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Foreword

Welcome to Volume 15 Issue 5 2020.

In this edition we present 4 articles. In the first article entitled “The Effectiveness of Using Interactive Technology and Video Games on Developing English as a Foreign Language among Saudi Students in Qassim Region” is by Latifah Alharbi, who discusses the value of Interactive technology and video games in furthering Said students active use of English and what challenges does this modern technology pose for the teachers of English. The author discusses the tradition teacher, using traditional methods versus the new age teacher who integrates IT into SLA. This approach seems to be very beneficial in the Saudi EFL situation.

The next article is by Saleh Alharthi in his paper entitled “Assessing Kahoot’s Impact on EFL Students’ Learning Outcomes.” This mixed method research utilized qualitative and quantitative approaches to assess how Kahoot, a game-based learning tool, can be integrated with learning to improve student’s engagement, motivation, and learning outcomes. The findings support the previous research that notes that the integration of gamification to reinforce in classroom learning results in an increased acquisition of language skills. Interestingly 90% of the students who engaged with Kahoot said that the game encouraged them to pay attention and focus on the lecture, an issue many Lecturers in Saudi have previously lamented on.

The third article by Bahia Zemni and Yasser Alrefaee is entitled “Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments.” The study compared the sources of reading anxiety between EFL students in the English Department and EFL students who study French as a foreign language. The results

showed four items scored the highest level for reading anxiety, viz, unknown vocabulary, difficult pronunciation, unfamiliar topic and new words. Once again, the onus falls on the instructor to take the steps to allay the fears associated with reading suggesting teacher training needs to spend time discussing this area of SLA with teachers.

The last article is by Dr. Tribhuwan Kumar titled “Approaches in teaching writing skills with Creative Writing: A TESOL study for Indian learners.” The research explored the effectiveness of creative writing for (students at a school in New Delhi. The research aim is to point out what are the serious difficulties which the students face in creative writing. The study also focuses on the strategies which the students follow to develop and improve their creative writing skills.

The Effectiveness of Using Interactive Technology and Video Games on Developing English as a Foreign Language among Saudi Students in Qassim Region

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Abstract

Globalization and technical evolution eased the communication with different peoples from all around the world yet, language is still a barrier that should be overcome by continuous and effective learning. Technology is a powerful tool for learners who want to either start learning a new language or develop and strengthen their foreign languages. Saudi Arabia is an Arab country, and their native tongue language is Arabic yet, its economic is mainly dependent on dealing with foreigners speaking -mainly- English, this study was carried to assist the effectiveness of interactive technology and video games on developing English as a foreign language among Saudi students in Qassim region. The study concluded a number of results, the most important of which was the presence of a statistically significant effect at the level of the function ($\alpha \leq 0.05$) of the Effectiveness of Using Interactive Technology and Video Games on Developing English as a Foreign Language among Saudi Students in Qassim Region. The study also came out with a number of recommendations, the most important of which were: the necessity of paying attention to studying the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.

Keywords: Interactive Technology, Video Games, Developing English, Qassim, Saudi

Introduction

Our age is characterized by the era of advanced technology and scientific achievement, this progress has pushed specialists and researchers in the search for new ideas to take advantage of the technologies of this era in order to achieve specific goals, especially in learning English

as a second language.

The world is now witnessing a huge revolution in technology and broad scientific progress, so that competition between countries has become based mainly on scientific and technological capabilities and capabilities; So it was necessary to join forces and wake up scientific activity and thought in the battle of scientific progress; So that you can keep up with that massive technological revolution (Ismail, 2013).

The real benefit of technology in the educational field is the paraphrasing and orientation of the teacher's thought; In order for him to build a learner able to self-search, creativity, innovation and free debate, and to form a productive personality based on the method of organized and logical thinking, and able to solve problems and find solutions (Zhang, 2006), just as technology is not a goal itself, but rather a tool and a means to quickly reach the real goal of Education development, which is the development of thought, persuasion and understanding and linking it to scientific application and the formation of the scientific personality through technological learning, and some believe that educational technology is a method of thinking that deals with education and learning, and it is a method characterized by flexibility and permanent movement and is concerned with the process of developing the curriculum, a field that facilitates the education of individuals from through careful and organized identification, development and organization of all available education resources, education technology is one of multiple meanings. It means everything from using a device to a good assessment of the lesson, and a systematic analysis of the elements of the educational process (Ismail, 2013).

Educational methods have existed since ancient times, but human being used them without programming, and they were the result of the moment and the situation, then they evolved with the development of man. The need for educational methods in the field of education emerged from ancient times, as educators realized the need of teacher and learner for educational methods to succeed in the learning process (El-Sayed, 2000).

Teaching methods and behaviors are considered an important part of the class, whether in his learning of foreign languages or in modifying his perception and perception of the student about it if it is related to wrong and negative perceptions that constitute an impediment that is difficult to overcome as it does not depend on informative methods that bring the content of foreign language programs closer to the minds of students and make it within their reach, video games affect the second language of the video gamer, the methods and methods they use to acquire language through video games as well as whether they are natural or not, many teachers who are unable to achieve success in teaching are teachers who are unable to stimulate the motivation of learners to carry out the activities necessary for learning. The most successful teachers are those who know how to excite students 'interest in learning. As well as what has been mentioned above prompts us to ask the following questions: What is the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students?

This main question is subdivided into the following sub-questions:

1. How is the interactive technology and video games used to teach Saudi students English as a foreign language in Qassim Region?
2. To what extent does the interactive technology and video games enhance developing English as a foreign language for Saudi students in Qassim Region?
3. What are the challenges encountered by teachers and learners in using the interactive technology and video games?
4. What features or designs of the game will motivate Saudi students to learn more English language?

Significance of Research

This research contributes to the fields of Teaching English as a Foreign Language (TEFL) and teaching students by presenting the views of Saudi students studying English as a foreign language in the English program through the use of interactive technology and video games.

Teachers and curriculum designers may find this research useful to improve curriculum design and classroom methodology related to language learners' strategies used by students of English as a foreign language, and they may be familiar with the preferred learning strategies used by these Saudi students that have the potential to enable learners to become more independent and aware with their educational behaviors.

Literature Review

Importance of EFL Education in Saudi Arabia

English in Saudi Arabia is not a "neutral" language. It is loaded with economic, religious, social and political ideas and is the subject of heated debate. While the impact of globalization and modernization of policies adopted in Saudi Arabia has led to an increase in the use of English in the country.

One of the reasons why English is so important in Saudi Arabia's education system is its perceived economic value. Saudi Arabia relies heavily on a large number of foreign companies that contribute decisively to the country's economic development. Approximately 90 per cent of workers in vital institutions such as shopping centers, restaurants and hospitals were expatriates, with only 10 per cent of workers being Arab nationals who were fluent in English (Al-Braik, 2007). At the time, one of the main objectives of teaching English as a foreign language in Saudi Arabia was to produce students who could communicate English satisfactorily with these expatriates. In the 1990s, it became more necessary for Saudi nationals to be proficient in communicating in English so that they could occupy positions in the service industry as well as positions in basic industries (Looney, 2004). This socially driven economic demand has pushed the demand for better English language instruction (Elyas., 2014).

Use of Technology in English Language Class

Technology is a powerful tool for learners. Learners must use technology as an important part

of their learning process. Teachers must develop a model for using technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014).

In a study carried in Pakistan, results showed that using new phrases learnt from various sources namely; video games, TV programs, newspapers, books and magazines, in daily conversations strengthen your foreign language and chances to retain this vocabulary knowledge are higher (Rashid, 2014).

Bennett et al (2000) emphasized that the use of computer technology improves teacher education and learners' learning in the classroom. The use of computer technology helps teachers meet the educational needs of learners (Bennett, 2000). According to Susikaran, fundamental changes have occurred in the classes along with teaching methods because the method of teaching chalk and speech is not sufficient to teach English effectively (Susikaran, 2013). The application of technology has significantly changed the methods of teaching English. The use of printing, film and the Internet gives learners the opportunity to collect information and provides them with various materials for analyzing and interpreting both language and contexts (Patel, 2013).

In her study at a Taiwanese high school, Huang (2009) concluded that teachers using new interactive techniques in their classrooms showed better development on the professional scale than those still using traditional ones, as interactive technical methods provide variable opportunities fulfilling emerging teaching styles needs (Huang, 2009).

Pourhosein Gilakjani (2014) emphasized that the use of technology can create a learner-centered learning environment rather than a teacher who in turn creates positive changes (Pourhossein Gilakjani, 2014). They assert that with computer technology, the English language class becomes an active place full of meaningful assignments where learners are responsible for their own learning. Drayton et al (2010) argued that the use of computer technology points to a true learning experience that enhances learners' responsibilities

(Drayton, 2010). Technology encourages learners to learn individually and acquire responsible behaviors. When learners learn with technology, it helps them develop their higher-order thinking skills. It can be concluded that the true mix of multimedia and teaching methodology is very important to attract the attention of learners towards learning English (Ahmadi, 2017).

Video Games & Language Learning from an Empirical View

It is undeniable video games have become an integral part of student activities in most schools, and that they have become their virtual world as they find themselves assuming the roles of different identities and learning different skills (Shaffer, 2005). The people who play these games actually participate in a painstaking process to solve puzzles, defeat enemies, reach new levels and reach the end of the game. It is a challenge between the player and the game itself. Shaffer et al claims that learning by doing in an entertaining way is more effective than just obtaining facts without practicing them, and that video games actually involve the player in practicing certain skills in order to reach new heights in the game while the player has fun at its height. In a semi-ethnographic study conducted by Steinkuehler (2010) on a young adult student known by his internet nickname "Julio", he found that the knowledge of Julio's digital reading gained from video games, and online gaming-dependent websites was as high as advanced reading texts, Julio tends to lose interest and score lower on traditional advanced reading exams, because he is not involved in the computer game (Steinkuehler, 2010). Thorne, Black, and Sykes (2014) assume that learning a second language at school is limited to the settings of the school itself (Thorne, 2014), which limits the widespread use of the language, and that online games with their online communities provide a greater opportunity to learn and acquire second language practice (Al-jifri, 2017).

The literature distinguishes between computer game terms, video games, and mobile games. According to Mitchell and Savill-Smith (2004), "video games require only gaming consoles to use" such as PlayStation and Xbox, "while computer games can be played on a

variety of desktop computer platforms". Regarding mobile phone games, this term includes any type of games played using mobile phone / mobile phone or tablet technologies (Zhou, 2013). This study does not differentiate between the devices that provide games, but focuses on the impact of these games on learning English as a foreign language (Hsiao, 2016). Therefore, a generic term "digital games" that includes computer and video games and mobile phone games were chosen for this study. Digital games are defined as games involving the use of virtual and digital technology to play, as opposed to the use of physical objects and activities (Connolly, 2012). Additionally, digital games are generally characterized as "user-centered; they can foster challenges, collaborate, participate and develop problem-solving strategies" (So, 2018). Hence, to achieve the purpose of this research and to ensure no related games or game platforms are not excluded, the term "video games" was used because it is considered the most appropriate for this research (Alamr, 2019).

