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The Use of Gamification in Enhancing Students Engagement and Performance in ESL Speaking Lessons

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Abstract

Malaysian second language learners are often passive in English language classrooms. Today, not only English is largely used for communication purposes in the physical world, it is extended to the virtual world too. Thus, it is pivotal for educators to enhance students' tendency and confidence to speak in English. This paper discusses the importance of being able to converse in English, factors which hinder secondary students' participation during English speaking lessons, and proposes the use of gamification to promote active participation among upper secondary students. A pilot study was conducted using qualitative (classroom observation and interview) method, using convenience sampling. Ten upper Malaysian secondary students were selected at random to partake in the one group pre-post test experiment, and random sampling was used to sort them into pairs. Five students were randomly selected for the interview session. Based on the findings of the pilot study, it was observed that the students were more active and engaged in the speaking lesson when gamification was applied. In addition, students responded positively on how gamification has helped them become more engaged during the speaking lesson. By implementing gamification in English speaking lessons, it is seen as effective in enhancing students' overall engagement during their speaking sessions. The study recommends English language teachers to incorporate gamification in all four language skills (speaking, reading, listening and writing), Grammar and vocabulary during the lessons.

Keywords: Gamification, Teaching Strategy, Classroom Engagement, 21st Century Learning, English Speaking Class, Student Participation

Introduction

Being able to speak and converse in English is a useful ability to have as it allows its speakers and listeners to engage in an oral communication in which the purpose of sharing, transferring, and developing long-term relationships and information (Aziz & Kashinathan, 2020). Based on the Scheme of Work provided by the Ministry of Education of Malaysia to its secondary school teachers, it was observed that the four English skills (speaking, reading, writing, and listening), Grammar and Literature are the components which the Malaysia English syllabus is focused on. Despite the implementation of English speaking lessons in

schools, it was found that ESL students have always seen the development of English speaking skills as complex and challenging, and requiring a great amount of effort to maintain (Aziz & Kashinathan, 2020). For effective communication, all four linguistics skills are to be mastered as they are a set of abilities which enable learners to perceive and generate spoken language for effective and proper communication (Aziz & Kashinathan, 2020). A lack of competence in any one of these four skills will cause a direct impact on others (Christopher, 2016). When one is speaking in English, one must think swiftly and provide an immediate answer with little hesitation, which makes speaking one of the most prestigious qualities in the English language as the individual cannot stop and think for long. Hence, English speaking skills among Malaysian students must be refined in order to improve their communication skills.

Literature Review

The Importance of Speaking English

For a compelling reason, learners today study English as a second or foreign language in order to achieve communication success with others. Mastering speaking abilities is regarded as one of the most crucial language skills for any language learner because it is considered the most difficult language skill to master (Yusuf et al., 2017; Rao, 2019). For a variety of reasons, speaking ability is given more weight in language teaching and learning.

Globalization is the driving force behind the current emphasis on speaking ability. The rapid pace of globalization has brought most regions of the world closer together in terms of connection, and the Asian region is no exception. As a result, an increasing number of people believe that learning the ability to talk is a requirement (Rao, 2019; Akhter et al., 2020). Akhter et al (2020) expressed that because technology innovation is the catalyst for globalization, being a proficient English speaker is a competitive advantage in the worldwide economy. The matter was also supported by Rao (2019) as he emphasized a good command of the English language can genuinely benefit a person's career and employability. In other words, someone with good speaking skills may have an advantage in obtaining a better job offer, as many countries and businesses have recognised the value of it. In their study on the usage of English in the workplace, Clement and Murugavel (2018) found that employers believe that regardless of the types of jobs available, low-paying or high-paying, candidates must have some level of English speaking ability in order to carry out their duties efficiently. On the same ground, Theeartsana (2017) noted that because foreigners want to travel to Thailand for medical reasons, there is a strong need for personnel who are fluent in English. This has nudged Theeartsana (2017) to undertake a study on the employability of nurses in Thailand based on a need analysis in English. The purpose of this study is to address the necessity for and importance of strengthening speaking skills among nurses on a regular basis. Communication abilities, particularly English speaking skills, are among the top skills required in the administration and marketing departments according to a local research on employability among business graduates (Heang et al., 2019). Heang et al (2019) stated that graduates must master these abilities since they will influence how employees convey their ideas, thinking, and reporting in multicultural contexts.

The necessity to be proficient in English speaking skills has a tremendous impact on how we view and gain education today. Being able to communicate in English, in particular, is regarded as an important quality that students should strive for because it can greatly aid in the learning process (Rao, 2019; Razaghi et al., 2019; Akhter et al., 2020; Surahman & Sofyan, 2021). One reason why being able to communicate in English is beneficial to a student is that it allows them to participate more actively in school activities. In a study of international

students' engagement in class, Hsu and Huang (2017) noted that the ability to talk during classroom activities should be regarded seriously because it has been shown to be linked to students' grades and performance. Hsu and Huang (2017) went on to say that when a student speaks up, whether to ask a question, offer ideas, or express feelings, learning usually occurs at that time, it will prompt learners to get a better comprehension of what is being taught.

Another reason why mastering speaking skills is important is that it encourages learners to have a positive sense of self-efficacy. Paradedewari (2017) discovered that assigning students to public speaking tasks boosts their confidence and offers them greater control over how they utilize language for the assignment. The level of responsibility entrusted to the students has instilled in them a sense of obligation to perform to the best of their abilities. Bandura (1977) argued that people who are given responsibilities have a higher chance of having high self efficacy since the responsibility they are given is the reason they are able to set a goal or an objective. Thus, the study concludes that when students engage in speaking, specifically public speaking, they are required to be responsible for their own language, which will eventually set the goal for the students to do their best in public speaking, as evidenced by their high self efficacy to complete the task. Additionally, the relevance of speaking ability extended to the development of students' Emotional Intelligence (EQ). Previous research had found a link between the development of EQ and the development of speaking ability in students (Bora, 2012; Ebrahimi, 2018).

Apart from employment and school, the value of improving one's speaking ability is primarily focused on the social component. The main reason we need to improve our English speaking skills, according to Rao (2019), is to be able to communicate with others more effectively. We interact with others for a variety of reasons. Given the aforementioned globalization movement, being able to communicate in English would entail being able to bridge the gap between people from various regions. As technological advancements improve over time, mobilization of individuals all around the world has become more swift and cheaper (Nadesan & Shah, 2020). People are also relocating to other countries for a variety of reasons, the most common of which being employment. As a result, the locals have realized that they must be proficient in English in order to converse with others (Akhter et al., 2020). This is necessary for people of various backgrounds to coexist. As having tourists from all over the world might be regarded as an opportunity for them to enhance their income, this is also an opportunity for the locals to boost their economy. Rao (2019) went so far as to say that learning speaking skills can help you grasp the art of persuasion, which is useful in the workplace and in business. As a result, people are now concentrating more on mastering their speaking competency for English lessons.

The significance of acquiring speaking abilities cannot be overstated. In recent years, as the international community has become more connected as a result of technological innovation, the necessity to communicate verbally has grown. Whenever we turn our heads, we will almost always be obliged to engage in some, if not extensive, English-language discourse. As a result, improving speaking skills is about more than just doing well in school or at work; it's also about being able to express thoughts, feelings, and perspectives with others in general without or with minimal language barrier coming in the way.

Factors Influencing Students' Lack of Active Participation

Speaking skills is one of the important skills in Malaysia's English language syllabus and curriculum, meaning that educators have to put in more effort in order to produce students who are able to at least use the language for basic communication. It is an active and

productive skill which could only be developed through experience and practice. It is a skill that involves the processing of information, producing and receiving and pronunciation of words, in which all aspects are dependent on the context of a conversation (Patau, 2018). However, there is an abundance of factors which influence students' lack of active participation when English speaking lessons are conducted.

