GVAs can promote spontaneity and smoother classroom communication. While some expressed caution about the connection to native-like flow. Besides that, three major themes emerged, with each reflecting a unique perspective on this issue. First, the need for purposeful and consistent integration was called for, the interviewees stressed the importance of reliable, objective-based, and well-planned utilization of these aid for maximizing effect of natural

language use. Second, psychological comfort and risk-taking were highlighted; teachers noted that the low-pressure, expressive environment created by GVAs can encourage spontaneous speaking. Third, the value of embedding authentic materials and diverse contexts within these devices was recognized as a way to develop both pragmatic awareness and communicative competence. The various views indicate that the investigated tools should be constructed with specific learning goals in mind, as natural English use can only be enhanced through well-designed activities that intentionally aim to promote these aspects.

Comprehensively, the notions obtained from the interrogation demonstrated subtle distinctions in how teachers perceive the role of GVAs in supporting the desired areas of language use. Their insights contributed to a holistic understanding on the benefits and challenge associated with each aspect. Notably, there was alignment regarding the component of participation and engagement; teachers uniformly expressed that the scrutinized instructional aids are the most likely to enhance students' openness to take part in speaking atasks.

Section 3: Potential Challenges and Implementation Feasibility

Question 06: What challenges do you think teachers may face when employing gamified visual aids in speaking activities?

Question 07: If training and resources were available, how willing would you be to experiment with gamified visual aids in your speaking classes?

Question 08: Finally, do you have any additional insights regarding the potential of gamified visual aids for speaking activities?

The third section presents three interrogations that are meant to further explore the conceivable shortcomings and implementation prospects. For Question 06, it targets the

possible issues that may arise with the application of GVAs to anticipate and alleviate them if ever happened in future adoption. As for Question 07, it looks into teachers' eagerness to include the reviewed instructional content in their speaking classes if their deployment was accessible; their consensus would further amplify potential of these materials. Lastly, Question 08 pursue additional in-depth knowledge on the perspective use of GVAs.

The respondents revealed a numerous possible barriers that may appear when conducting GVAs as part of oral expression activities (Question 06). All four teachers discussed a central concern which was the emergence of technical disruptions and insufficient resources, though their perspectives differs in this matter. For instance, Teacher A shared that despite careful preparation, technical problems arise unexpectedly, as it was stated ' I may prepare a visual aid to be displayed during a lesson but due to systematic inefficiencies, and when it happens I may give up and try another strategy,' the subject also added that it has nothing to do with the effectiveness of GVAs; however, such problems can be demotivating. In similar fashion, Teacher B listed three technical challenges, namely the lack of adequate equipments (e.g. low-quality projectors with small screens), inadequate classroom conditions (e.g. overly bright rooms affecting projector clarity), and faulty infrastructure (e.g. non-functional electricity outlets). Furthermore, Teacher C was mindful about whether learners can handle technological shortcomings or not, while commenting ' I have to give them the choice: either to use the visual aid or just do a normal presentation to avoid forcing them into something they cannot handle'. In a comparison with Teacher A, Teacher D also illustrated that some instructors may be discouraged to use GVAs, because they are not well-equipped and lack the expertise to cope with such dilemma. As mentioned in literature review, technical limitations remain a persistent burden, a point that was reaffirmed the responses of the interviewees. Therefore, addressing these resource-related constraints is essential to ensure an effective integration of GVAs in oral expression classrooms.

The contributing participants also noted other distinct GVAs implementation problems. For example, both Teacher A and Teacher D discussed instances as the difficulty to find, select, and adapt suitable games that align with students' competence and learning objectives; it entails training and a great amount of time and effort to design significant visual games for classroom interaction. Teacher B and C on the other hand, demonstrated teachers' and learners' familiarity with such technology, which might hold them back from applying it. Also, classroom management difficulties were widely mentioned, as some students may be overexcited and may cause classroom chaos, which would be irritating for both instructors and students. Collectively, these insights reveal that while GVAs hold pedagogical promise, their implementation is hindered by a range of logistical, technical, and pedagogical barriers that require careful consideration and institutional support.