Numerous researches have been done to examine the effect of video games and their scientific exploration on language learning. According to Chik (2014) after researching the effects of commercial video games and their online communities on a sample of students in the English language using various data tools from stimulating recall to individual interview sessions, the research findings concluded that video games enhance learner independence and provide The learner in various ways to practice the second language inside and outside the video game (Chik, 2014). Reinders and Wattana (2014) emphasized that while 30 Thai students interviewed and given them a pre-game questionnaire, they initially showed a lack of desire to communicate and a poor language, they largely overcame these limits after playing an online video game that enabled them From establishing text and oral communications with other players as shown in the post-game questionnaire and interviews (Reinders, 2014).

Despite the fact that the majority of these experimental studies crystallize the impact of video games, especially modern Internet-based ones, on second language learning, a study written and conducted by deHaan, Reed and Kuwada (2010) and noted that video players tend

to be distracted from learning Vocabulary while playing a music video game. It turns out that the individuals who continued to watch the game actually managed to get more new words unlike the players, who were under a potential cognitive burden (deHaan, 2010) while playing the game (Al- jifri, 2017).

Purpose of Using Games

Interactive technology and video games are often used in learning environments to develop patterns of interaction and thinking with educational content through active interactions with materials rather than passive learning in which information is deposited in the learner's mind. The diversity of tools available can be leveraged through the online learning environment, of which games are an example, in a way that motivates the learner not only to interact with materials, but also to keep them more effectively (Greenblat, 1973).

The ESL environment is an ideal environment for checking the effectiveness of games that may be a driver of learning. Fluency in English is the key to success in any academic programs, and therefore English as a second language intervention must focus on the challenges that are often blamed for poor academic performance: writing, exam questions, follow-up lectures, and identifying and understanding relevant sources (Marshall, 2013). Computer games are self-learning tools and therefore, learners need a basic understanding of the English language in order to understand the instructions, but once this is achieved and the game progresses, language learners will begin to understand the vocabulary while playing the game. The cheerful nature of video games may increase the incentive to play the game and increase vocabulary acquisition (Abu Bakar, 2013) for example; computer satire games have proven to help students overcome low performance in spelling tests. In research conducted on elementary ESL students, the results indicated that the experimental group referred to the spelling game spent more time preparing for the spelling test than the control group (Randel, 1992).

Advantages of Using Games

Current research reveals that the traditional way of learning English as a foreign language among Saudi students in ESL programs, which often consist of displaying word lists for memorization, is not very effective in developing student vocabulary. In a study of Ninth Grade (EFL) English as a Second Language and English as Foreign Language students, students were randomly selected for some vocabulary games, including twenty questions, passwords, and crossword puzzles. While some of these games were games in their class, others were computer dependent. The games used to teach foreign language learners offer the English language a safe learning platform that addresses shy issues, allowing learners to practice a language in a gaming environment. Students with special sensitivity may find it frustrating to practice their language in the classroom. Fear of failure may lead some students to refrain from using their oral language, while students with stronger language skills may have a monopoly over classroom discussion. When teachers use games in the classroom, all students will be given an opportunity to practice in a safe learning environment, free of ridicule or judgment from other students (ALSHAWI, 2016).

Research indicates that for English language learners to fully understand the text, they must be able to have a high knowledge of vocabulary. In order for the same learners to understand spoken communication, they must have a similarly high percentage of vocabulary accuracy. However, academic instruction assumes the assumption that language will be learned by chance, through exposure to large amounts of reading material and vocabulary lists. This may be the case for relatively high frequency words (words that are often encountered in language), but this is not often the case with words with low frequency. Research does not support the conclusion that these traditional methods of language teaching increase vocabulary retention (Loucky, 2010).

Numerous studies have revealed that student achievement has been closely related to motivation, and that highly interactive game-based learning design has led to greater

motivation (and hence achievement), compared to the traditional educational model (Cheng and Su, 2013). There are many computer-aided language learning programs and sites (CALL) available on the Internet, making it difficult to choose which one is most useful for developing an online learning program for language learners. CALL programs are increasingly used to complement traditional language programs. However, the problem is assessing the resources available to determine which are more integrated and aware of the language program at the school (ALSHAWI, 2016).

Loucky, in her comprehensive study of CALL resources, developed a framework for teachers and school systems to evaluate these resources online to see which is better for ESL programs (2010). Baltra decided that one of the most desirable educational design elements in a computer-based language acquisition game was sufficient practice in a safe environment, which allowed students to use vocabulary even if the language had grammatical errors (1990). Other studies have shown that students learn more effectively when they are able to use context to discover new words in the visual environment within the game and when students are able to learn new vocabulary from each other when the game involves team play or group interaction (Baltra, 1990). These educational design elements give students an opportunity to practice language skills and communicate with other students inside and outside the classroom (García-Carbonell, 2001).

Goodwin discovered that language acquisition games that include opportunities to combine different communication skills, such as reading, writing, listening and speaking, were more effective in encouraging and stimulating retention of learning (ALSHAWI, 2016).

Disadvantages of Using Games

Some teachers generally find unfamiliar to use different educational techniques, that using games cuts student attention and wastes valuable time in the classroom. Some weaknesses in classroom simulation use are that simulation requires a long learning experience that does not

easily fit into a shorter study period, requires the teacher to have experience in how to use simulation. Some roles in the game require the student to speak more and some roles in the game require students to speak less, so the student who speaks less will not benefit from the simulation because they will not practice the language (Jung, 2002).

Some teachers believe that using a classroom game as a method of learning will not give positive results, so they rely on the traditional method of using a textbook as an educational method to teach students English. The use of games and other online learning tools is growing rapidly, but there are challenges to measuring the effectiveness of transferring skills from the in-game virtual world created to the real world. One of the main obstacles is that gaming companies are not necessarily skilled in applying educational gaming theory. As such, they prefer entertainment value (which will eventually translate into sales) over educational content, while companies that specialize in educational content may underestimate entertainment value (Qian, 2014).

Methodology

This is a quantitative descriptive research paper, and the methods are based on previously used data collection - tools from other relevant papers. The research will rely on a major tool for data collection, which is the use of the questionnaire. Post thorough investigation of literature, Questionnaire was developed from previous related literature article's questionnaire by the researcher and validated using Cronbach's alpha test. The questionnaire will be used to highlight the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students in Qassim Region, as well as the methods and ways used by participants in second language acquisition while playing a video game. Data will be collected through this tool using smart social networking applications. It was wise to make use of the whatsapp mobile app and smart tablets to collect the necessary information about video games and second language acquisition.

- **Statistical Analysis**

1. Demographic Characteristics

In this paragraph, the researcher discussed the demographic characteristics of the study results analysis through a detailed description of the characteristics of the study sample:

- Gender:

The following table shows the distribution of community members by gender:

Table 1: Distribution of respondents by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	120	54.5	54.5	54.5
Female	100	45.5	45.5	100.0
Total	220	100.0	100.0	

It was found from the above table that the numbers of males reached (120) at a rate of (54.5), and the numbers of females reached (45.5) by the number of (100), and it appears here that the numbers of males exceeded the numbers of females due to the nature of the society in which the researcher by choosing.

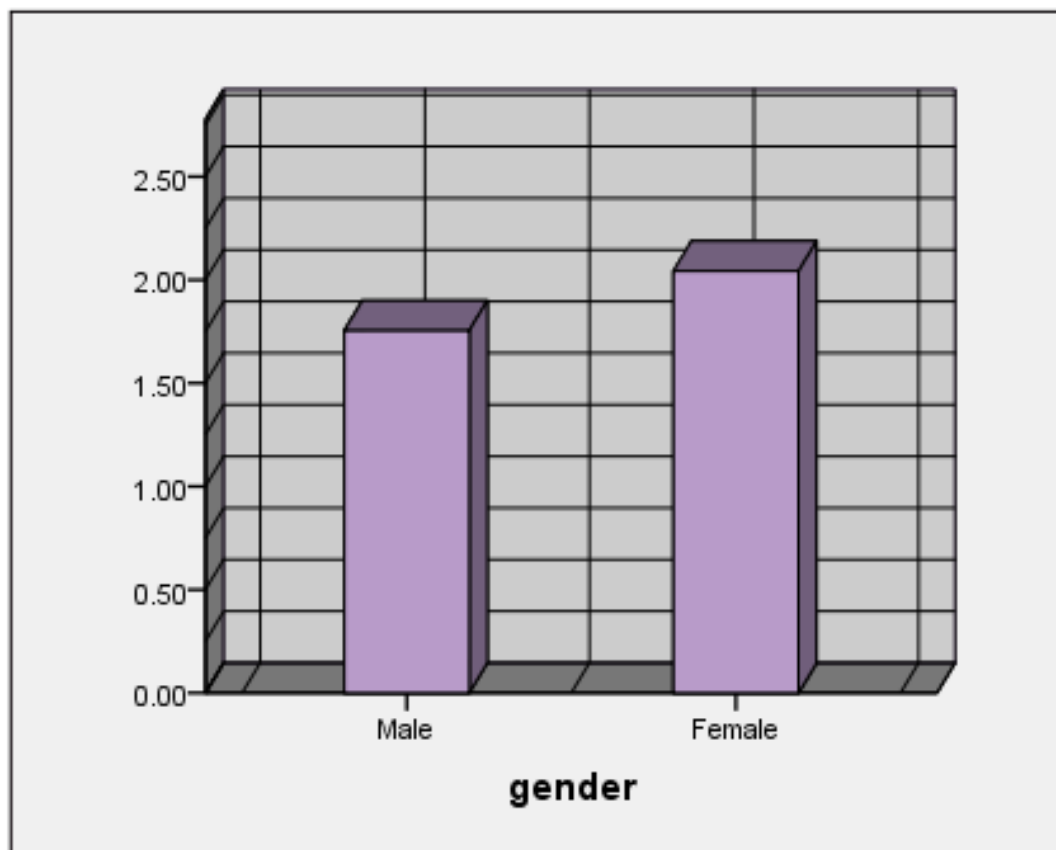


Figure 1: Distribution of the sample population according to the demographic variable (gender).

- Do you play video game?:

The following table shows the distribution of community members by do you play video game?:

Table 2: Distribution of respondents by Do you play video game?

Do you play video game?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	209	95.0	95.0	95.0
No	11	5.0	5.0	100.0
Total	220	100.0	100.0	

It appears from the above table that those who answered the question "do you play video game?", With the answer (Yes), their numbers were (209) and their ratio was (95.0). As for those who answered the answer, "No", their numbers were (11), and their rate was (5.0).