There have been numerous studies that have identified the cognitive aspects in speaking as one of the problems that learners face in mastering the ability of speaking. In language acquisition, cognitive ability is best described as a learner's ability to compose sentences in an intelligible and coherent manner, as well as how language learning occurs (Skehan, 1998). According to Ilmiani et al (2021), the cognitive component in learning a language also includes learners attempting to sequence words to make spoken phrases. As a result, the background idea of language learning can be a complex topic with several structures and tactics to consider, and it is a delicate subject with numerous elements to consider.

In this setting, one of the challenges experienced by low-proficiency ESL learners is inference of first language (L1) (Razaghi & Yamini, 2019; Turaeva, 2021). ESL students are non-native English speakers, meaning their first language is not English. As a result, certain aspects or influences coming from the L1 are present during the learner's attempt to build an English phrase, sentence or paragraph. This is due to the fact that certain languages do not have the equivalent sentence structure as English. As a result, it can be difficult for some ESL students to comprehend the English sentence structure. Turaeva's study (2019) of Ukrainian ESL students indicated that errors in English by ESL students are often the result of transferring rules from one language system to the other. The learners' placement of verbs in the L1 differs from that of English. As a result, when attempting to create a spoken phrase in English, learners frequently become perplexed as to where they should position the verb. Turaeva (2021) continued that most of the time, not realising the pattern at all is not the reason. This may happen because certain rules are difficult to recall, learners have had difficulty integrating content with the structural rules they must follow. However, because the structure of the two languages is so similar, this has little effect on Spanish learners. Raslee's (2020) study on using storytelling in speaking also discovered that one of the reasons for errors is the inference of learners' L1. Albeit it is no longer a major blunder, it did have an impact on the learners' willingness to speak up during a story-telling session.

Lacking in vocabulary can also contribute to learners' inability to form cohesive spoken sentences (Shtewi & Hamuda, 2016; Aziz & Kashinathan, 2021). Being actively involved in a speaking task can be difficult for pupils who do not yet have a particular level of vocabulary in line with their age or grade because the topic or task is usually designed based on the class grade. For instance, a Malaysian classroom scenario. It has learners of varying capacities, making lessons tailored to specific needs of individuals impossible for teachers. As a result, whenever a speaking activity is assigned in the classroom, low-proficiency pupils would typically refuse to participate due to unknown vocabulary, making it difficult for them to compose phrases (Aziz & Kashinathan, 2021). In a research of Jordanian learners on concerns of speaking skill, Huwari (2019) discovered that limited vocabulary learned is one of the biggest obstacles for students to join in a speaking activity or communication in general. In this study, students stated that missing speaking lessons is a technique for them to avoid making a mistake or appearing to be struggling to find appropriate words during speaking activities. That way, they do not have to face criticism. According to Huwari (2019), a student said that when he attempted to communicate in English, he could not remember words to use as quickly as he should, which irritates him significantly. Akhter et al (2018) in another study

found that linguistic issues are the most common cause of speaking difficulties among these pupils, with a lack of vocabulary knowledge being the most common cause.

In each language learning situation, motivation is critical to a student's success (Huwari, 2019; Nadesan & Shah, 2020). When low-proficiency learners are obstructed by the skill to produce English sentences to speak, it can be claimed that putting in extra effort to try can wear them down. Plus, forming sentences can be difficult if one does not have a lot of the terminology that one should know for one grade or age (Tuan & Mai, 2015). Reflectively, this is when pupils are attempting to figure out every single word, and by the time they are finished with sentence formation, there isn't sufficient time to focus on the topic. If time is ever enough for them, learners are often overly aware of their English proficiency and are hesitant to talk. This entire scenario has the potential to have a significant impact on pupils' motivation. The reasons for low motivation to speak English, according to Huwari (2019) and Nadesan and Shah (2020), are anxiety, low self-confidence, and fear of making mistakes. In their study, Tuan and Mai (2015) found that students' fear of making a mistake is sometimes driven by their incapacity to think about a speaking topic. This is due to the fact that teachers may have assigned topics to students that they are unfamiliar with. Huwari (2019) goes on to say that the main cause of students' low motivation is because they have no desire to improve their English skills, particularly their speaking skills. This is because they are unable to recognise the significance of learning this talent in the future. Huwari (2019) cites one of the pupils as saying that because he will not be traveling in the future, there is no incentive for him to study English. As a result, these students would not want to try out any classroom speaking activities.

According to past studies, low motivation to speak in English has resulted in a slew of issues. The problems that the pupils encountered form an 'affective filter' in their acquisition of English. Krashen (1984) defined affective filter as a mental wall that inhibits intelligible input from being accepted and employed as an output. According to Uquillas (2021), there is a strong link between a learner's readiness to participate in a speaking activity or conversation and his or her motivation level. Uquillas (2021) goes on to say that it has a high emotional filter, which makes it difficult for learners to learn or develop on the skill.

Gamification as Teaching Strategy to Promote Students Active Participation in Speaking Lessons

In order to be successful in second language learning, the selection of teaching strategies need to be properly and accurately chosen. There is an abundance of research which places focus upon the suitable teaching strategies to be implemented in order to aid and enhance students' engagement in English language classrooms. Such strategies include language game activities (Owen & Razali, 2018), role play (Kumaran, 2017), interactive audio-based application (Rashid et al., 2017), HOTS instruction (Purnama & Nurdianingsih, 2019), task-based instruction (Namaziandost et al., 2019), social learning strategies (Naaim & Hashim, 2019), and collaborative activities (Wahyudi et al., 2020). Among these strategies, one strategy that looks promising in promoting students' participation is the use of gamification. Past studies on gamification found that it posed positive effects on students' participation. (Flores, 2015; Klock et al., 2015; Krisbiantoro, 2020; Smiderle et al., 2020)

Gamification is defined as the usage of game elements for objectives unrelated to games to stimulate individuals to be engaged in order to achieve a specific goal (Deterding et al., 2011). The word "Gamification" was devised by Nick Pelling in 2002, but only grew to be popular in 2010. According to Klock et al (2015), the elements that make up gamification

include narrative, rules, challenges, integration, reinforcement and feedback, loops of engagement, achievements, points, levels, rankings, badges, customisation, and virtual goods. Out of all strategies that exist, gamification is the method which promotes motivation constantly (Flores, 2015). Furthermore, it has been applied in various fields in recent years and has motivated individuals to change their behaviours, drive innovation, as well as develop skills (Klock et al., 2015). As an addition, Flores (2015) stated that there is a strong bond between gamification and emergent technologies.

Smiderle et al (2020)'s study stated that gamification in education allows the same levels of student engagement as games do, as well as improving students' skills and optimizing their learning. In their paper, the researchers investigated the effects of gamification on students' learning, behaviour, and engagement based on their personality traits. An experimental research design was conducted for four months and students were randomly sorted into the control group (non-gamified) and experimental group (gamified). After analyzing the obtained data, evidence was found that gamification affects students based on their personality traits in distinct ways. In other words, the effects of gamification (quality of submitted work and more accuracy) vary depending on users' specific characteristics. Introverted participants in both control and experimental groups are shown to have more points, medals, and logins than extroverted participants. Furthermore, the participants who were in the gamified group had a higher average of points, badges, and number of logins as compared to participants of the non-gamified group. Aside from that, Krisbiantoro (2020)'s study was conducted with the purpose of investigating whether gamification was more effective compared to conventional teaching methods and to see if students with a higher level of creativity had better mastery. An experimental research was conducted and the results obtained based on the findings revealed that gamification is more effective compared to conventional teaching methods to enhance English language mastery, and that students who have high creativity have a better level mastery as compared to those who have low creativity.