Shifting focus to teachers' receptiveness to applying this technique (Question 07), their responses suggest a strong openness to implementation if the challenges associated with GVAs are minimized; Teacher A noted 'If training is available, resources are available...I'm eager to be involved'. Three key viewpoints emerged from their reflections. First, there was a desire for professional growth, with teachers expressing interest in updating outdated strategies and embracing tools aligned with modern educational trends. Teacher B shared 'Applying new techniques helps me improve my teaching capacities...I would like to update my teaching strategies'. Second, teachers emphasized the positive influence of technology and students' performance; Teacher B, for example, referred to personal observations of improved English when learners used visual or digital supports. The subject observed, 'Those who used the data show...their English production is better'. Lastly, there was a shared optimism about learner engagement, with teachers anticipating higher motivation and enjoyment when GVAs are used in speaking tasks. Teacher D expressed 'I would be very happy applying these tools and I

believe learners would be very happy with this strategy'. Holistically, these perspectives indicate a potential and readiness to explore GVAs as foundational supports are in place.

For extended interpretation, Question 08 was asked to further understand teachers' insights on the potential usefulness of GVAs and to conclude the interview session. The four contributors unanimously support the idea that GVAs can be highly beneficial if they are purposefully and thoughtfully combined with speaking instruction. Teacher A remarked upon the necessity of consulting students before using games and they must support linguistic and communicative aspects, not just entertainment: 'Games should not be used for their own sake; there must be a linguistic and communicative purpose behind them'. Teacher B, in a similar tone, stressed that games should be entirely designed pedagogically and for learning purposes; also, the informant advised the creation games targeted to assess pronunciation and speaking progression. Teacher C, on the flip side, advocated for the use of gamified tools even if resources are limited and would like to encourage students to use these tools to make them go out of the comfort zone. In parallel, Teacher D concluded using new techniques is necessary to break routine: 'I like the novelty of this technique, and I am up to utilize it personally in my classroom'. In total, teachers agree on the value of GVAs; however, the extent of their agreement seems to be highly dependent on the teachers' carefulness and purpose behind their implementation rather than their subjective use.

In conclusion, taking into account the interviewees aforementioned input, the findings suggest that GVAs hold promise in supporting speaking tasks. Teachers frequently highlighted their potential positive role on learner participation and engagement comparing to other speaking-related aspects such as confidence, anxiety, spontaneity, smooth communication. However, their usefulness is contingent upon intentional and well-planned implementation, with an emphasis on clear educational objectives. While teachers expressed enthusiasm for

incorporating GVAs into their classrooms, challenges, including technical limitations, resource availability, and the need for proper training must be addressed to fully unlock their potential.

3.3 Discussion and Synthesis of the Findings

The data brought to light critical dimensions of the utility GVAs in relation to task-based speaking instruction. Both quantitative results and qualitative perspectives emphasized important key aspects of the potential of these aids, thus contributing to a clear and comprehensive answer to the research questions. The synthesis of results revealed both convergence and divergence, which indicate nuanced understanding of learners' and teachers' attitudes on the practical implications of GVAs.

On the whole, both teachers and learners homogeneously conveyed a positive outlook on incorporating the investigated technique into speaking classrooms; although, notable variations when it comes to the 'how?' GVAs should be applied were discussed, as learners pointed on some aspects teachers may not have highlighted, and vice versa. Mostly, teachers referred to practical recommendations, where they all, to some extent, suggested using these tools for linguistic and then psychological purposes; whereas, most learners predominantly focused on the communicative and free-learning aspects of GVAs, which was widely discussed in the research questions and could be a contributing factor. Despite these divergent inclinations, these recommendations shed lights on subtle views that can be further investigated in future research.

Narrowing the scope down to attitudes toward participation and engagement, participants, in unison, agreed that GVAs can be primarily beneficial in encouraging learner motivation to be involved in the classroom speaking tasks. Supporting this, Villagrasa et al. (2014) noted that immersive environments, especially when gamified, lead to a "flow" state, where learners

become deeply engaged and less aware of external pressure. However, a slight divergence appeared, as some teachers, though they showed a willingness to employ GVAs, preferred to first consult students about their readiness to adopt such technology, which, according to the learners' questionnaire findings, proved unsuitable for a small minority.