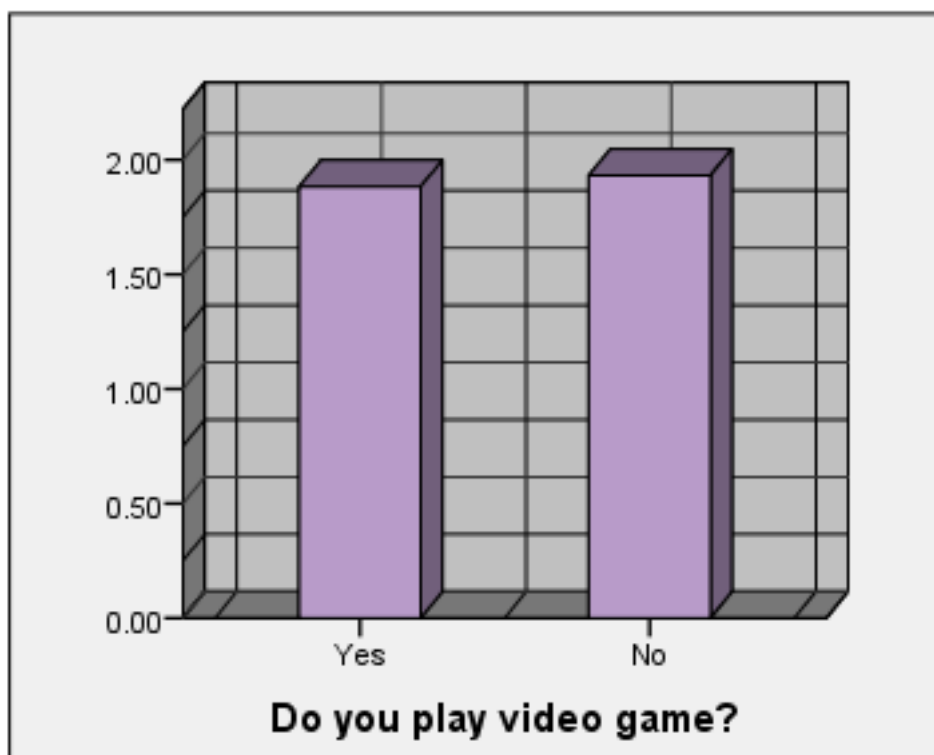


Figure 2: Distribution of the sample population according to the demographic variable (Do you play video game?).

- How many times per week you play the video game?:

The following table shows the distribution of community members by How many times per week you play the video game?:

Table 3: Distribution of respondents by How many times per week you play the video game?

How many times per week you play the video game?	Frequency	Percent	Valid Percent	Cumulative Percent
1- 5 minutes	5	2.3	2.3	2.3
5 - 10 minutes	12	5.5	5.5	7.7
More than 10 minutes	203	92.3	92.3	100.0
Total	220	100.0	100.0	

It was found from the above table that the largest number of people playing more than 10 minutes was (203) in the rate of (92.3), and the number of people playing from 5-10 minutes was (12) and the ratio was (5.5), while the lowest number was playing. "1- 5 minutes" (5) individuals and their percentage were (2.3).

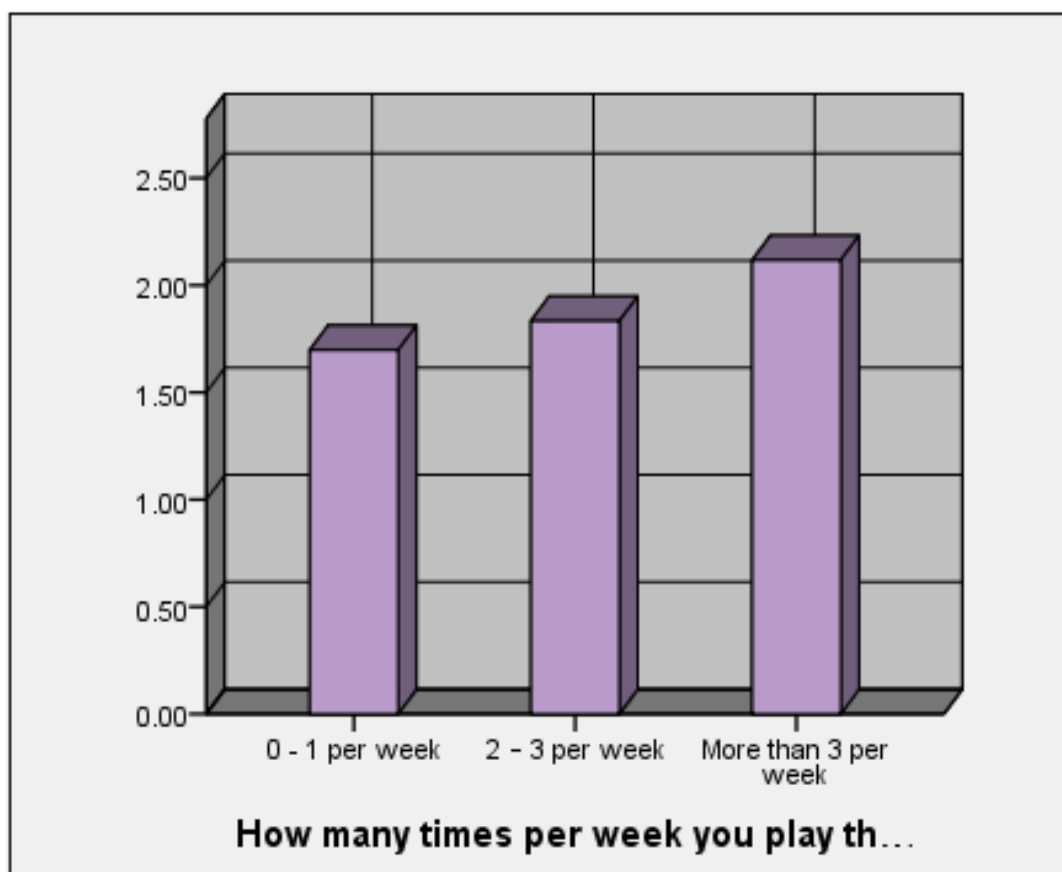


Figure 3: Distribution of the sample population according to the demographic variable (How many times per week you play the video game?).

- **The number of minutes that you spend in the game per week:**

The following table shows the distribution of community members by the number of

minutes that you spend in the game per week?

Table 4: Distribution of respondents by the number of minutes that you spend in the game per week?

The number of minutes that you spend in the game per week?	Frequency	Percent	Valid Percent	Cumulative Percent
0 - 1 per week	19	8.6	8.6	8.6
2 – 3 per week	152	69.1	69.1	77.7
More than 3 per week	49	22.3	22.3	100.0
Total	220	100.0	100.0	

It was found from the above table that the numbers of those who play 2 – 3 per week (152) by (69.1), and the numbers of those who play more than 3 per week (22.3) with a number of (49), while the numbers of those who play 0 - 1 per week (19) individuals, with a percentage of (8.6).

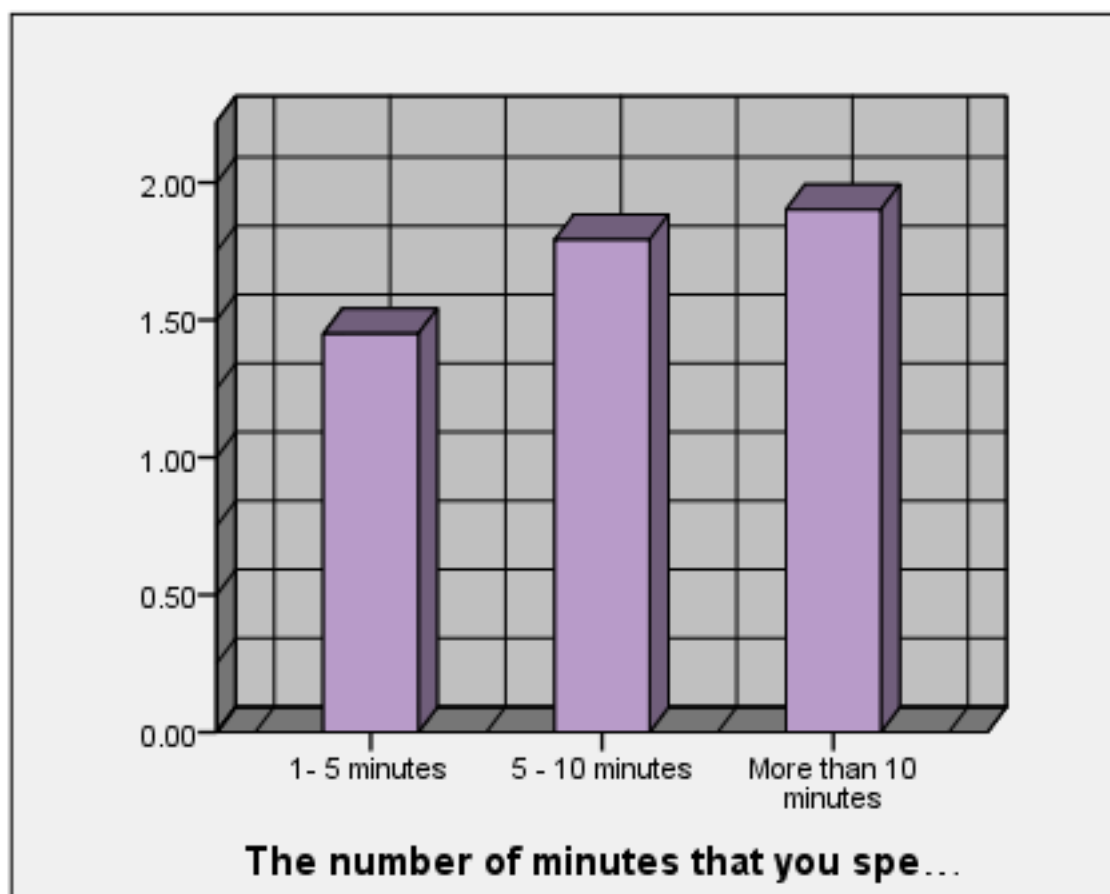


Figure 4: Distribution of the sample population according to the demographic variable (The number of minutes that you spend in the game per week?).

- **Data Analysis:**

In order to analyze the results of the answers of the study community members, the mathematical circles of the study community have been filtered by calculating the weighted average by calculating the length of time which is $4/5 = 0.8$, where 4 represents the number of distances, and 5 represents the number of tests and thus the distribution becomes as it is in the following tables:

Table 5: weighted media for the study community answers

LEVEL	WEIGHTED AVERAGE
Strongly disagree	1-1.79
Disagree	1.8-2.59
Neutral	2.6-3.39
Agree	3.4-4.19
Strongly agree	4.2-5

The results of the responses of the study community members on the axes covered in the questionnaire, based on the analysis of those answers, were as follows:

- **The following set of statements relate to evaluating the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students:**

The main axis in the questionnaire included (32) questions, and the results for the statistical analysis of the responses of the sample members as a whole about this axis were as follows:

Table 6: evaluating the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.