To summarize, past studies have found gamification in English language learning to be beneficial to the learners (Krisbiantoro, 2020; Smiderle et al., 2020) in increasing their motivation, engagement, and language mastery. However, there is little to none studies which focus on learners' improvement and engagement in English speaking classes with the application of gamification.

Theoretical Framework

Gamification, Zone of Proximal Development (ZPD), social constructivism and scaffolding are one of the latest teaching and learning methods that is being implemented and utilised in the education system, and it is believed to have an effective impact on students' learning progress as the students would feel more confident and comfortable in learning from their peers, not rely on the teacher much and thus growing to be independent thinkers, as well as being exposed to technological tools whilst maintaining a conducive learning environment which functions to encourage and motivate learners to acquire knowledge. Designing and developing language tools such as gamification should be done based on meticulous planning. Therefore, this study has used the ADDIE model as a guide for it. Below (Table 1) is the usage of the ADDIE model as a guide in designing and developing a gamification tool called 'Digital Escape Room'.

Based on the instructional form ADDIE, a 'Digital Escape Room' product was designed. There are five phases that make up ADDIE, which are analyze, design, develop, implement,

and evaluate; hence the acronym 'ADDIE'. Table 1 below displays the description of how each phase was used in the construction of the Digital Escape Room teaching and learning aid.


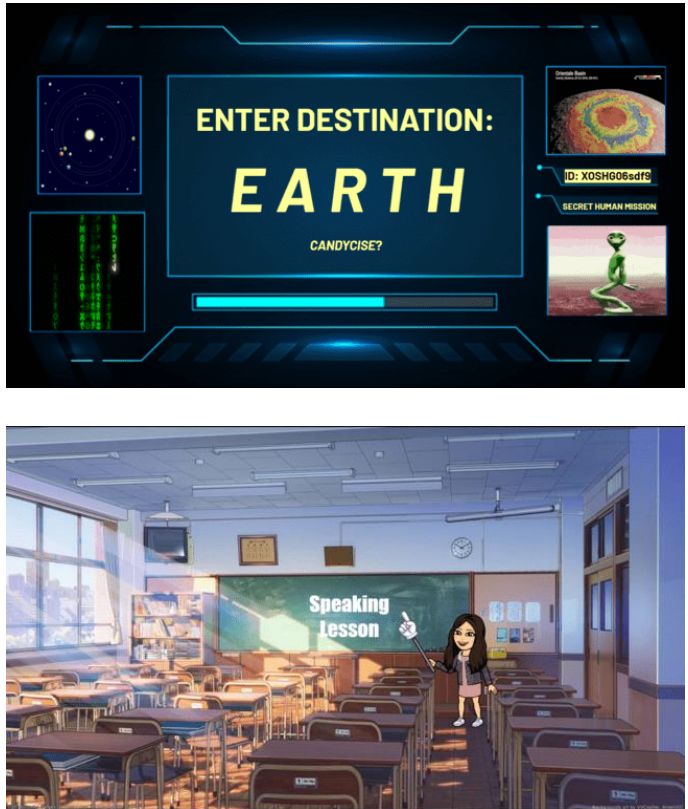
Table 1



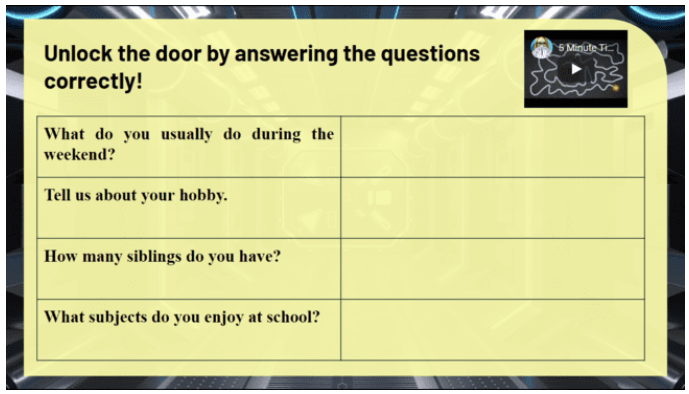
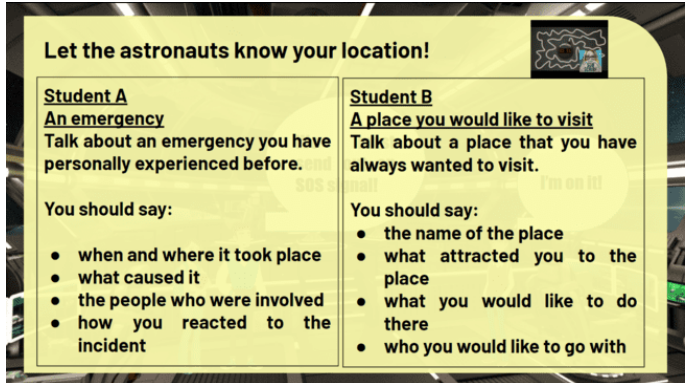
The Application of ADDIE Model in the Design of Digital Escape Room

Phase	Elaboration
Analyse	<ul style="list-style-type: none"> - There is an inactive or lack of student engagement during English speaking lessons, both physical and virtual, which results in dull teacher-centered lessons. - To help educators to come up with interesting game designs for English speaking lessons
Design	<ul style="list-style-type: none"> - Application of Gamification technology and storyboard in games - Constructivism (build knowledge through experience) learning theories are applied - Design is based on the Gamification model with game elements such as points, timers, and leaderboards.
Develop	<ul style="list-style-type: none"> - Google slides, YouTube videos, png images, teaching materials and exercise questions are utilized in the development of Digital Escape Room - The learners have to pass three levels by answering all or most of the questions correctly within a limited amount of time (determined by the educator) to attract their interest to learn, and increase participation in the classroom - Digital Escape Room will go through a pilot test among students to test its effectiveness
Implement	<ul style="list-style-type: none"> - The Digital Escape Room will be tested on the learners. The process is estimated to take four weeks. The pretest will be given to the participants a week prior to the intervention, and the posttest will be given a week after.
Evaluate	<ul style="list-style-type: none"> - The effectiveness of the Digital Escape Room will be evaluated through one group pretest and posttest research design

The 'Digital Escape Room' can be utilized as a teaching aid to alleviate or solve the issue of the inactive or lack of student engagement during English speaking lessons. The teaching aid is a game-based activity (gamification) with storytelling components designed to (i) conduct the lesson, (ii) check learners' comprehension and application of teaching material, (iii) increase learners' engagement, and (iv) summarise the lesson. The learners are to help three characters who have been kidnapped by an alien to escape its spaceship. There are three obstacles in total, and the questions under the three obstacles are constructed following the format of a Sijil Pelajaran Malaysia (SPM) English speaking paper. The learners will be given time to work on their answers collaboratively, and when time is up, they can choose to send one or more than one representative to complete the English speaking exercise. The materials that are used in the creation of 'Digital Escape Room' are slides, YouTube videos, PNG images, teaching materials and originally written exercise questions.