In relation to GVAs' possible influence on speaking anxiety and confidence, the research contributors elicited more layered views. Learners generally believed that GVAs could lower anxiety and increase comfort during oral expression tasks; although, some expressed uncertainty or disagreement. Teachers' responses varied more widely, since they ranged from strong expectations of anxiety reduction to skepticism; the effect depends on individual learner differences, psychological state, and classroom conditions. The common divergence resonates with the findings of Sailer et al. (2013), who emphasized that gamified learning, if the core psychological needs such as competence, autonomy, relatedness, and the careful provision of formative feedback were addressed, can contribute in building confidence and promote intrinsic motivation in classroom. Nevertheless, technical disruptions or learner unfamiliarity with the materials may occasionally burden this positive effect, as recognized by participating teachers.

In terms of spontaneity and communicative smooth, both learners and teachers were cautiously optimistic. Learners associated GVAs with an increased in natural, spontaneous speaking, and smoother communication. Whereas, teachers assumed that purposeful integration, while creating psychological comfort and embedding authentic contexts, was essential to genuinely enhance spontaneous language use. This view reflects Reinders and Wattana's (2015) assertion that gamified environments promote risk-taking and spontaneous language use in low-pressure settings. Likewise, Hayati (2020) illustrated that digital guessing games foster spontaneous and creative language production, which aligns with the optimism learners expressed in this study. Although, the practical usefulness hinges on careful, learner-sensitive design, a caution echoed in these hypothetical findings.

At last, the discussion demonstrates that GVAs hold considerable promise for supporting task-based speaking instruction. Theoretically, they may promote motivation, reduce anxiety, and encourage participation and spontaneity. However, realizing these benefits depends heavily on intentional design and sensitive implementation that takes into account learners' cognitive and emotional states, as well as classroom conditions (Afraz et al., 2018; Gozcu & Caganaga, 2016; Wong & Yunus, 2021). Practical challenges such as unfamiliarity with technology, classroom distractions, and limited resources must also be carefully managed, as highlighted by Amrullah (2015) and Wiyati and Marlina (2021)..

Conclusion

The analyzed data uncovered valuable remarks related to the research topic. It referred to multifaceted yet rich standpoints that helped identify research gaps and achieve the study objectives through a structured answering of the research questions. Both participants' reflections conceived the need for balanced, purposeful use of GVAs rather than indiscriminate application. The obtained notions pave the way for the General Conclusion section, which will consolidate the key outcomes, discuss limitations, pedagogical implications, and suggest directions for future research.

General Conclusion

Developing materials to support task-based speaking instruction can be valuable in diversifying the learning experience, as it introduces varied input that aim to extend exposure and provoke the willingness to apply this productive language skill in classroom setting as a part of the learning journey. Gamified Visual Aids (GVAs), the explored case of this study, present learner-centered instructional tools that seek to foster active participation, engagement, lower anxiety levels, and encourage spontaneous verbal expression. These aspects help learners to express their thought freely without being restricted by the overwhelming pressure of accuracy and performance; therefore, it would not only help them communicate more in the target language but also promote their speaking competencies, such as public speaking, over time by helping them grow accustomed to using language with confidence, free from hesitation or self-consciousness.

On this matter, this study explored English as a Foreign Language (EFL) teachers' and learners' attitudes toward the use of GVAs for speaking instruction in task-based classrooms. The research was carried out with participants from the Algerian University situated in the city of Biskra to gain insights on the potential of GVAs. The findings provided nuanced perspectives and beliefs on their use to promote the aforementioned aspects and the overall potential of them as supportive tools for task-based speaking instruction. It specifically sought to address three core questions:

(1) What are learners' and teachers' attitudes toward the use of GVAs in promoting participation and engagement in classroom speaking tasks?

The findings demonstrated a generally favourable attitude toward the use of GVAs and their potential. First, EFL learners and teachers, in this context, acknowledged their capacity mostly when it comes to aspects of participation and engagement, though their perspectives varied in emphasis and rationale. Learners frequently described GVAs as stimulating and enjoyable, often associating them with increased motivation.

Teachers, on the other hand, valued their engaging nature but stressed the need for thoughtful integration to maintain balance and ensure pedagogical value.

(2) How do GVAs, according to both groups, affect EFL learners' anxiety levels and speaking confidence during classroom tasks?