N	Paragraph	Mean	Std. Deviation
1.	Learning English while playing was fun	3.8182	.83510
2.	I liked participating in gamified class activities.	3.7000	.98898
3.	I enjoyed speaking English in my English class.	3.9545	1.24883
4.	I felt I could speak English fluently	3.3045	1.66703
5.	I did not focus on my mistakes when speaking in English.	3.8818	1.55702
6.	I am now more confident when speaking in English.	3.2818	1.27950
7.	I was more engaged in a gamified class room environment than the traditional one.	3.7455	1.41380

8.	I could relate the content of this game to things I have seen, done, or thought about in my own life.	3.8500	1.15875
9.	I could not really understand quite a bit of the questions in this game.	3.9500	1.01687
10.	The gamified activities were engaging.	3.8818	1.09987
11.	The good organization of the content helped me be confident that I would learn this English.	3.4591	1.68885
12.	It was a pleasure to work on such a well-designed game.	3.7773	1.18608
13.	There are so many words on game that it is irritating.	3.2182	1.30249
14.	I learned some things that were surprising or unexpected.	3.6500	1.15084
15.	The variety of illustrations, helped keep my attention on the video games.	3.6455	1.22818
16.	I really enjoyed playing video games.	2.4545	1.55353
17.	The questions in video games were too difficult.	3.0182	1.71739
18.	As I played this game, I was confident that I could learn the content.	1.9909	1.06411
19.	Video games did not improve my speaking skill.	2.4000	1.19512
20.	While focusing on the gamified task, I spoke English freely without the pressure of how to say the sentences in a grammatically correct way.	2.9045	1.25147
21.	I concentrated on the challenge more than on my knowledge of the English language.	2.5182	1.16832
22.	The interactive technology helped improve my speaking skill.	2.7273	1.29917
23.	The interactive technology was motivational.	2.8182	1.59154
24.	Video games constructed on student-student interaction allowed speaking English to be freer and without stress.	3.0591	1.47774
25.	I had a fun learning experience that motivated me to speak English freely.	3.7455	1.13424
26.	The video games were engaging	4.1273	.86652
27.	When I first looked at video games, I had the impression that it would be easy for me.	3.3818	1.49875
28.	There was something interesting at the beginning of the interactive technology that got my attention.	2.5687	1.20268
29.	Answering the questions in the video games gave me a satisfying feeling of accomplishment.	4.0545	.84763
30.	It is clear to me how the content of the video games is related to things I already know.	2.6727	1.15556
31.	I enjoyed video games so much that I would like to know more about this topic.	3.0000	1.13072
32.	The content and style of writing in video games convey the impression that its contents is worth knowing.	2.5045	1.04465

Total	3.2842	Medium
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- Results of the study hypothesis test:**

Study variables related to study variables were tested using one-sample test and the results were as follows, Table 7 show this:

Table 7: one-sample test

Model	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The main axis	144.561	219	.000	3.28419	3.2394	3.3290

The data for the previous table refer to the t-test used in testing the hypothesis of the regression line intersection (fixed term), which indicates that the regression line passes through the origin point or cuts the axis of the antennas at a certain point (fixed border). Accordingly, we conclude from the above table that there are statistically significant differences at the level ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.

- Results of the study hypothesis test:**

Study variables related to study variables were tested using one-sample test and the results were as follows, Table 8 show this:

Table 8: One-Sample test for demographic variables

Model	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gender	43.230	219	.000	1.45455	1.3882	1.5209
Do you play video game?	71.296	219	.000	1.05000	1.0210	1.0790
How many times per week you play the video game?	58.658	219	.000	2.13636	2.0646	2.2081
The number of minutes that you spend in the game per week?	116.607	219	.000	2.90000	2.8510	2.9490
Total	136.692	219	.000	1.88523	1.8580	1.9124

The data for the previous table refer to the t-test used in testing the hypothesis of the regression line intersection (fixed term), which indicates that the regression line passes through the origin point or cuts the axis of the antennas at a certain point (fixed border). Based on the table (8) shows the results of several:

First: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to the gender variable.

Second: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to do you play video game variable.

Third: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to how many times per week you play the video game variable.

Fourth: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to the number of minutes that you spend in the game per week variable.

Conclusion

English language is one of the most spread languages around the world, it is important for everyone to speak, write and understand it, especially for those looking for better career opportunities like the case in Saudi Arabia, this study concluded that video games and other interactive techniques are powerful tools aiding in foreign language learning. Teachers and curriculum designers should pay more attention and put more efforts introducing interactive

techniques in the learning process. As concluded from our research results, video games are played by 95% of study participants'. This huge portion gives an indicative measure that time spent by this group can be made useful by introducing learning aspects.

Pedagogical Implications

This paper, it was pointed out earlier that one of the reasons for conducting this study was to assist the effectiveness of interactive technology and video games on developing English as a foreign language among Saudi students in Qassim region. Having the findings at hand, one can suggest sound implications as follow:

1. The necessity of paying attention to studying the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.
2. Conducting more studies on enhancing video games in the educational process for Saudi students of various subjects.
3. Building a clear organizational structure in order to achieve tasks and responsibilities, and creating a flexible and sound academic atmosphere that motivates students to work together.
4. The necessity of relying on scientific and correct bases in assessing the level of students need for video game education.
5. The need to introduce new scientific methods that contribute to enriching the scientific content.
6. To enrich the Saudi Curricula with different educational computer games that tackle the different skills of English language.
7. To supply schools with necessary materials for employing educational computer games strategy

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Assessing Kahoot's Impact on EFL Students' Learning Outcomes

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Abstract

Technology use in the classroom to improve student's learning has gained significant attention over the past few years. Technology has metamorphosed from CALL to MALL and the use of gamification. Teachers are more concerned with methodologies that can improve students' motivation and engagement, particularly in EFL classrooms. This mixed method that utilized qualitative and quantitative approaches to assess how Kahoot, a game-based learning tool, can be integrated with learning to improve student's engagement, motivation, and learning outcomes. A total of 36 students took part in the study. The students were grouped into two; the experimental group (20 students) and the control group (16 students). The experimental group took various tests and two main exams, known as Language Acquisition and Learning Exams. The study also explored the participants' perception about Kahoot to determine its effectiveness as a learning tool. Cronbach's alpha, descriptive statistics, and SPSS were used to analyze the data. The findings showed that the Kahoot game not only augments the learning process but also improves students' motivation, engagement, and positively impacts the classroom dynamics.

Keywords: MALL; Gamification; Kahoot; Classroom Dynamics; Motivation; Engagemen

Introduction

English language instruction approaches have shifted from the focus on routine drills and memorization, which was the primary method of teaching between the 1940s and 1980s to more communicative approaches, which dominated EFL classrooms in the late 1980s (Frazier & Brown, 2001; Al-Ghamdi & Alrefaee, 2020) and to approaches that involve contextualized instructions and increased motivation (Sutton, 2017; Johnson & Parrish, 2010). The meaningful and relevant context in the EFL classroom is important (McGrath, 2013). A study by Osam, Bergman, and Cumberland (2016) on adult learning revealed that EFL learners' motivations are significant to their lives outside the classrooms. The choice of technology that fosters motivation among second language learners is key, ensuring success in language acquisition. Several studies have supported the claim that the integration of technologies that motivate learning in EFL classrooms improve students' learning outcome. According to Thohir (2017), the success of any action depends on the extent to which an individual tries to achieve his goals, coupled with the desire to do it. The psychological impulse that generates action is what people refer to as motivation. Motivation is important in language learning classrooms because it creates desires among the students to obtain the objectives of the target language and also fosters desirable attitudes towards language learning (Alharthi, 2020).

Various studies have shown that the application of instructional technologies in L2 classrooms can optimize and improve learners' language acquisition and significantly motivate them to learn and stimulate their passion and creativity. Language learning technologies can boost and increase the opportunities and diversities in learning environments and improve the quality of learning experience. Gamification technology has been proved to foster motivation and enhance learning experience among EFL learners.

CALL and Emerging Technologies in Language Learning Settings

There is a strong bond between new technologies and gamification. Kim, Song, Lockee, & Burton (2017) define gamification as the application of mechanics and elements of a game in a non-game context such as in education to motivate learning through the use of videogames. The primary goal of gamification is to motivate users and increase participation in learning activities through gaming elements such as leaderboards and rewards. The technology use in EFL classroom to give instructions has played a significant role in improving students learning outcomes over the last decade. According to Melnikova (2019), integrating videogames in classrooms plays an integral role in offering EFL students valuable learning experiences. Technology positively contributes to the development of personality factors of students, such as motivation and self-esteem. Developing motivation in L2 learning through technology integration contributes to an improved learning experience.

Before looking into details, the current gamification technology, it is important to assess the development of Computer Assisted Language Learning (CALL). Katushemerewe and Nerbonne (2013) define CALL as the use of computers in language learning. CALL is an evolution of Technology Enhanced Language Learning (TELL) and Computer-Assisted Instruction (CAI). The integration of CALL in L2 today has shifted from Behavioristic CALL, which was used during the 1950s and 1960s to current integrative CALL. Behavioristic CALL emphasized on extensive and repetitive grammatical explanations and language drills along with translation tests (Warschauer & Healey, 1998). This instructional method was boring and not user-friendly for L2 learners. Behavioristic CALL was rejected as an approach to language learning on both pedagogical and theoretical levels since upgraded computers started creating superior prospects for individual work. This led to the emergence of Communicative CALL in the beginning of 1980 that focused on teaching grammar implicitly rather than explicitly. Communicative CALL also encouraged and allowed EFL learners to produce original pronunciations instead of just manipulative pre-fabricated language (Warschauer & Healey,

1998, p. 57). Teachers encouraged the use of communicative CALL because met cognitive theory requirements, which stress that language learning is a process that involves development, discovery and expression.

Although communicative CALL was viewed as better than behavioristic CALL, it started facing criticisms by the early 1990s. The opponents argued that the computers during that time were being used in a disconnected fashion, and an ad hoc, therefore, made greater contributions to marginal instead of focusing on central components of the language learning. Various L2 educators started to shift from a cognitive view of teaching and learning of a language to social-cognitive view, which emphasized more on language use in realistic social contexts (Morita, 2005). Project-based and task-based methodologies all pursued to incorporate various language learning skills and also to integrate L2 students in authentic environments. This led to the emergence of integrative CALL, which strives to incorporate technology and various language skills into the process of language learning. Integrative CALL allows L2 learners to utilize different CALL tools as a continuing language learning process instead of occasional visits to computer labs for isolated activities (whether communicative or behavioristic exercises). Integrative CALL contributed to social media use and application of Web 2.0 as strategies for learning the second language. Today, thanks to CALL, EFL learners can access integrative language learning technologies to improve the learning experience. The current CALL system enables teachers to understand that they need to integrate various technologies in classrooms to improve learning.

The application of Web 2.0 has modified the process of language learning, and EFL learning has not been an exception. Luke Pierce (2015) defines Web 2.0 as web apps that foster collaborative information for user-centered designs, interoperability, sharing, and cooperation on the worldwide web. Web 2.0 application in the learning of second language motivates learners who need to empower their socio-cultural and personalities to enable them to acquire fluency.