Table 2
 The Design of Digital Escape Room

Phase 1	
Description	Teaching Aid (Original Product)
Cover Page of Digital Escape Room Product	
<p><u>Storyline</u></p> <p>The lesson begins with everyone looking at the alien's screen that showed that it was traveling to Earth. Whilst that was happening, a teacher at school was teaching her students how to ace their English speaking tests. After school, Liam, Chloe, and Jim were walking home when they were kidnapped by a passing UFO. Not wanting to be brought back to the alien's planet, the trio had to make their escape before it was too late.</p>	

<p>Teaching slide and aids</p>	 <p>Don't be stressed, let's understand some important things first.</p> <p>Format of SPM English Speaking Test</p> <ul style="list-style-type: none"> • Time: 13 mins • Marks: 24 marks • Percentage: 25% • Part 1: Interview (4 questions per candidate) • Part 2: Individual long-turn based on prompts (1 question per candidate) • Part 3: Discussion (3 questions for both candidates) <p>Some speaking tips...</p> <ul style="list-style-type: none"> • You'll never be able to speak if you never open your mouth! • Imitate how others speak (don't copy 100%) • Listen and rephrase (main idea must still be there) <p>When I was a child, I used to write to Santa Claus.</p> <p>I used to write letters to Father Christmas because I believed that he exist.</p> <p>Let's watch a sample!</p> 								
<p>Phase 2</p>									
<p>Levels</p>	<p>Exercises</p>								
<p>Level 1 - Part 1 (Interview)</p>	 <p>Unlock the door by answering the questions correctly!</p> <table border="1"> <tr> <td>What do you usually do during the weekend?</td> <td></td> </tr> <tr> <td>Tell us about your hobby.</td> <td></td> </tr> <tr> <td>How many siblings do you have?</td> <td></td> </tr> <tr> <td>What subjects do you enjoy at school?</td> <td></td> </tr> </table>	What do you usually do during the weekend?		Tell us about your hobby.		How many siblings do you have?		What subjects do you enjoy at school?	
What do you usually do during the weekend?									
Tell us about your hobby.									
How many siblings do you have?									
What subjects do you enjoy at school?									
<p>Level 2 - Part 2 (Individual long-turn based on prompts)</p>	 <p>Let the astronauts know your location!</p> <table border="1"> <tr> <td> <p>Student A An emergency Talk about an emergency you have personally experienced before.</p> <p>You should say:</p> <ul style="list-style-type: none"> • when and where it took place • what caused it • the people who were involved • how you reacted to the incident </td> <td> <p>Student B A place you would like to visit Talk about a place that you have always wanted to visit.</p> <p>You should say:</p> <ul style="list-style-type: none"> • the name of the place • what attracted you to the place • what you would like to do there • who you would like to go with </td> </tr> </table>	<p>Student A An emergency Talk about an emergency you have personally experienced before.</p> <p>You should say:</p> <ul style="list-style-type: none"> • when and where it took place • what caused it • the people who were involved • how you reacted to the incident 	<p>Student B A place you would like to visit Talk about a place that you have always wanted to visit.</p> <p>You should say:</p> <ul style="list-style-type: none"> • the name of the place • what attracted you to the place • what you would like to do there • who you would like to go with 						
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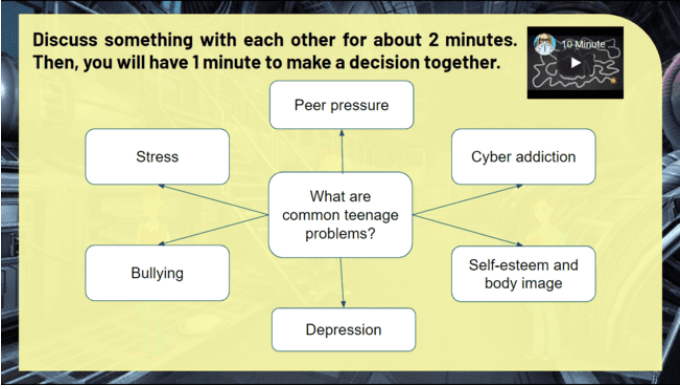

<p>Level 3 - Part 3 (Discussion)</p>	
<p>Phase 3</p>	
<p>Summary of Lesson (done by learners)</p>	

Figure 1 below demonstrates the theoretical framework of this study. The theories used are Gamification, Zone of Proximal Development (ZPD), social constructivism and scaffolding. As for the model, the ADDIE model was chosen to construct the gamified teaching aid.

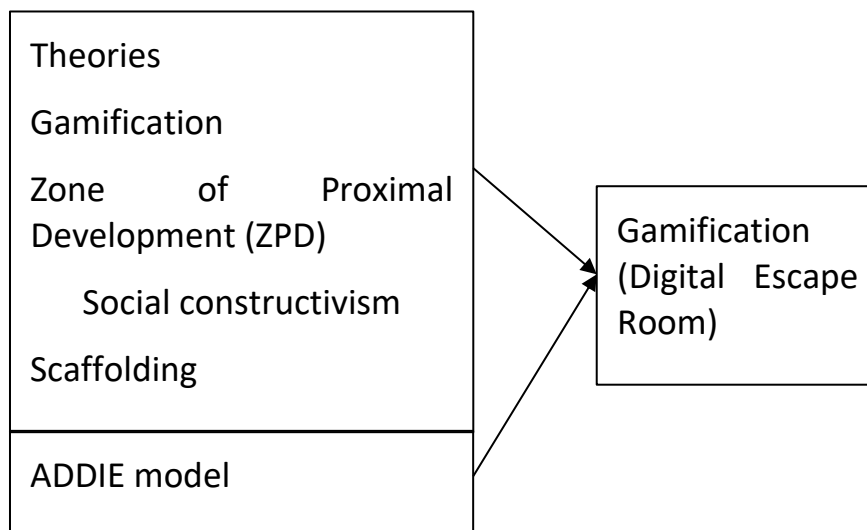


Figure 1 Theoretical Framework

As for the conceptual framework, it consists of both independent and dependent variables. The independent variables are the points, badges, and leaderboards in the game, whereas the dependent variables are the participants' classroom engagement and performance.