Second, both groups largely agreed on their use to lower anxiety and boost confidence; however, some participants expressed degrees of doubt, caution, and uncertainty, especially when considering individual differences in one classroom setting. Since the research explored “*how*” GVAs affect these aspects, the findings suggest their effect depends on context: for some, the excitement they generate lowers anxiety and builds confidence; for others, especially introverted learners and those not particularly interested in game-based learning, they may provoke discomfort or heightened stress.

(3) What are learners' and teachers' attitudes toward the role of GVAs in supporting EFL learners' spontaneous speech and smooth communication during classroom speaking tasks?

Third, concerning spontaneity and communicative smoothness, the study revealed optimism tempered by practical concerns. Learners linked GVAs to more natural expression and less hesitation, often referring to their ability to stimulate real-time interaction. Teachers, while hopeful, stressed the importance of careful design and alignment with learners' needs. They emphasized that to truly support spontaneous speech, GVAs should avoid excessive structure and instead foster open-ended, learner-centered speaking opportunities.

In conclusion, the study reinforces the pedagogical value of GVAs as promising tools supporting task-based speaking instruction. They also lay the groundwork for future investigations and the continued development of instructional strategies that account for learner diversity, emotional responses, and authentic communication needs in EFL classrooms.

Limitations of the Study

Like any research, the current study has limitations that warrant attention and careful consideration. The limitations highlight important contextual, methodological, and practical aspects that may affect how findings are understood and applied. A notable restriction is the limited availability of direct and relevant literature on GVAs in the context of language learning. As GVAs are a relatively novel tool, much of the literature surrounding them is either sparse or does not directly address their use in task-based instruction. In this regard, we had to synthesize multiple studies on visual aids, gamification, and digital/video games focused research, which all have a partial relevance to the studied materials, to approximate the vision of GVAs and build a clear theoretical background for the study.

One other constraint was during the data collection process, particularly in terms of the recollection phase and accessibility of the initial sample that took the first version of the questionnaire. Although efforts were made to locate and re-engage this sample, their responses to the added questions may lack clarity, as the follow-up phase was conducted a month after the original one. The time gap could have affected their recall and understanding; it may, as a result, reduce the consistency and depth of the newly obtained data. Following this, the management of the diverse and extensive responses in the teachers' interviews posed a challenge. The open-ended nature of the interviews generated a wealth of data, making it difficult to categorize and synthesize findings into clear themes. The broad spectrum of the responses required careful analysis to avoid oversimplifying or misinterpreting the complexity of teachers' perspectives. Finally, the exploratory and case study nature of this research presents another limitation. Even though the design allowed for in-depth exploration of learners' and teachers' attitudes, it also means the findings are not sufficient to generalize to a larger population. The focus on a single setting and relatively small sample size limits the study's ability to draw definitive conclusions about the broader applicability of GVAs in diverse EFL classrooms.

Recommendations for Future Research and Instructional Implications

In light of the exploratory and qualitative nature of the study, future research could benefit from a more empirical approach. A quasi-experimental study is recommended to quantitatively measure the impact of GVAs on EFL speaking performance across diverse learner profiles. In addition, broader studies involving multiple institutions and different educational settings could help prove the potential of these materials further, generalize findings, and offer comparative insights. To enhance data reliability, future studies may also take into account more structured longitudinal designs or repeated measures to minimize issues related to recollection delays and participant attrition. Also, examining the relationship between these tools and the elements of participation and engagement, since they were prominently discussed by participants, could offer noteworthy conclusions into how these tools affect the mentioned aspects. At the end of the day, this study aimed to lay the groundwork for future research; therefore, the more investigations of any sort are conducted in this area, the more GVAs' applicability can be substantiated.

Even though limitations exist, the study provides considerable implications for instructional practice. Teachers, for instance, may consider incorporating GVAs thoughtfully, with sensitivity to learners' individual traits such as anxiety levels or introversion, and they can also tailor gamified visual materials in accordance with learners' specific needs and their levels of proficiency, which may influence how these tools are received and processed.

Additionally, the results highlight the need for learner-centered, well-timed, and contextually appropriate gamified activities that promote spontaneity without overwhelming students.

Besides, the study sheds light on the often-overlooked domain of material development for communicative speaking instruction, it encourages more focused efforts to design purposeful materials that facilitate the teaching and learning of speaking skills.