Gamification

Gamification is a new concept in L2 learning. Conley and Donaldson (2014) define gamification as the use of techniques of game design and gaming elements in non-game context. The gamification idea is based on the gaming industry's success, and years of human psychology research. Generally, any process, assignment, theoretical context, or task can be gamified. The primary goal of gamification focuses on fostering the participation of an individual, which is referred to as the "user" and motivates her/him by integrating game techniques and elements such as immediate feedback and leaderboards. This creates a sense of engagement and empowerment for the users to enable them to focus on achieving the tasks. However, before looking at the motivational concept of gamification, it's necessary to revisit the basic elements of the game that make it a suitable learning tool.

Game Elements

Various elements in digital games can help a student improve his/her learning experience. Some of these elements include dynamic feedback mechanisms, interface responsiveness, interesting narratives, and maintenance of the illusion of control or choice (agency). All games integrate three basic elements, including progression, rewards, and meta-centered activities. According to Mindy Jackson (2017), each of the game elements serves a unique function to enhance learning. EFL teachers should implement a progression element through systematic promotion of healthy competition and showing students their progress. The learners are able to see their progress and become risk-takers while they are motivated to continue or move on. Table (1) shows gaming elements and their use in EFL instructional design.

Game Element	Examples	Significance to L2 Instructional Design
Rewards	<ul style="list-style-type: none"> • Power-ups • Bonuses • Collectibles 	<ul style="list-style-type: none"> • Rewards can be scheduled into a learning experience

	<ul style="list-style-type: none"> • Tools, equipment and other game resources 	<ul style="list-style-type: none"> • Rewards give intrinsic and extrinsic motivation and recognition for skills, efforts and time attained • Both fixed and variable reward schedules are crucial game mechanics
Progression (Achievement)	<ul style="list-style-type: none"> • Certificates • Progression bars • Leaderboards • Leveling • Badges • points 	<ul style="list-style-type: none"> • Users achieve satisfaction from accomplishment levels and skill development. L2 learners enjoy similar recognition. • The sense of achievement motivates continued efforts. Points, badges and leaderboards provide a social status element
Story	<ul style="list-style-type: none"> • Quest: the hero's journey • Narrative arc 	<ul style="list-style-type: none"> • Places the learning experience into a captivating narrative experience. Add conflicts, characters and resolutions to immerse the students and their choices into the storylines. • A thwarting disaster scenario, or an adventure setting pique learner motivation and interest
Micro-interactions	<ul style="list-style-type: none"> • Easter eggs • Animated rollovers • Toggles 	<ul style="list-style-type: none"> • Offer nuanced environmental reaction to student actions through cool transition screens, subtle animations and sound • Games provide various satisfying microinteractions and moments: a cut-screen narration, a sound effect or a hover-state animation. Students should be aware of too much flare
Personalization	<ul style="list-style-type: none"> • Interactive conversation • Character naming • Avatar customization • Avatar selection 	<ul style="list-style-type: none"> • From avatar selection and customization to choosing the look-and-feel options, gamers are able to accommodate individual preferences • The use of learner input fields such as nicknames improves learner motivation and engagement
Time	<ul style="list-style-type: none"> • Schedule • countdown 	<ul style="list-style-type: none"> • A common trope in countdown clocks and timers create a sense of urgency and helps the learners to focus on attention at hand.

Table 1: Mindy Jackson's Game Elements to that enhance learning (page 9)

Gamification in Learning Activities and L2 Learning

As mentioned earlier, the integration of technologies in learning has become a necessity to reinforce the learning and teaching experiences today. Throughout the years, the world has experienced transitions and witnessed dramatic changes in the CALL. Given the fact that the majority of learners are digital natives, and have different approaches to learning and processing of information, gamification has been adopted in various learning institutions to improve creativity and productivity among learners (NMC, 2017). Gamification is gaining significant backing among educators who use effectively designed games to foster learning in EFL classrooms. The NMC report presents the results of a study conducted at Kaplan University. The university had embedded gamification software into its information technology courses. The report found that learners' grades improved 9 percent, and the failure rate reduced by 16% (p. 45).

Regarding the educator's professional development, the NMC Horizon report presents the Deloitte firm case. The firm designed a training program known as Deloitte Leadership Academy that leveraged gamification to create curriculum-based missions. Some of the game elements integrated into the training program involved learners earning badges for successful completion of curriculum-based missions. Learners could display their badges on their LinkedIn profiles as part of the reward mechanism (p. 45). Such rewards motivated learners to achieve company missions.

Today, gamification is a subject of discussion and research in EFL classrooms. The primary goal of incorporating gamification in the learning process is to unchain an effective and more engaging learning experience for students. EFL classrooms have proved to be suitable for gamification applications. This is due to the idea that EFL learning is usually immersed in technology innovation. To set off or change specific student behavior, teachers need to motivate learners. Gamification creates opportunities for EFL students to enhance their experiences in language learning while acquiring skills necessary for challenging a unit or

class. Besides, gamification gives students the opportunities to interrelate amongst themselves as it is applied in social games.

The most important aspect of gamification in learning is grounded on the idea that it envisages the objectives of learning. The learners will see these learning objectives as tasks that need to be accomplished to enable them to move from one level to the next. The process of moving is part of the learning experience, which provides L2 educators with alternatives to plan effectively and efficiently towards language learning. Incorporating instructive gamification in the EFL classroom enables the teacher to plan instructions using a gamified shared vision and dedicate time to help students achieve their goals (Su & Cheng, 2014). This leads to increased motivation and engagement among learners. Motivations also increase in a gamified instructional classroom when students' performances are publicly acknowledged through an effective system of reward. When badges are implemented, Willis, Flintoff, & McGraw, (2016) acknowledge that it aids as a motivational instrument and may also become a form of seminal evaluation along with creating a conducive learning environment standard for challenges that learners present in their attempts to achieve fluency in the English language. In their study, Willis, Flintoff, and McGraw found that the use of a reward-gamified system such as badges motivates L2 learners in more competitive tasks, which affects the actual learning process.

Problem Statement

The majority of CALL technologies do not offer classroom motivation, yet EFL learners need to be motivated to improve language acquisition. According to İlter (2015) and Jones (2018), language learning technologies should motivate learners to enhance their learning experience. An effective technology must provide learners with authentic materials that encourage language learning. Mejzini (2016) also argues that appropriate CALL technology should be able to assist L2 students to develop enthusiasm toward the language learning process.

Technologies that foster motivation help learners develop their higher-order thinking skills. The current gap in encouraging L2 classroom motivation through technology forms the foundation of this study. The present study investigates the significance of Kahoot in motivating L2 learners to improve the language learning experience. Michos (2017) views Kahoot as an excellent didactic tool that promotes students' motivation in language learning.

Kahoot: A Game-Based e-Learning Platform

Various gamification tools are available for L2 classrooms. The current study seeks to investigate how Kahoot can be used to improve language acquisition among EFL students. Kahoot is an e-learning platform that can be used to offer meta-cognitive support in L2 classrooms. Kahoot is an online gaming-based pedagogical tool that involves options such as surveys, discussions, and quizzes that make the learning process engaging, fun, and challenging (Yürük, 2019, p. 92). The tool has been accepted globally, with more than forty million users every month, and it is one of the largest learning websites and apps on the internet (Case, 2018). It is primarily based on intuitive design methodologies.

Kahoot is a student's response system. To use it, teachers need a central screen which all learner in a classroom can see. The first step to using the app involves the administration of quizzes. Teachers need to formulate several multiple-choice questions (MCQs) in a debate format and engage all students in playing the questions. Using the Kahoot app, learners press the button for the correct answer to questions prepared by the teacher and projected on the board using a device that is internet-enabled such as a smartphone, laptop, or tablet. A well-prepared classroom motivates students to play and get correct answers. In a Kahoot study by Plump and LaRosa (2017), the researchers determined that graduate and undergraduate students become motivated to play Kahoot when the game is well-prepared, and the rate of correct answers also increases with motivation.

It is easier to join Kahoot, and L2 teachers can use the application to create exams, discussions, quizzes, or questionnaires with an interface designed in English. To use the app, Yürük advises L2 educators to create a free account on the application website <http://create.kahoot.it>. Learners are not required to create accounts, but only to login by clicking the address <http://kahoot.it>. After creating an account, educators will gain access to hundreds of thousands of free public games, which they may adapt to suit their classroom needs or create their own games. Created games can be shared among other users once they are approved. Each learner determines her or his nickname to use when logging in. They can use any internet-enabled device such as PCs, tablets, and smartphones to login. Once they login, they will see MCQs on the device screen, which can be played by up to thirty users. They only need to read the question and click on the right answer based on their interpretation. They have reward points for every right choice. Learners with high performance get their names on the board, and this motivates other students to participate to get their names shown on the board actively.

The second type of quizzes that can be created using Kahoot is Jumble. Here, the students are required to put four items in the correct order. This can be achieved by selecting and dragging items on an internet-enabled device. The task must be completed as quickly as possible for a student to get his or her name displayed on the leaderboard. Awarding of points is based on the student's accuracy and speed.

Kahoot focuses on how the students learn and not what they are learning. The Kahoot communities create the contents and align them with curricula they are teaching. The app provides a way of tagging content to specific standards and enables other users to discover games that match the standards they are learning. It encourages students to look up, which creates a trusted learning environment that generates collaboration, discussion, and motivation around educational content. Kahoot games are designed to create emotions into the learning experience through visual design, music, and game mechanic. These game mechanics create

memorable experiences that help students to unlock their potentials. Kahoot is all about the creation of a positive learning experience by bringing play, emotions, and collaboration together. It merely facilitates social learning experience. The best way to integrate Kahoot in the classroom involves creating quizzes that challenge students. Krashen's input hypothesis supports exposing students to challenging but achievable tasks. According to Krashen's theory, learners progress and improve along the natural order when they receive L2 input that is one step above their current competence level in linguistics (Schütz, 2019). Krashen's input theory is represented using a simple expression $i+1$ whereby "i" represent the current learner's language acquisition stage and 1 is the exposure to significantly advanced language skills. Therefore, Kahoot quizzes should reflect Krashen's $i+1$ theory to expose students to challenging yet achievable tasks. Fostering challenges will encourage creativity, critical thinking, and in-depth research and also improve students' presentation skills.

Research Hypothesis

- i. The integration of Kahoot in the learning process improves students' learning outcome
- ii. Learning outcomes are similar among the students when Kahoot is not integrated in the learning process

Research Questions

With the increased use of language learning technologies in EFL classrooms, teachers need to adopt more interactive technologies that offer motivation. As a result, Alf Inge Wang developed Kahoot in 2013 as an updated CALL technology to generate an interactive learning environment and increase motivation in L2 learning. The primary objective of the current study was to assess the impact of Kahoot in improving language learning outcomes in EFL

classrooms through the motivation of L2 learners. The study sought to answer the following questions to arrive at the objective.