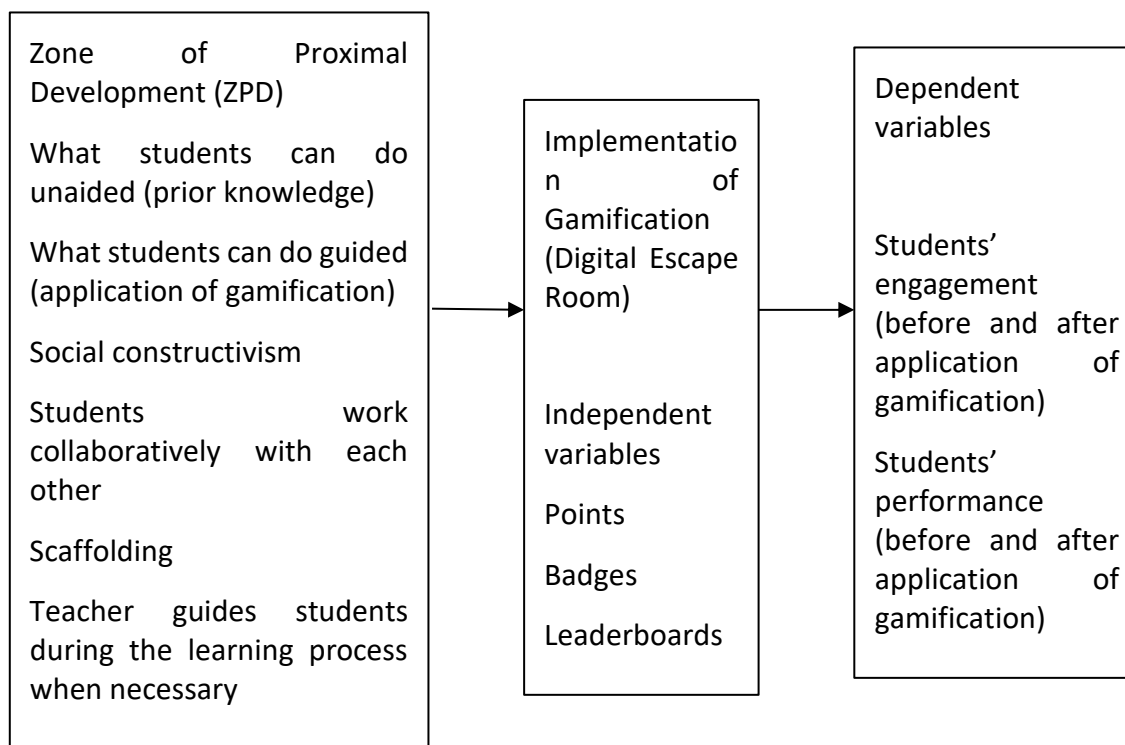


Figure 2 Conceptual Framework

Methodology

To investigate the effectiveness of the implementation of gamification (Digital Escape Room) in improving students' classroom engagement and performance, an experimental research design was implemented. The independent variables are the points, badges, and leaderboards, whereas the dependent variables are participants' classroom engagement and performance. A one-group pre and post test experiment was conducted among ten upper secondary students who were all selected at random to participate in the experiment using convenience sampling. During the pre-experiment stage, the group was first taught using a traditional teaching method (teaching by giving instructions at the front of the classroom). As for the intervention, the students were exposed to the usage of gamification (Digital Escape Room) teaching and learning method using the same content a week later. During the pre and post experimental stages, the researcher had used non-participatory observation to observe the participants' engagement and performance levels during the study. After the intervention, five out of the ten participants were selected at random for a one-on-one interview session where their perceptions on factors that influence the engagement during the speaking lesson as well as their perceptions on the use of gamification (Digital Escape Room) in their speaking lesson were obtained. The questions of the interview session were adapted from Le (2019)'s study.

Convenience sampling was used to collect data and the data was analysed using T-test to make comparisons between the two groups of participants. To administer the observation, this study has used the descriptors for speaking skill performance provided by the Standard

Based English Language Curriculum (SBELC) (2018) (as shown in Figure 3 below) as a guide to write down the observation notes in both the pre and post experiment stages.

KSSM BAHASA INGGERIS TINGKATAN 4

Performance Standards Guide for Speaking Skills

PERFORMANCE LEVEL	DESCRIPTORS FOR SPEAKING SKILLS
1	<ul style="list-style-type: none"> • Can display minimal ability to communicate information, feelings, plans and ambitions with a lot of support. • Can display minimal ability to manage interaction, explain a point of view and use registers with a lot of support. • Can display minimal ability to summarise the main points of a story, text or plot with a lot of support.
2	<ul style="list-style-type: none"> • Can display some ability to communicate information, feelings, plans and ambitions with a lot of support. • Can display some ability to manage interaction, explain a point of view and use registers with a lot of support. • Can display some ability to summarise the main points of a story, text or plot with a lot of support.
3	<ul style="list-style-type: none"> • Can communicate information, feelings, plans and ambitions clearly. • Can manage interaction, explain and justify a point of view and use registers appropriately. • Can summarise the main points of a story, text or plot adequately.
4	<ul style="list-style-type: none"> • Can communicate information, feelings, plans and ambitions clearly by providing some relevant details. • Can manage interaction, explain and justify a point of view and use registers appropriately by sustaining communication occasionally. • Can summarise the main points of a story, text or plot by restating in own words occasionally.
5	<ul style="list-style-type: none"> • Can communicate information, feelings, plans and ambitions clearly by providing a lot of relevant details. • Can manage interaction, explain and justify a point of view and use registers appropriately by sustaining communication most of the time. • Can summarise the main points of a story, text or plot by restating in own words most of the time.
6	<ul style="list-style-type: none"> • Can communicate information, feelings, plans and ambitions clearly and confidently by providing a lot of relevant details. • Can manage interaction, explain and justify a point of view and use registers appropriately by sustaining communication naturally. • Can summarise the main points of a story, text or plot spontaneously by restating in own words at all times. • Can display exemplary model of language use and guide others in a given task.

Figure 3 Standard Based English Language Curriculum (SBELC) (2018): Speaking Skill Performance

Findings

This section presents the findings and analysis of this study. A one group pre and post experimental experimental design was conducted in which observations and interviews were utilised to obtain data for analysis purposes. Table 3 below shows the notes that were recorded during the observation stages (before and during the intervention).

Table 3
Observation Notes

Observation Stages	Findings (Observation Notes)
<p>Observation 1 (Pre-experimental stage)</p> <p>Teaching method: Traditional</p> <p>Number of students: 10</p>	<p><u>Observation Pair 1</u> It was observed that the students seemed to be confused and reluctant to try to speak. Students were not confident to give it a try and therefore, rather be quiet than trying. There were times when the teacher tried to prompt the students to speak up. However, students were still reluctant to speak as fear of making mistakes is bigger than the urge to try.</p> <p><u>Observation Pair 2</u> Much like pair 1, Pair 2 students looked lost when the teacher was explaining and instructing them to do the speaking task. As the task went on, they were unable to speak out and kept asking the teacher for the meaning. Pair 2 failed to do the task as they are not trying to speak. They spent a lot of time trying to understand the task.</p> <p><u>Observation Part 3</u> It is observed that Pair 3 was able to speak out when instructed to do so for the speaking task. They were able to construct sentences however, it took them a bit of time to generate ideas and content to speak. Thus, they were not able to complete the speaking task within the given time. Nonetheless, they are able to create sentences within their own time. They appeared uninterested but still they are able to perform when asked.</p> <p><u>Observation Pair 4</u> It is observed that Pair 4 looked confused when the teacher explained the speaking task to them. Along the way, they failed to understand what the task needed as language wise, they were unable to understand the content of the task. They kept asking the teacher to translate every word of the speaking content. Even so, when trying to complete the speaking task, they always ended up with false starters such as 'I think...', 'I believe...' but failed to continue the sentences.</p> <p><u>Observation Pair 5</u> Pair 5, when observed, they were more in natural mode. They do not look so interested but they can still show focus on what to do. They do not have problems constructing coherence sentences. However, they did take their own time to complete the speaking task as they struggled a bit to come up with suitable content to use. Overall, this pair seems not to have much issue to complete the speaking task.</p>
<p>Observation 2 (Intervention)</p> <p>Teaching method: Gamification (Digital Escape Room)</p> <p>Number of students: 10</p>	<p><u>Observation Pair 1</u> Pair 1 students were attentive when going through this escape the 'Digital Escape Room' challenge. It was observed the students took a longer time to comprehend what the instructions needed them to do. One of them was trying to explain to the other what they needed to do for the task. During the task, the students tried to speak up even though there are elements of code switching throughout the attempt. This pair did not get to complete the escape challenge however, it is apparent that they are enthusiastic to complete the task.</p> <p><u>Observation Pair 2</u> While it can be observed that his pair has shown genuine interest to try out the Digital Escape Room challenge, most of the time, this pair had difficulty in performing the speaking task. It can be seen that this is due to their limited vocabulary. Thus, more first language is used instead of English. This pair was unable to complete the challenge and it was noticed after the game that they expressed dissatisfaction for not being able to perform well.</p>

	<p><u>Observation Pair 3</u> Pair 3 students can be concluded as being excited and engaged throughout the task. They were alert, were able to comprehend what was needed from them in the task, and were able to construct coherent sentences for the speaking task. They were successful in helping the characters to escape from the Digital Escape Room. Additionally, it was observed that they were able to generate ideas and content at an acceptable rate. They displayed eagerness and excitement when they were able to complete the game.</p> <p><u>Observation Pair 4</u> Pair 4 students were initially disinterested to read the task. However, they grew interested and read the task after some time. The students relied heavily on their first language to confirm the instructions of the task with each other. Despite this, the pair displayed efforts to complete the speaking task using English although they resorted to code switching frequently. They completed the challenge successfully and it was noted they were thrilled and relieved when they realised they were able to complete the task.</p> <p><u>Observation Pair 5</u> Pair 5 can be observed as being cooperative for the Digital Escape Room game. They are fairly competent in using English language, and were engaged and showed excitement in completing the task. However, they were observed to be rushing. They can generate ideas well and were able to construct coherent sentences when they were speaking up.</p>
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Based on the observation notes, it was noted that the participants displayed clear disinterest when they were informed that the lesson of the day was a speaking lesson during the pre-experimental stage. The participants already have prior knowledge of the task format, but seven out of ten students were unable to understand the given questions in the speaking test, and were unable to answer the questions. The students were given 30 minutes to gather their thoughts before they started the speaking test. Only three students attempted to speak even though they were unable to complete the assigned task while the rest were completely silent and distracted.