Furthermore, the findings imply that institutions should support teachers with training, offering them the needed resources, and flexible schedules; they have to enable careful design and follow-up of such interventions to guarantee more consistent and effective application in speaking classrooms.

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Appendices

STUDNETS QUESTIONNAIRE: ATTITUDES ON THE USE OF GAMIFIED VISUAL AIDS IN A TASK-BASED SPEAKING CLASSROOM

Dear Students,

This questionnaire is designed to gather data for my Master's research study. My dissertation, "Investigating the Role of Gamified Visual Aids in Enhancing Speaking Performance in a Task-Based Classroom," aims to explore second-year Biskra University students' perceptions of this innovative approach to assessing oral expression proficiency and its potential to promote English-speaking performance.

Your participation is highly valued and will contribute to the completion of this research. Thank you for your time and cooperation!

You are kindly requested to complete this questionnaire by ticking (✓) the appropriate answer(s). Please be assured that your responses will remain anonymous and will be used solely for research purposes.

Section 1: General Questions

1. How would you rate your overall English-speaking proficiency

- ☐ Beginner (I struggle with basic conversations)
- ☐ Intermediate (I can hold conversations but make frequent mistakes)
- ☐ Advanced (I speak fluently with minor errors)

2. How confident do you feel when speaking English in class?

- ☐ Not confident at all
- ☐ Slightly confident
- ☐ Moderately confident
- ☐ Very confident

3. To what extent do you agree with the following statement: I engage better in speaking presentation tasks when using visual aids (e.g., slideshows or PowerPoint)?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

4. To what extent do you agree with the following statement: I enjoy it when my teacher uses games as part of oral expression tasks?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

5. Which types of communicative games do you prefer to engage in outside the classroom? (You may select multiple options)

- ☐ Mystery games (e.g., Detective games, Clue)
- ☐ Solving riddles and puzzles

☐ Strategy games (e.g., Chess, Role-playing Games)

☐ Board games (e.g., Scrabble, Monopoly, Snakes and Ladders)

☐ Card games (e.g., Uno, Icebreaker Card Game, Yu-Gi-Oh!)

Section 2: Attitudes Toward the Use of Gamified Visual Aids in Task-Based Speaking Classrooms

6/ If your teacher used interactive visual aids in these games, which format do you prefer for use in speaking tasks? (you can select more than one)

☐ Mystery role-playing games with visual clues
animated backgrounds ☐ Solving visual riddles
and puzzles with slideshow or video hints

☐ Strategy games with interactive posters and
infographics (e.g., role-playing games, chess)

☐ Board games with animated effects and
interactive elements (e.g., Scrabble, Monopoly)

☐ Card games with visual storytelling and
dynamic animations (e.g., Uno, Yu-Gi-Oh!)

7/ To what extent do you agree with the following statement: Interactive games with visual illustrations would make speaking activities in oral expression sessions more engaging?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

8/ If gamified visual aids were introduced in your oral expression tasks, how likely do you think they would help you reduce anxiety while speaking?

☐ Very likely

☐ Somewhat likely

☐ Neutral

☐ Unlikely

☐ Very unlikely

9/ If speaking lessons included visual-based games, how likely do you think they would help you speak smoothly and spontaneously?

☐ Very likely

☐ Somewhat likely

☐ Neutral

☐ Unlikely

☐ Very unlikely

10/ Do you think incorporating games with visual aids (e.g., images, videos, interactive maps) would help you communicate your thoughts more naturally and effortlessly?

☐ Yes, significantly

☐ Yes, to some extent

☐ No impact

☐ No, it would make speech organization harder

11/ How do you think gamified visual aids would impact your motivation, confidence, and willingness to speak in class?

☐ They would significantly boost my motivation to speak

☐ They would slightly increase my motivation

☐ No impact on my motivation

☐ They would make me more anxious

12/ Would gamified visual aids encourage you to participate more actively in speaking tasks?

☐ Yes, definitely

☐ Yes, to some extent

☐ No impact

- ☐
- No, I would participate less

13/ Which aspects of speaking performance do you think gamified visual aids would improve the most? (You can select more than one.)

- ☐ Motivation to participate and engage
- ☐ Speak more spontaneously and smoothly
- ☐ Anxiety reduction
- ☐ Confidence in speaking

14/ Which method do you think would be helpful for your speaking proficiency in oral expression activities?