- i. To what extent does the application of Kahoot in L2 classrooms influence the motivation of students towards the acquisition of language skills?
- ii. How does Kahoot technology augment learning according to experiences of the learners?
- iii. What are the impacts of Kahoot on classroom dynamics?
- iv. What is the perception of students towards Kahoot as a language learning tool?

Methodology

Participants and Setting

The study included thirty-six sophomore male students aged between 18 to 22 years. The participants studied EFL major in a certain college in Central Saudi Arabia. The researcher used a random sampling method to select the participants in a class of 88 students. The selected students for the study were classified as L2 learners, and they all received in-class instruction for language arts. The students were divided into two groups to satisfy the need of independent t-test analysis. The first group was an experimental group with 20 L2 learners that used Kahoot to supplement in-class instructions in language learning. The second group, the control group, composed of 16 students that used in-class instructions only.

Materials

The researcher developed a scale of measurement of how Kahoot impacted students' achievement in language skills. The measurement scale was based on Holly L. Jacobs' (1981) rating scale for holistic grading. A reliability and validity study of the scale was conducted, and the internal consistency value of Cronbach alpha was 0.94 indicating high validity and reliability. At the end of the study, a 5-point Likert scale questionnaire was utilized to gather

data. The study sought to determine the perception of students toward Kahoot, a game-based e-learning tool. The five points included strongly agree, agree, undecided, disagree, and strongly disagree. Questionnaires were distributed to the experimental group. The participants' responses enabled the researcher to answer the study question. As the study culminated, students were requested to spare 15 minutes of their time an interview to enable researcher gauge their perception of the Kahoot.

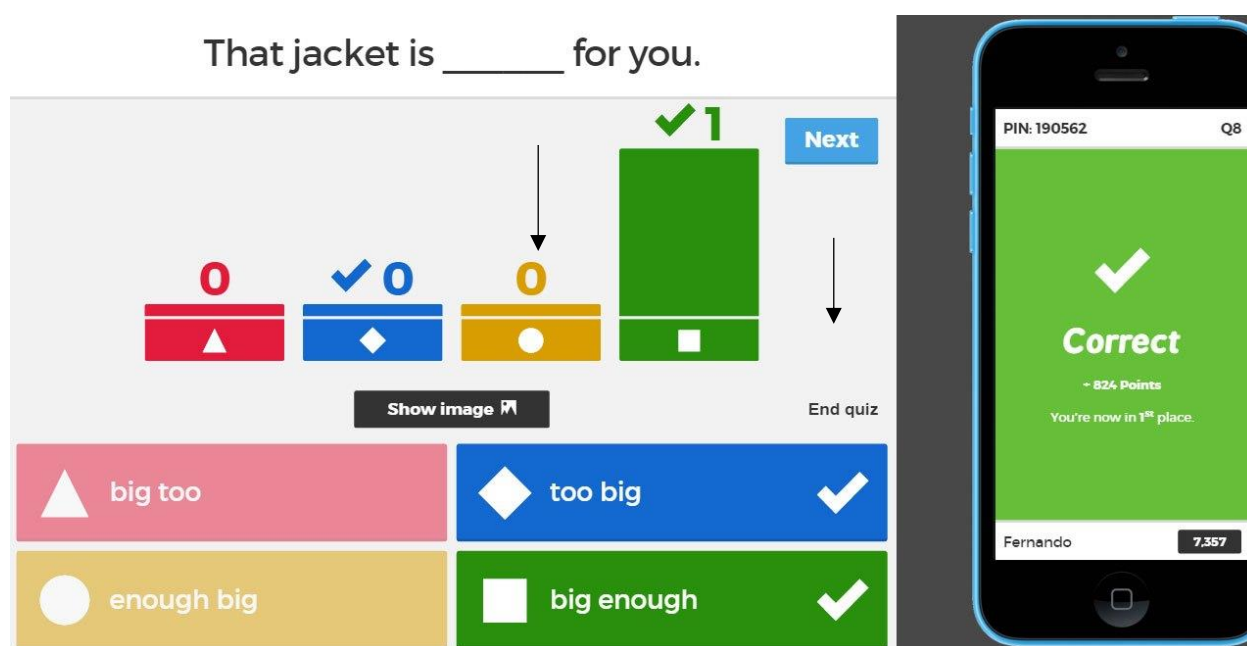
Training Procedure

The researcher adopted a qualitative approach to answer the study questions. A qualitative approach is multi-method in focus as it encompasses a realistic and interpretative approaches to its subject matters (Aspers & Corte, 2019). This means that qualitative research involves the study of subjects in their ordinary settings and attempts to interpret or understand phenomena based on the means the subjects bring to them. This study involved the researcher's observations and personal experience with Kahoot in the context of motivation and engaging students in learning. The study ran for one semester.

The Experimental Group

Kahoot was used as a learning tool in one of the English language courses. The teacher used Kahoot with the students in four different ways to help the researcher address the research questions. The first method was to set challenging quizzes on different topics to help in understanding the competence of learners before tailoring the lesson plan. The quizzes were projected on the board, and students used the required PIN to log in. Secondly, after delivering a one-hour lecture, the teacher used Kahoot to explore participants' knowledge of different topics taught in class. This involved displaying quizzes on the screen and letting the learners click on the right choices. The teacher used a countdown timer to motivate the students by keeping them on-task. They were to take a maximum of 15 seconds to click on the correct

answer. Third, after the lectures, students were allowed to design their own Kahoot, which they played collectively to help in validating their understanding and comprehension of the topics learned in class. Fourth, the teacher encouraged the use of Kahoot for fun, whereby students could emphasize on the topic not related to the course such as lifestyle. To ensure that the students stay motivated, the researcher helped the teacher to integrate interactive features in the design of a Kahoot game environment, including music and sound effect for correct answers. The students used their first names to join the game using laptops, tablets or smartphones. Their choices and results were projected on the whiteboard, as illustrated in (Figure 1) below.



Student's device Projected game on the whiteboard

Figure 1: An Interface of Kahoot game projected on the screen and a student's device for playing

The Control Group

The students underwent regular in-class instructional teaching. They were asked to use their creative thinking to answer quizzes. The use of MCQs enabled the students to answer the questions independently.

Testing Procedure

At the beginning of the study, both groups of students tested to determine their language acquisition scores prior to the intervention. Both groups did the same test known as Language Acquisition and Learning exam (Appendix 1 and 2). The test was adapted to meet the requirements of learners. Their scores were evaluated by the teacher to determine the mean (%) acquisition scores. The pre-test result showed that the students performed almost the same as the experimental group having a mean score of 30.58% while the control group had a mean score of 30.4%. There was no significant difference in their performance. The students were taught a two-hour lesson throughout the study period, while tests were conducted every two weeks. The experimental group was requested to review and revise the course carefully and participate in the Kahoot games. The teacher added bonus credit for Kahoot participation to ensure all students utilize the technology. In the twelfth week, a post-test was conducted to determine the change in students' performance in the test. Students' scores were analyzed and compared.

Rating Procedure

Students' achievements were scored independently by two teachers based on (Cucchiarini, Neri, & Strik, 2009) and (Cucchiarini, Strik, & Boves, 2000) rating procedures. Each rater was requested to provide a score of overall students' performance on a 10-point scale. The researcher requested one type of rating: a rating for each participant. This involved concatenating each student's performance in the two tests in a random order for which each

rater was to elicit one score so that only one score would be available for each participant. Raters were requested to complete the tasks in many sessions to prevent potential the scores from experiencing fatigue.

Results

Reliabilities of Ratings

The researcher first analyzed the raters' scores to determine inter-rater reliabilities. The inter-rater reliability computation was based on 144 cores from each rater (36 students by two testing conditions by two tests). The inter-rater reliability for pre-test was significant ($ICC=0.93$, $p < .001$). This showed a high agreement level between two raters. The intra-rater reliability coefficients for the two raters were 0.862 and 0.921 for raters 1 and 2 respectively showing a high reliability. A t-test was obtained on the two groups to determine students' performance before Kahoot intervention as shown in Table 3. The t-test result was statistically insignificant ($p>0.05$) which proved the hypothesis than students have similar learning outcomes under the same learning condition (without Kahoot).

Inter-rater	Intra-raters	
	Rater 1	Rater 2
0.93	0.862	0.921

Table 2: Inter-rater reliability coefficients for pre-test (Cronbach's alpha)

Group	N	Mean	MD	SEM	t	Sig. (1-tailed)
Experimental	20	30.58	-4.627	4.816	-.6341	.622
Control	16	30.4	-6.108	3.282	-.927	.448

Table 3: t-test results for the pre-test

The post-test's inter-rater reliability was also significant ($ICC=0.94$, $p < .001$). The intra-rater reliability was also high and the agreement between raters was significant as shown in Table 4. The raters discussed the difference in the ratings so as to come to the final conclusion. MS Excel was used to carry out an independent t-test to determine the differences

between post-test and pre-test. The remaining data was analyzed using SPSS. The t-test result was statistically significant ($p < 0.001$) that proved the hypothesis that integration of Kahoot in the learning process improves students' learning outcome.

Inter-rater	Intra-raters	
	Rater 1	Rater 2
0.94	0.889	0.938

Table 4: Inter-rater reliability coefficients for post-test (Cronbach's alpha)

Group	N	Mean	SD	SEM
Experimental	20	50.64	9.35	1.83
Control	16	41.2	6.22	1.64

Table 5: Descriptive statistics of students' performances in post-test

The post-test result as shown in Table 5 proved that the students who used Kahoot (the experimental group) had significantly performed better (50.64%) than those who used in-class instruction alone whose mean performance was 41.2%.

The researcher also carried out an independent t-test (Table 6) which demonstrated a statistically significant difference in the scoring between the two groups. The results showed that integrating Kahoot in learning leads to positive learning outcomes.

Group	N	Mean	MD	SEM	t	Sig. (1-tailed)
Experimental	20	50.64	8.86	5.83	3.06	.083
Control	16	41.2	6.42	3.46	2.59	.352

Table 6: t-test results for post-test

Student's Perception of Kahoot Game

Concerning the fourth research question on the perception of students on Kahoot, the participants in the experimental group initially criticized the tool due to many assignments associated with it. Nonetheless, their attitudes toward the homework changed when they realized they were performing better than the control group. During eighth week, the participants in the experimental group requested their teacher to give them more time so that

they could read widely before responding to Kahoot questions. As a result, they were given two days instead of one to prepare for Kahoot question. What was more surprising was that even at the culmination of the study during the filling of questionnaires, four students still believed that Kahoot game gives students unnecessary pressure with assignments. However, 100% of the students agreed that incorporating Kahoot in learning significantly improved their learning gains. All participants in the experimental group completed a Likert scale and the results were analyzed using SPSS.