In the intervention (Digital Escape Room) that was conducted a week after the pre-experimental stage, the researcher started off by explaining to the students about how the speaking task would be conducted using gamification. The students displayed clear eagerness to participate and were focused on reading and completing their escape mission. It was observed that six students showed efforts to speak. Although there was an obvious situation of students code-switching from English to their first language, this mainly happened during the discussion session as the students were allowed to work on the task collaboratively. As they were to complete the escape missions within a time limit, the students are shown putting effort to complete the task. However, it was noticed that there were four students who seemed to be disengaged from the speaking task.

As for the interview findings, the students had an overall positive perception towards the usage of gamification in their speaking lesson, and found the speaking lesson to be more interesting. The first question that was asked to the students was “Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?” The students have a mixed response, with four of them being nervous to speak only at the beginning or throughout, one feeling nervous and eager at the same time, and one feeling excited.

"In the first method, I was scared to talk because I feel that everyone is looking at me because they are bored, but I like the game that you used later on, I was so excited to complete the game I hadn't noticed that I had started talking."

"I was super excited, teacher! It has been such a long time since we were able to play games and learn at the same time!"

"I was nervous to speak, teacher."

"I was both nervous and eager to speak, teacher."

"It depends on the topic, teacher. Sometimes I am eager, sometimes I am reluctant."

When questioned about the factors that the students think influenced their participation in the speaking practice that was conducted using gamification (Digital Escape Room), it was found that the teaching method posed the biggest influence for the students to participate in the classroom activity. However, the students also mentioned other factors such as the classroom atmosphere, low proficiency in English, as well as Grammar, vocabulary and pronunciation mistakes affecting their participation.

"For me, it would be low proficiency in English, and pronunciation mistakes."

"The digital escape room teaching format, teacher"

"I think it is the teaching method, classroom atmosphere, low proficiency in English, and Grammar, vocabulary and pronunciation mistakes, teacher."

"Teaching method, classroom atmosphere, and Grammar, vocabulary and pronunciation mistakes."

"The teaching method."

When asked to elaborate on their answer, the students revealed that the Digital Escape Room is a refreshing and exciting way for them to learn while in the classroom as they were exposed to the gamified method for the first time, and did not think it was possible that an escape room can be played in their classroom in a digital manner. Moreover, they revealed their infrequent exposure to English hinders their speech when they try to use English, but since the given task was done collaboratively, they were able to put their heads together to come up with the answer and enjoyed working together.

"... I don't have a lot of exposure to English except for when I attend English classes in school. I feel that my English proficiency is low, and that I have a lot of pronunciation mistakes. I am usually afraid to speak English because I am scared my friends will notice my mispronunciation and laugh at me. That has happened before."

"It's my first time hearing and playing a digital escape room, it's really creative! Also, the part where I can play with my friends, the more the merrier! It's nice to be able to discuss our answers and find the best one."

"... I like the digital escape room because it's more interesting compared to the other teaching methods. The classroom atmosphere is nice today, there aren't as many people as usual so I feel slightly more comfortable to speak. I feel that I have low proficiency in English and that I need time to think of what I want to say and how to say it, but I can understand the slides. Sometimes I will accidentally use the wrong words."

"The game really held my interest and I became excited to play because everyone in class was also excited to play. However, I was nervous to talk because I know that my Grammar and vocabulary are not that good."

"It is an interesting game, unlike the other online games other teachers used, such as Kahoot!. That is really boring, it's nice to play a new game for a change. It keeps things exciting."

The next question was asked to find out the students' thoughts about the gamification (Digital Escape Room) that was utilised in class, and whether the method of teaching and

learning aided in raising the students' interest and eagerness to participate. All five interviewees responded positively towards the question.

"It was really fun and interesting... It really felt as if I was a part of a rescue mission, and am learning new things at the same time. I am quite eager to join the escape room challenges."

"Of course, teacher! I love today's lesson, it's probably going to be the best English lesson this year!"

"It is nice, yes, I was more interested in participating."

"It was good. I was interested and eager to join the game even though I was reluctant to speak."

"Yes, teacher. I enjoyed the digital escape room very much. I like that there is a story and there are characters talking to each other to help us understand what is going on. It makes me feel relaxed, especially when I read the questions. Normally, even when I know the answer, I would feel nervous, but I did not feel as nervous as before in the game today."

The students were also asked what they liked best about the gamification (Digital Escape Room). They responded positively by saying the digital escape room format was something that was new and interesting to them, which helped to catch and hold their attention during the task, one mentioned that they felt accomplished when they were able to escape the escape room, whilst two reported that the escape room format prompted their friends and themselves to speak more.

"The escape room part. Normally for escape rooms you really need to think hard to search for the answer, and I felt really accomplished when we were able to help the characters escape."

"Everything! I like that there's a storyline and that you taught us the format and gave us a sample before we have to do the digital escape room challenge on our own!"

"I like it because it's a game. It's fun to learn and play at the same time."

"The escape room game is something new to me, and I also like it because I get to discuss answers with my friends. We took turns speaking so that everyone could try."

"I like that teacher has used a different way to get us to do the English speaking activity. In normal lessons, the others will often try to not answer the questions, which to me, wastes a lot of time, but since there was a timer and we are allowed to discuss the answers, almost everyone participated."

The last interview question was asked to see if there was anything the students like to change about the gamification (Digital Escape Room) that was used. While all of the students' answers were 'No', the majority of them requested for this teaching and learning method to be used in future English lessons.

"Not really."

"Nothing, teacher! But it would be great if you could use this game for other English classes as well!"

"No. I hope we can use this game more often in the future."

"No, but I hope teacher can let us play the digital escape room again."

"I hope we can use it to learn reading, listening, and writing skills too."

Discussion

This study provides evidence of the potential that the implementation of gamification (Digital Escape Room) has on enhancing students' engagement in English speaking lessons. Aligned with our predictions, the usage of gamification (Digital Escape Room) was effective in improving student engagement during the speaking practice. As observed, the students were

more engaged during the usage of gamification and were generally more excited and interested to participate during this period, proving that the usage of gamification in promoting students' active participation in speaking lessons has been effective. During the interview session, the students explicitly stated to have a positive perception towards the use of gamification in their speaking lesson, and requested for gamification to be used in future English lessons. This is aligned with past studies by Flores (2015); Klock et al (2015); Krisbiantoro (2020); Smirderle et al (2020) that found gamification to be a method that posed a positive effect on students' participation in English speaking lessons. Although there were a few who stated that they were hesitant to speak, gamification as a teaching and learning method aided them to be less reluctant, which falls in line with studies of (Flores, 2015; Smirderle et al., 2020; Ilmiani et al., 2021).