- ☐ Traditional speaking tasks (e.g., debates, presentations, discussions)
- ☐ Game-based tasks with visual aids
- ☐ A mix of both

Section 4: Willingness to Use Gamified Visual Aids in Oral Expression Sessions

15/ If your teacher introduced gamified visual aids for speaking tasks, would you be willing to try them?

- ☐ Yes, definitely
- ☐ Maybe
- ☐ No

16/ How often would you prefer to use gamified visual aids in speaking lessons?

- ☐ Every lesson
- ☐ Once a week
- ☐ Occasionally
- ☐ A few times per semester
- ☐ Never

17/ To what extent do you agree with the following statement: Teachers should integrate more gamified visual aids into oral expression sessions to support the spoken language learning process?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

18/ Finally, do you have any insights or recommendations regarding the use of gamified visual aids in oral expression sessions? Please write it down here

[illegible]

Teachers' Attitudes on the Use of Gamified Visual Aids for Speaking Instruction in Task-Based Classrooms: Challenges, Benefits, and Implementation

Section 1: Challenges in Oral Expression

1. What are the common difficulties students face during oral expression tasks?

Section 2: Attitudes Toward the Potential Impact of Gamified Visual Aids on EFL Learners' Oral Expression During Classroom Speaking Tasks

2. How do you perceive the use of interactive gamified visual aids as materials developed for enhancing speaking tasks?
3. Do you believe gamified visual aids can help reduce anxiety and boost confidence in speaking? If so, how?
4. Do you think gamified visual aids promote motivation, active participation, and engagement in speaking tasks? If so, how?
5. In your opinion, would learners' ability to communicate their thoughts naturally, smoothly, and spontaneously improve if gamified visual aids were used as support in speaking tasks?

Section 3: Potential Challenges and Implementation Feasibility

6. What challenges do you think teachers may face when employing gamified visual aids in speaking activities?
7. If training and resources were available, how willing would you be to experiment with gamified visual aids in your speaking classes?

Section 4: Additional Insights

8. Finally, do you have any additional insights regarding the potential of gamified visual aids for speaking activities?

Summary of Teachers' Attitudes (Section 2 of the Interview)	
Question	02: Teacher A: Believes GVAs can support speaking tasks if used purposefully.
Overall	Emphasizes the importance of having clear objectives rather than using games
Potential	of for their own sake. Notes that interactive visuals and technology can make
GVAs	learning better, boost motivation, break routine, and stimulate participation.
Teacher B: Finds GVAs potentially helpful and engaging, though he hasn't used them personally. Believes they can boost interest, reduce boredom, and lower stress, yet they encourage greater learner participation.	
Teacher C: Believes GVAs can support implicit grammar and vocabulary acquisition through output practice rather than theoretical acquisition. Suggests that games reduce formality; it helps shy students feel more relaxed. Recommends integrating GVAs into both teaching and assessment for greater impact.	
Teacher D: Strongly supports applying GVAs, especially incorporating language games within these tools, to create positive learning environment and introduce new vocabulary. Finds these strategies interesting and practical for both learners and teachers.	
Question	03: Teacher A: Affirms that GVAs promote engagement through introducing Potential effect novelty and triggering motivation, especially when cooperative and includes on participation rewards, which in turn make students more ready to participate.
and engagement	Teacher B: Believes GVAs stimulate learners' drive through fun and competition. Informs that these materials, since they use games and visuals together, present a multi sensory approach (kenisthetic, visual, and auditory) that is inclusive to everyone; hence, they increase active participation.
Teacher C: Asserts that GVAs encourage participation through stimulating the curiosity to uncover visual clues, and boost engagement, especially when combined with rewards and group work.	
Teacher D: Agrees; says that GVAs break routine and promote involvement as a result. Emphasizes that visual learners are more likely to collaborate through such tasks, followed by auditory and kenisthetic students.	
Question	04: Teacher A: Expresses uncertainty and doubt about GVAs' potential in Potential Effect reducing anxiety or boosting confidence; their effect depends on students'

Question 04: Teacher A: Expresses uncertainty and doubt about GVAs’ potential in Potential Effect reducing anxiety or boosting confidence; their effect depends on students’ on Anxiety and familiarity with games, personality traits, and learning preferences. Believes Confidence GVAs may benefit visual or extroverted learners but may not suit introverts.