Statement	1	2	3	4	5
	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly Agree (%)
It was easy to use Kahoot	0	0	5	10	85
I found using Kahoot fun	0	0	5	1	94
Using Kahoot kept me motivated to interact with other students and do tests	0	0	4	6	90
The use of Kahoot helped me learn new vocabularies	0	0	4	0	96
I prefer the use of game in learning instead of paper and pen alone	0	4	4	0	90
The use of Kahoot helped me to improve my spelling	0	5	0	3	92
Kahoot encouraged me to concentrate	0	6	4	1	89
I feel more prepared for tests and exams after using Kahoot	0	0	0	0	100
Kahoot improved collaboration among learners	0	0	0	0	100
Kahoot has improved my writing skills	0	0	5	1	94

Kahoot has reinforced my English language understanding	0	0	4	0	96
Kahoot improved my listening skills	0	4	4	3	89

Table 7: Students' Satisfaction Survey

All 20 students completed the Likert questionnaire. Nineteen students believed that it was easy to use Kahoot in learning. Nineteen students believed that the use of Kahoot was fun while nineteen contested that Kahoot motivated them to learn and interact with other players. All students strongly agreed that Kahoot effectively prepared them for tests and also improved their collaboration in class. On the other hand, nineteen students believed that Kahoot helped them learn new vocabularies, improve writing skills, listening skills, improve their spelling and understanding of English language. Students' perception of Kahoot support the findings by Bowles (2018), Hung (2015), and Lynch (2014) that integrating gamification and other visuals in classroom help EFL students to improve their target language skills. The researcher used descriptive statistics to determine the questionnaire survey's reliability. The results showed a high reliability of the questionnaire survey in evaluating the Kahoot's impact on student's language skills.

Statement	Number of Students			Mean	Std. Dev.
	Agreed	Undecided	Disagreed		
It was easy to use Kahoot	19	1	0	5.83	0.82
I found using Kahoot fun	19	1	0		1.33
Using Kahoot kept me motivated to interact with other students and do tests	19	1	0	4.22	1.08
The use of Kahoot helped me learn new vocabularies	19	1	0	4.9	0.84
I prefer the use of game in learning instead of paper and pen alone	18	1	1	5.68	0.93

The use of Kahoot helped me to improve my spelling	19	0	1	5.51	0.76
Kahoot encouraged me to concentrate	18	1	1	3.54	1.22
I feel more prepared for tests and exams after using Kahoot	20	0	0	5.6	1.39
Kahoot improved collaboration among learners	20	0	0	4.88	0.75
Kahoot has improved my writing skills	19	1	0	5.42	0.86
Kahoot has reinforced my English language understanding	19	1	0	6.02	1.2
Kahoot improved my listening skills	18	1	1	4.63	1.64

Table 8: Descriptive Statistics for Students' Perception of the Kahoot

Discussion

This study sought to evaluate the efficiency and effectiveness of Kahoot on the acquisition of language skills, including the acquisition of writing skills, listening skills, vocabulary, and spelling among the EFL students. The study utilized multiple designs across 20 students and compared their learning outcomes, with 16 students who did not use Kahoot. Students' learning outcomes were evaluated based on their performance on various Kahoot tests and using a 5-point Likert scale to obtain students' perception of the Kahoot.

The use of gamification in English language teaching has been proved to be effective in increasing language skills, including vocabulary acquisition among students (Huang, 2014). The present study's findings corroborate the research of Case (2018), Frazier and Brown (2001), and Yürük (2019) that the integration of gamification to reinforce in classroom learning resulted in an increased acquisition of language skills. Nineteen participants indicated that Kahoot aided them not only to acquire knowledge but also to retain it. The use of gamification in learning helps students to refresh their memory and continue engaging with learning

materials. Kahoot game has various elements that motivate students to learn and retain knowledge (Su & Cheng, 2014). The critical element is reward, which gives intrinsic and extrinsic motivation and recognition for skills, efforts, and time attained. Students who performed low were motivated to work hard and get answers correctly so that their names could appear on the leaderboard. This is confirmed by the response from 19 students who said that Kahoot motivated them to learn. Kahoot supported the experimental group to re-grasp and retain language skills from within the lectures, and provided them with a reminder of what was taught in class. It is easy to remember the game when a student goes wrong in solving a problem, and that helps them to seek the correct answer.

Concerning the first research question, *"to what extent does the application of Kahoot in L2 classrooms influence the motivation of students towards the acquisition of language skills?"* the study found that Kahoot has a high potential of motivating the learners to engage in learning and interact with one another in the classroom. The use of Kahoot motivated learners to concentrate on specific language areas that they wanted to improve. This, in turn, encouraged students to engage with their teacher, course content, and their peers. Students were also motivated to compete to get their names displayed on the leaderboard. Therefore, the Kahoot game encouraged students to be more attentive to the teacher and class activities, which substantiates Willis, Flintoff, & McGraw, (2016) findings that gamification motivates learners and improve the learning outcomes.

Regarding the second question, *"how does Kahoot technology augment learning according to experiences of the learner?"* the study found that Kahoot game positively impacts students' skills and knowledge gain. 90% of the students who engaged with Kahoot conceded that the game encouraged them to pay attention and focus on the lecture; thus, the game augmented the learning process. The finding justifies İlter's (2015) study, which concluded that the integration of technology in learning enriches the learning process. The fact that Kahoot

improved classroom engagement between learners and the teacher, course content, and the lecture also helped in enriching the learning process.

In responding to the third question, *"what are the impacts of Kahoot game on classroom dynamics?"* the researcher observed that Kahoot offered the participants with more opportunities to interact with course content, peers and the teacher by creating a fun environment which supported engagement in a manner that shifted the lecture hall dynamics. The Kahoot game shifted the classroom from teacher-centered to student centered, which supported Topîrceanu, (2017) finding that gamification is key to creating a student-centered learning environment. However, this experience was different from that of the control group, and also from experience, the experimental group had prior to integrating the Kahoot in learning. The study findings are consistent with Mindy Jackson's (2017) finding those game elements, including story and personalization, serve unique functions that can improve classroom dynamics. However, the excessive competition brought about by the game could trigger negative classroom dynamics, particularly when there was limited time to complete a given task.

Concerning the last research question, *"what are the perception of students towards Kahoot as a language learning tool?"* the researcher noticed that the majority of students (more than 90%) viewed Kahoot as an important tool in the learning process. As indicated in Table (7), students' nineteen students agreed that Kahoot improved their language skills, engagement, motivation, vocabulary acquisition, and spelling. The students' views correspond with Bowles (2018), Hung (2015), and Lynch's (2014) findings that gamification improves students' learning outcomes.

Conclusion

In summary, the primary objective of the present study was to determine whether the use of Kahoot games would enhance increase learners' motivation, engagement, learning outcomes,

and also to get students' insights towards the application. The preliminary study recognized the increased use of CALL in the contemporary learning environment to improve learning outcomes. The study found that, indeed, Kahoot contributed to a more significant impact on students' motivation, engagement, classroom dynamics, and the whole learning process. Integrating Kahoot in learning shifted the application of grammar translation method in learning to the communicative competence approach. Therefore, the researcher met his goals of the study. This study has also justified previous studies on the use of the game in the classroom, which found that gamification impacts learners' engagement, motivation, and learning outcomes.

Even though students' perceptions supported the idea that Kahoot improved the learning process, they did not comment on the teacher's effectiveness with Kahoot. It is important to assess how the Kahoot impacted the teacher's ability to deliver the course content. The future study should focus on evaluating if the use of gamification impact's teacher's content delivery.

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Appendices

APPENDIX 1

Language Acquisition and Learning Exam (Pre-Test)

General Directions

This test below comprises of multiple-choice questions. Each question has **TWO** to **FOUR** answer choices. Read each question and carefully answer by choosing the best answer.

Attempt to answer all questions. Generally, if you have some information about a question, it is better to try to answer it. Guessing will not be penalized.

1. My father is an excellent chef.
 - ☐ I disagree to you.
 - ☐ I agree for you.
 - ☐ I disagree for you.
 - ☐ I agree with you.
2. What is the meaning of "TV"?
 - ☐ Tuberculosis
 - ☐ Yes
 - ☐ Television.
 - ☐ Video
 - ☐ Telegram
3. The sweater is-----for her.
 - ☐ Big enough
 - ☐ Too big
 - ☐ Enough big
 - ☐ Big too
4. Where do they often eat supper?
 - ☐ At 12:00
 - ☐ In the cafeteria.
 - ☐ Sandwich.
 - ☐ With Jane.
5. How long did she train last evening?
 - ☐ English.
 - ☐ In the field
 - ☐ With Bob.
 - ☐ For fifty minutes
6. What type of tales does she like?

-
- Yes, she does.
 - She likes spy tales.
 - 7. How many days a week do you listen to music?
 - I listen to music.
 - In my bedroom.
 - About two days.
 - On Thursday.
 - 8. When do you leave school every day?
 - In the evening
 - Yes!
 - My name
 - Last week
 - 9. How is "dog" spelt?
 - I don't
 - D-O-G
 - I have one dog.
 - Cat
 - 10. How is "dog" pronounced?
 - /dɒg/
 - /dʌg/
 - /dɪg/
 - /dəʊdʒ/
 - 11. How is "two" pronounced?
 - /tə,tu,tu:/
 - /tu:/
 - /təʊ/
 - /tu/
 - 12. Choose among the following which is a pet
 - Cut
 - Cat
 - Cute
 - Catch.
 - 13. What were you doing?
 - I have eaten.
 - I will be eating.
 - I ate.

-
- I was eating.
 - 14. Where's Mary?
 - No, she isn't.
 - For three hours.
 - At eight.
 - At school.
 - 15. Where do you do your studies?
 - At home.
 - About an hour.
 - In the evening.
 - Every day.
 - With James.
 - 16. When did you go to that hotel?
 - I did.
 - Last month.
 - With Sharon.
 - Pasta.
 - 17. When did you take this picture?
 - Picture of animals.
 - Five pictures.
 - With my camera.
 - About four days ago.

Total Score ____/17

APPENDIX 2

Language Acquisition and Learning Exam (Post-Test)

General Directions

This test below comprises of multiple-choice questions. Each question has TWO to FOUR answer choices. Read each question and carefully answer by choosing the best answer.

Attempt to answer all questions. Generally, if you have some information about a question, it is better to try to answer it. Guessing will not be penalized.

1. 'Human beings are emotional creatures' this idea relates to

☐

Cognitive factors

☐

Individual differences

☐

Affective factors

2. Language learners have a variety of strategies to use, such as expansion, reduction and avoidance in order to manage the communication problems

☐

False

☐

True

3. There is no particular learning or teaching method that can suit the needs of all learners as every person, teacher or student, has a learning style.

☐

False

☐

True

4. Which one is NOT a learning strategy?

☒

Achievement

☐

Metacognitiva

☐

Cognitive

☐

Social/affective

5. Acquisition of FL/ L2 consists on knowing and repeating new words, structures and sounds according to the Socio Educational Model.

☐

False

☐

True

6. Three distinctive features of Caregiver speech

☐

Silence

☐

Repetition

☐

Exaggerated intonation

☐

Alternative forms

☐

Correction

7. Finding which variables make stronger contribution and are more influential than the others is associated to

☐

Spolsky's Model of second language learning

☐

Skehan Model of Influence on Language Learning

☐

Gardner's Educational Model

8. The process of children working out how to use grammatical functions and rules

☐

Language transfer

☐

Overgeneralization

☐

Pidgin

☐

Fossilization

9. 'Language is not learnt by groups' this idea relates to.