Despite that, with the implementation of gamification in the speaking lesson, there were some students who stated that they were more driven to change their behaviours to participate in the classroom activity, which is aligned with Klock et al (2015), as there were reports from students who stated the reason why they participated in the task was due to the other students' excitement and opportunities for task discussion. In the first half of the interview session, the students were asked questions to find out their perceptions on factors that influence their engagement in speaking lessons. For the majority of them, they stated that the teaching method is the biggest influencing factor for them to participate in the classroom activity. This factor is aligned with (Ilmiani et al., 2021).

Other factors such as the classroom atmosphere, low proficiency in English, and Grammar, vocabulary and pronunciation also influenced their participation. Having a low English language proficiency heightens the level of difficulty for students as they attempt to speak in English language, this can serve as a stepping stone for them to actually speak or participate actively in English speaking classroom activities as they would have a low self-confidence, fear of making mistakes, and anxiety, which was also something that was revealed by the students involved in the interview session. This is aligned with Huwari (2019), and Nadesan and Shah (2020)'s studies. Furthermore, it was observed that some students revert back to their first language when attempting the speaking task, but mainly during the discussion period, which aligned with Razaghi and Yamini (2019); Turaeva (2021) who stated ESL learners' low ESL proficiency hinders their English speaking attempts. There were also students who requested help from their peers or the teacher to understand the meaning of the given task as they found it difficult to comprehend it when the instructions were given in English, aligned with Razaghi and Yamini (2019); Turaeva (2021)'s studies once more.

A lack of vocabulary or terminology to form spoken sentences is an observed occurrence among some of the students during the intervention stage as well, which is aligned with studies by (Tuan and Mai, 2015; Shtewi and Hamuda, 2016; Akhter et al., 2018; Aziz and Kashinathan, 2021). On a more positive note, students' insufficient vocabulary and grammar knowledge did not hinder them much in promoting them to speak when gamification is applied as they grew more motivated to participate due to their interest in the 'Digital Escape Room' teaching and learning aid. Hence, it is proven that the students' motivation and their readiness to participate in the speaking activity has a correlation with each other, which lines up with (Uquillas, 2021).

Conclusion

This paper presented a gamification process implemented in an English speaking lesson. It provides information on game elements, methodology, as well as findings and discussions. Students' tendency to shy away from English speaking lessons is a potent issue in Malaysia English classrooms. Additionally, factors influencing Malaysian secondary school students' participation during English speaking lessons were also identified - (i) anxiety, (ii) lack of motivation and encouragement, (iii) fear of criticism by peers, (iv) teachers' teaching approach, (v) classroom management and environment, (vi) technological teaching aids, (vii) number of students in class, (viii) lack of basic language skills, (ix) social and cultural factors, and (x) students' learning attitudes (Razaghi et al., 2019; Ben Maad & Saadi, 2020; Ilmiani et al., 2021). Due to their adurance of not practicing their speaking skills during their schooling years in fear of being mocked by their peers or embarrassing themselves should they misuse or mispronounce a word, it caused a negative impact on them in the long run. Gamification, social constructivism and scaffolding are one of the latest teaching strategies implemented in the education system, and it is believed to have an effective impact on students' learning progress as the students would feel more comfortable learning from their peers, not rely on the teacher much and thus growing to be independent thinkers, and be exposed to technological tools whilst maintaining a conducive learning environment.

Limitations and Future Studies

One of the limitations of this study is the extra time and effort on the research conductor's part in carrying out precautionary measures by supervising and reminding students continuously throughout the experimental stages to ensure social distancing occurs. The second limitation was time management as further discussions regarding the students' speaking errors caused more time to be used in the allocated time for the English subject in schools. The third limitation was the extra prompting the researcher needed to do to encourage students to participate in the game and its speaking activities.

As for future work, this paper proposes for gamification (Digital Escape Room) to be carried out to obtain data on its effectiveness in improving students' engagement during English speaking lessons in an extended period, as well as to use and adapt the proposed gamification idea to other English skills – listening, reading, and writing, Grammar and vocabulary with secondary students attending public schools in Malaysia

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APPENDIXES

Appendix A – Interview Questions

1. Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?
2. Which of the following factors do you think influenced your participation in the speaking exercise that was conducted using gamification (Digital Escape Room) - (A) Teaching method, (B) Uninteresting lessons, (C) Classroom atmosphere, (D) Crowded class, (E) Low proficiency in English, or (F) Grammar, vocabulary and pronunciation mistakes?
3. Can you elaborate more on how these factors influenced your participation in the speaking exercise that was conducted?
4. What are your thoughts about the gamification (Digital Escape Room) that was used earlier? Did it raise your interest and eagerness to participate?
5. What did you like best about it?
6. Is there anything you would like to change about the gamification (Digital Escape Room)?

Appendix B – Transcript Of Interviewee A

Interviewer: Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?

Interviewee A: In the first method, I was scared to talk because I feel that everyone is looking at me because they are bored, but I like the game that you used later on, I was so excited to complete the game I hadn't noticed that I had started talking.

Interviewer: Which of the following factors do you think influenced your participation in the speaking exercise that was conducted using gamification (Digital Escape Room) - (A) Teaching method, (B) Uninteresting lessons, (C) Classroom atmosphere, (D) Crowded class, (E) Low proficiency in English, or (F) Grammar, vocabulary and pronunciation mistakes?

Interviewee A: For me, it would be low proficiency in English, and pronunciation mistakes. I don't think the teaching method is uninteresting at all, I didn't know it was possible to play an escape room in the classroom.

Interviewer: Can you elaborate more on how these factors influenced your participation in the speaking exercise that was conducted?

Interviewee A: For me, Malay language is what I have been using for all my life, and I don't have a lot of exposure with English except for when I attend English classes in school. I feel that my English proficiency is low, and that I have a lot of pronunciation mistakes. I am usually afraid to speak English because I am scared my friends will notice my mispronunciation and laugh at me. That has happened before.

Interviewer: What are your thoughts about the gamification (Digital Escape Room) that was used earlier? Did it raise your interest and eagerness to participate?

Interviewee A: It was really fun and interesting. At first, I didn't really understand why we were looking at the alien's screen until the three cartoon characters were kidnapped by the alien. I thought it was a creative idea for teacher to prepare us again for the speaking test before we have to do the escape room in a story-telling format. It really felt as if I was a part of a rescue mission, and am learning new things at the same time. I am quite eager to join the escape room challenges.

Interviewer: What did you like best about it?

Interviewee A: The escape room part. Normally for escape rooms you really need to think hard to search for the answer, and I felt really accomplished when we were able to help the characters escape.

Interviewer: Is there anything you would like to change about the gamification (Digital Escape Room)?

Interviewee A: Not really.

Appendix C – Transcript Of Interviewee B

Interviewer: Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?

Interviewee B: I was super excited, teacher! It has been such a long time since we were able to play games and learn at the same time!

Interviewer: Which of the following factors do you think influenced your participation in the speaking exercise that was conducted using gamification (Digital Escape Room) - (A) Teaching method, (B) Uninteresting lessons, (C) Classroom atmosphere, (D) Crowded class, (E) Low proficiency in English, or (F) Grammar, vocabulary and pronunciation mistakes?

Interviewee B: The digital escape room teaching format, teacher! I also like that I can play the game with my friends!

Interviewer: Can you elaborate more on how these factors influenced your participation in the speaking exercise that was conducted?

Interviewee B: It's my first time hearing and playing a digital escape room, it's really creative! Also, the part where I can play with my friends, the more the merrier! It's nice to be able to discuss our answers and find the best one.

Interviewer: What are your thoughts about the gamification (Digital Escape Room) that was used earlier? Did it raise your interest and eagerness to participate?

Interviewee B: Of course, teacher! I love today's lesson, it's probably going to be the best English lesson this year!

Interviewer: What did you like best about it?

