

Gamified Learning: Impact on EFL Speaking Proficiency in Taiwanese High School Students

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This experimental study investigates the efficacy of integrating gamification techniques to enhance English as a Foreign Language (EFL) speaking proficiency among 10th-grade students. Anchored within constructivist pedagogy, the study aims to examine the impact of gamified language learning activities on students' speaking competence, motivational orientation, and levels of engagement. Employing a pre- and post-test control group design, participants from an affiliated high school in Taiwan are closely allocated to either experimental or control groups. While the experimental group immerses in gamified speaking exercises, the control group receives traditional teaching approaches. Data collection encompasses pre- and post-intervention speaking proficiency assessments, motivational inquiries, and detailed observations of student participation. Initial findings indicate noteworthy enhancements in speaking proficiency and heightened motivational states among participants in the experimental group. These preliminary outcomes underscore the promising potential of gamification as a potent pedagogical strategy for fostering language acquisition and bolstering learning outcomes in secondary education contexts.

Keywords: EFL speaking proficiency, gamification, constructivist pedagogy, motivation, engagement

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