Teacher B: Confident that GVAs reduce anxiety and stress. Believes students are generally more interested in speaking when learning through games compared to traditional methods. No comment about speaking confidence.

Teacher C: Believes GVAs reduce anxiety by creating less academic, more relaxed learning atmosphere. Emphasizes that free expression through games helps boost learners’ confidence.

Teacher D: Strongly believes GVAs help reduce anxiety and boost self- confidence, since they make the classroom setting as a comfort zone for them and the communicative nature of games would aid confident expressions.

Question 05: Teacher A: Believes the improvement in spontaneity and smoothness depends Potential Effect on consistent and purposeful use of GVAs. Emphasizes the need for long-term on spontaneous planning and integration. Also notes that games with authentic materials can speaking and support native-like speaking, which in turn reinforce naturally occurring smooth language. classroom communication

Teacher B: Unsure about spontaneity, especially if it is related to native-like communicative flow but believes GVAs can stimulate smooth communication. Thinks learners might express their ideas more freely and naturally, though not necessarily like native speakers.

Teacher C: Strongly believes GVAs can promote spontaneous communication through making learners unconsciously immerse themselves with language use in different contexts. Emphasizes that well-designed, consistent, and objective- based activities would improve vocabulary use and pragmatic competence.

Teacher D: Believes GVAs lower pressure and overthinking, which promote free- self expression and risk-taking in speaking. Learners become more spontaneous and willing to speak without fear, as the desire to engage outweighs concerns about correctness.

الملخص

بناءً على الصعوبات المستمرة التي يواجهها طلبة اللغة الإنجليزية في التعبير الشفهي، والمتمثلة في قلة الممارسة الطبيعية للغة، وضعف الثقة بالنفس أثناء التحدث، إلى جانب الطرائق التدريسية غير المحفزة، تهدف هذه الدراسة إلى استقصاء آراء ومواقف طلبة السنة الثانية وأساتذتهم بجامعة بسكرة تجاه استخدام الوسائط البصرية المفعلة بالألعاب في حصص التعبير الشفهي القائمة على أداء الأنشطة الموجهة (التعلم القائم على أداء المهام). وانطلاقاً من ذلك، سعت أسئلة البحث إلى استكشاف تصورات الطلبة والمعلمين حول هذه الوسائط، ومدى فعاليتها كأدوات داعمة لأنشطة التحدث، خصوصاً فيما يتعلق بتحفيز التفاعل والمشاركة داخل القسم، وتخفيف التوتر وبناء الثقة أثناء استخدام اللغة الهدف، إلى جانب تطوير مهارات التواصل والتحدث التلقائي والطبيعي. وفي هذا السياق، تم اعتماد تصميم دراسة الحالة بمقاربة منهجية تجمع بين الأسلوبين الكمي والنوعي (المنهج المختلط)، وذلك من خلال استبيان منظم وُجه إلى الطلبة، ومقابلات شبه منظمة أجريت مع الأساتذة. تم تحليل البيانات الكمية باستخدام الإحصاء الوصفي، بينما خضعت البيانات النوعية لتحليل موضوعاتي وتفسيري. أظهرت النتائج توجّهاً إيجابياً عامّاً نحو استخدام هذه الوسائط في تعليم مهارات التحدث، حيث برز كل من التفاعل والمشاركة كأهم الفوائد الملحوظة، تلتها مساهمتها في دعم التحدث العفوي. كما أظهرت النتائج دوراً أقل وضوحاً في تقليل القلق والتوتر أثناء التحدث. ومع ذلك، أبدى بعض المشاركين مخاوف تتعلق بتفاوت استجابة المتعلمين، والحاجة إلى دمج هذه الوسائط بشكل هادف ومدرّس، فضلاً عن التحديات التقنية المحتملة. وتشير هذه النتائج إلى أن الوسائط البصرية المفعلة، عند تصميمها وتطبيقها بفعالية، يمكن أن تُعد أدوات دعم قوية في أقسام التحدث القائمة على المهام، مما يفتح آفاقاً جديدة للبحث المستقبلي والتطبيقات التربوية.