Interviewee B: Everything! I like that there's a storyline and that you taught us the format and gave us a sample before we have to do the digital escape room challenge on our own! We took a bit of time to finish the last challenge and I thought that we couldn't finish the game in time. When we were able to complete it, I screamed because I was too excited.

Interviewer: Is there anything you would like to change about the gamification (Digital Escape Room)?

Interviewee B: Nothing, teacher! But it would be great if you could use this game for other English classes as well!

Appendix D – Transcript of Interviewee C

Interviewer: Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?

Interviewee C: I was nervous to speak, teacher.

Interviewer: Which of the following factors do you think influenced your participation in the speaking exercise that was conducted using gamification (Digital Escape Room) - (A) Teaching method, (B) Uninteresting lessons, (C) Classroom atmosphere, (D) Crowded class, (E) Low proficiency in English, or (F) Grammar, vocabulary and pronunciation mistakes?

Interviewee C: I think it is the teaching method, classroom atmosphere, low proficiency in English, and Grammar, vocabulary and pronunciation mistakes, teacher.

Interviewer: Can you elaborate more on how these factors influenced your participation in the speaking exercise that was conducted?

Interviewee C: I'll try. I like the digital escape room because it's more interesting compared to the other teaching methods. The classroom atmosphere is nice today, there aren't as many people as usual so I feel slightly more comfortable to speak. I feel that I have low proficiency in English and that I need time to think of what I want to say and how to say it, but I can understand the slides. Sometimes I will accidentally use the wrong words.

Interviewer: What are your thoughts about the gamification (Digital Escape Room) that was used earlier? Did it raise your interest and eagerness to participate?

Interviewee C: It is nice, yes, I was more interested in participating.

Interviewer: What did you like best about it?

Interviewee C: I like it because it's a game. It's fun to learn and play at the same time.

Interviewer: Is there anything you would like to change about the gamification (Digital Escape Room)?

Interviewee C: No. I hope we can use this game more often in the future.

Appendix E– Transcript Of Interviewee D

Interviewer: Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?

Interviewee D: I was both nervous and eager to speak, teacher.

Interviewer: Which of the following factors do you think influenced your participation in the speaking exercise that was conducted using gamification (Digital Escape Room) - (A) Teaching method, (B) Uninteresting lessons, (C) Classroom atmosphere, (D) Crowded class, (E) Low proficiency in English, or (F) Grammar, vocabulary and pronunciation mistakes?

Interviewee D: Teaching method, classroom atmosphere, and Grammar, vocabulary and pronunciation mistakes.

Interviewer: Can you elaborate more on how these factors influenced your participation in the speaking exercise that was conducted?

Interviewee D: The game really held my interest and I became excited to play because everyone in class was also excited to play. However, I was nervous to talk because I know that my Grammar and vocabulary are not that good.

Interviewer: What are your thoughts about the gamification (Digital Escape Room) that was used earlier? Did it raise your interest and eagerness to participate?

Interviewee D: It was good. I was interested and eager to join the game even though I was reluctant to speak.

Interviewer: What did you like best about it?

Interviewee D: The escape room game is something new to me, and I also like it because I get to discuss answers with my friends. We took turns speaking so that everyone could try.

Interviewer: Is there anything you would like to change about the gamification (Digital Escape Room)?

Interviewee D: No, but I hope teacher can let us play the digital escape room again.

Appendix F– Transcript of Interviewee E

Interviewer: Do you feel confident to speak in class? Or were you reluctant, nervous, eager, or excited?

Interviewee E: It depends on the topic, teacher. Sometimes I am eager, sometimes I am reluctant.

Interviewer: Which of the following factors do you think influenced your participation in the speaking exercise that was conducted using gamification (Digital Escape Room) - (A) Teaching method, (B) Uninteresting lessons, (C) Classroom atmosphere, (D) Crowded class, (E) Low proficiency in English, or (F) Grammar, vocabulary and pronunciation mistakes?

Interviewee E: The teaching method.

Interviewer: Can you elaborate more on how the factor influenced your participation in the speaking exercise that was conducted?

Interviewee E: It is an interesting game, unlike the other online games other teachers used, such as Kahoot!. That is really boring, it's nice to play a new game for a change. It keeps things exciting.

Interviewer: What are your thoughts about the gamification (Digital Escape Room) that was used earlier? Did it raise your interest and eagerness to participate?

Interviewee E: Yes, teacher. I enjoyed the digital escape room very much. I like that there is a story and there are characters talking to each other to help us understand what is going on. It makes me feel relaxed, especially when I read the questions. Normally, even when I know the answer, I would feel nervous, but I did not feel as nervous as before in the game today.

Interviewer: What did you like best about it?

Interviewee E: I like that teacher has used a different way to get us to do the English speaking activity. In normal lessons, the others will often try to not answer the questions, which to me, wastes a lot of time, but since there was a timer and we are allowed to discuss the answers, almost everyone participated.

Interviewer: Is there anything you would like to change about the gamification (Digital Escape Room)?

Interviewee E: I hope we can use it to learn reading, listening, and writing skills too.

Appendix F – Lesson Plan

Appendix F – Lesson Plan							
DAY	Tuesday	DATE	28.8.2022	WEEK	26	LESSON	5
SUBJECT	English	CLASS	4 EK2	TIME	8.40-9.40		1 hour
FOCUS	Speaking	SKILL	Speaking skill	THEME	People and Culture	TOPIC	It's Personal
LANGUAGE & GRAMMAR FOCUS		Words/phrases related to giving advice; explaining advantages and disadvantages					
CONTENT STANDARD	Main Skill: Speaking 1 Communicate information, ideas, opinions and feelings intelligibly on familiar topics Complementary Skill: Speaking Communicate information, ideas, opinions and feelings intelligibly on familiar topics			LEARNING STANDARD	Main Skill: Speaking Ask about and explain advantages and disadvantages of ideas, plans, arrangements Complimentary Skill: Speaking Explain and justify the point of view of classmates or others		
LEARNING OBJECTIVES	By the end of the lesson, pupils will be able to: Ask about and explain advantages and disadvantages of ideas, plans, arrangements by stating at least 1 reason the choice of advice given and at least 1 reason why are other solutions are not chosen. Explain and justify the point of view of classmates or others by explaining and justify their partner's choice of solution with at least 1 reason.			SUCCESS CRITERIA	What I'm looking for (WILF) 1. Pupils can state at least respond to 2 prompt questions from the main question of the task. 2. Pupils can at least construct 3 sentences while speaking.		
TEACHING AND LEARNING STRATEGIES							
PRE-LESSON	1. Pupils are briefed on what they are going to be doing for this lesson. 2. Teacher introduced to pupils the concept of the Digital Escape Room.						
LESSON DEVELOPMENT	3. Pupils start off with the first slide of the game. Pupils are instructed to read the instructions (The situation that they are in which is the abduction incident) . 4. From the game, students are given time to escape from the abduction by requiring them to answer the speaking task within the specific time given. 5. If students fail to speak up and answer the question within the time frame given, they are considered to be failing the mission. Students may try the game again.						
POST-LESSON	6. Pupils review their learning especially on how they perform the speaking task in pairs.						
DIFFERENTIATION STRATEGIES	Strategy 3: Differentiate by the type and amount of support provided			CROSS CURRICULAR ELEMENTS	Values		
M/INTELLIGENCES	Verbal-Linguistic			ASSESSMENT	Discussion		
RESOURCES	Digital Escape Room slides, tablets or laptops			21 ST CENTURY TEACHING & LEARNING	Problem Solving		
PBD	TP4 - TP5			LEARNING DOMAIN	Analyse		
REFLECTION	7 students are able to complete the task. It can be observed that most of the students are engaged and focused while doing this lesson. Even though they had some language difficulties, students efforts are remarkable				ATTENDANCE	10/10	
NOTE							