☐

Cognitive Factors

☐

Individual differences

☐

Affective Factors

10. Communicating through the use of signs is known as;

☐

Habla

☐

Lengua

☐

Lenguaje

11. The three characteristics that the cognitive theories share are (Gestalt, Constructivism, Meaningful Learning theory)

☐

Interaction

☐

Cognitive and language development

☐

Active construction of knowledge

☐

Intellect grows and language does too

12. Mark the boxes that better answer to this question. **What is language?**

☐

Language operates in a speech community or culture.

☐

Language is used for communication.

☐

Language is not acquired by all people in much the same way.

☐

Language is limited to humans

13. Which theory states that language comes from the physical features humans possess, which lead to speech production.

☐

Natural Sound Source



Genetic Source



Divine Source



Physical Adaptation Source

14. The creation of situations is required to allow knowledge to be internalized subconsciously



Learning



Acquisition

15. What is the theory that holds God as the provider of language to humans?



Divine Source



Physical Adaptation Source



Genetic Source



Natural Sound Source

Total score ____/15

Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments

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Abstract

This study aimed to investigate the sources of reading anxiety among undergraduate female EFL students in KSA. The study compared the sources of reading anxiety between EFL students in the English Department and EFL students who study French as a foreign language. Also, the study compared between the students in terms of year of study (level 1, level 2, level 3, and level 4). The total number of participants were 507 participants, and the data were collected through a survey designed for the study to investigate the personal and text factors of reading anxiety. The analysis of the data through SPSS showed that there are no significant differences in reading anxiety among students according to department of study (English and French), and year of study. Moreover, the findings of the study showed that text sources, such as unknown vocabulary and unfamiliar pronunciation, contributed more to reading anxiety than the personal sources of reading anxiety. The study concluded that teachers need to pay more attention to enriching the students' vocabulary and improving their pronunciation, since this helps to alleviate students' reading anxiety.

Keywords: reading anxiety, Saudi female EFL students, source of reading anxiety, translation

Introduction

Reading is one of the main skills for EFL learners, since students need to study and improve their knowledge through reading. Also, the importance of reading skills emerges from the students' needs for reading to improve their academic achievement, taking into consideration that EFL students have different courses to study every semester, which requires reading as the main skill to understand the content knowledge of the materials of every course. However,

weak reading skills might have a negative impact on students' academic achievement, which leads to demotivation and frustration among students. In other words, reading anxiety might have a debilitating impact on EFL students (Liu & Huang, 2011; Zhang & Zhong, 2012; Wei & Yodkamlue, 2012; Sahranavard & Hassan, 2015; Akkakoson, 2016). Even though EFL students need reading during their academic study more than the other skills, little attention has been paid to reading anxiety, and this might be due to that reading does not require any interaction among students, making it away from the observation of lecturers (Joo & Damron, 2015; Razak, Yassin & Moqbel, 2019). Another issue related to reading among EFL/ESL learners is that reading in a foreign language is usually carried out through the cognitive filters of the mother language (Karimi, 2019). This makes reading a challenge skill for the students to change the reading process from the mother language to comprehend the text through English, which is a foreign language for learners.

Reading is a challenging activity as it is a complex process, problem-solving and situationally bounded, which made it a potential barrier of learning among EFL/ESL learners (Nasrollahi, 2014). The major role of reading is to improve students' vocabulary, and learners without avid reading habits might conceive reading in English problematic. Reading skills focus mainly on the text to get meaning, and reading skill, as a receptive skill, is essential to get the meaning from the text in hand to get knowledge and improve one's input (Acevedo & Forero, 2016).

In the context of KSA, students study English as a foreign language, and they face different barriers that hinder progressing in English language proficiency (Al-Ghamdi & Alrefaee, 2020), and one of the main barriers is language anxiety (Asif, 2017). Reading anxiety is one of the main challenges among Saudi EFL learners (Alrabai, 2016), which still needs further investigation to identify the sources of reading anxiety, especially among Saudi female undergraduate students, since this area has not received enough attention in the research area. Therefore, the current study aims to investigate the sources of reading anxiety among Saudi female EFL students through the following questions:

1. What is the level of English reading anxiety among students?
2. Are there any significant differences in students' perceptions of the sources of English reading anxiety according to major (English and French)?
3. Are there any significant differences in students' perceptions of the sources of English reading anxiety according to level (level 1, level 2, level 3, and level 4)?

Literature Review

Language anxiety is a distinct feeling, usually experienced by EFL students, and it is a common feeling that students might not be able to overcome, yet they such feeling might be mitigated with the passage of time. Foreign language anxiety (FLA) was regarded by Horwitz, Cope and Horwitz (1986) as a particular situation anxiety of a foreign language that has a negative impact on language learning. They argued that when learning a foreign language, even intelligent students in native language face difficulties (Yassin, & Razak, 2017). MacIntyre and Gardner (1994) found that students with any degree of foreign language anxiety have considerable difficulty demonstrating the skills they have. Also, Saito et al. (1999) stated that there is foreign language anxiety, but reading anxiety is distinct from the general anxiety of foreign language, and this is due to the distinct factors of reading anxiety due to textual and cultural elements of the text.

The study of Alrabai (2014) designed a model to investigate anxiety among Saudi EFL learners. The study investigated the level of English anxiety and their sources among 1389 Saudi EFL students. The findings of the study showed that the students reported moderate to high levels of anxiety. This is supported by Asif (2017) who found that language anxiety is a major issue among Saudi EFL students, and she argued that English language anxiety does not need any special treatment, but in order to understand and effectively diagnose this phenomenon among learners, it requires cautious attitude of English language teachers. She added that anxiety feeling when studying English language requires the use of modern interventions that prioritize improving learning opportunities in an environment conducive to learning.

The study of Bensalem (2020) was carried on reading anxiety among EFL students in Saudi universities, and it revealed that female respondents had higher anxiety levels than their male counterparts. Results also showed that third-language knowledge language, self-perceived English reading proficiency, and foreign experience played an important role in predicting reading anxiety levels among Saudi female EFL learners. The same findings were obtained by the quantitative analysis of Abubakar and Hairuddin (2020), which aimed to describe the level of reading anxiety faced by young EFL learners. The study results showed that the students encountered a high degree of reading anxiety, although the value is marginally higher than the moderate level limit. The study concluded that teaching reading strategies are of great importance in reducing the extent of student reading anxiety.

The study of Rahmawati (2020) in reading anxiety showed that reading comprehension is negatively affected by reading anxiety. The study concluded that reading anxiety is a significant factor, influencing reading comprehension among EFL students. Similarly, the

study of Petrus, and Shah (2020) investigated the relationship between reading anxiety, reading strategies and language competency among ESL students in Malaysia. The study concluded that when reading English content, ESL learners experience a medium level of reading anxiety and reading strategies correlates positively with language competency.

Other studies have explored the variables that lead to reading anxiety among EFL learners. The study by Al-Shboul et al. (2013) in Jordan concluded that reading anxiety is triggered by underlying five factors, which are classified into two types: text factors and personal factors. Text factors refer to the content of the text that makes the readers feel anxious; whereas, the personal factors refer to the reader's personality that makes the reading anxiety happen. Unknown vocabulary, unfamiliar script, and unfamiliar culture are the text reading anxiety factors, while personal factors include the students being afraid of making mistakes and worry about reading results. In the same vein, the study of Muchlis (2017) investigated the possible factors that cause reading anxiety among Indonesian students of English. This study found that reading aloud makes students feel anxious more than silent reading, because reading aloud makes students concentrate more on their output rather than understanding the content of the text. Students often view reading aloud as a kind of public speaking, which often generates a sense of apprehension or negative evaluation by peers and teachers.

Based on the above discussion, reading anxiety is a constant challenge among EFL/ESL learners. Reading is a receptive skill, yet it is essential for students to build their knowledge and to improve their academic achievement. Besides, most of the studies have focused on the level of reading anxiety, while a handful studies focused on the factors that are underlying reading anxiety. In the context of KSA, very few studies have focused on the issue of reading anxiety among Saudi female EFL learners, which calls for the need for further studies to investigate reading anxiety factors. The findings of the study will come with implications that might benefit students, and teachers in order to create effective EFL classroom environment.

Method and Materials

Research Design

This study adopted a quantitative research design since the data were collected through a survey. This design is suitable for the study since it allows the researcher to collect data from a large group of students (Creswell, 2014), which gives the researchers a chance to understand the issue of reading anxiety among Saudi female EFL students. Besides, collecting data from

a large number of students makes it possible to generalize the findings at least to the context of KSA, where the study was carried out.

Research Instrument

In terms of the instrument, the researchers of the current study have created a scale based on reviewing findings in past studies. The focus in the process of review for past studies was on the studies of reading anxiety that were carried out among EFL learners to develop the instrument of the current study for investigating the sources of reading anxiety. Further, the final outcome of the survey included 21 items that were divided into personal sources of reading anxiety and textual sources of reading anxiety. The survey was validated by three experts in teaching English as a foreign language. Also, the survey was distributed online to 40 participants to test its reliability through SPSS, using Cronbach's Alpha test. The survey showed a very good internal consistency, since the results of Cronbach's Alpha was 0.881 for personal reading anxiety factors, 0.854 for text reading anxiety factors, and 0.921 for the whole survey.

Participants

The participants of the study were Saudi female EFL students in one of the universities in KSA, and the data were collected from students of English belonging to both English and French departments. The total number of participants is shown in Table (1) below.

Table (1): Number of participants

Level of Study	Number
One	115
Two	42
Three	107
Four	243
Total	507

Data Analysis

The data of the study were analyzed using Statistical Package of Social Sciences (SPSS), and three types of analysis were carried out in order to answer the study research questions. That is, the first research question aimed to investigate the level of reading anxiety among Saudi EFL students, and the researchers used descriptive statistics through means, standard deviation, and percentages in order to determine the rank of each source of reading anxiety. Besides, the second research question aimed to investigate if there are statistically significant differences among the students in terms of the departments (English and French), and the researchers used

a t-test to answer this study question. Also, the third research question aimed to investigate if there are statistically significant differences among students according to Year of study, which included Levels One, Two, Three, and Four. To answer this study question, the researchers used One-Way ANOVA in order to compare between the four levels of study and to find if there are statistically significant differences among them.

Results

For statistical analysis, the students' perceptions of the sources of English reading anxiety were categorized into five levels: very high, high, medium, low, and very low. Table (2) provides guidelines for understanding the average scores of students' perceptions of the sources of English reading anxiety.

Table 2: Guidelines for Understanding the Average Scores of Students' Perceptions of English reading anxiety Sources

Range of means		Estimation
From	To	
4.21	5	very high
3.41	4.20	High
2.61	3.40	Moderate
1.81	2.60	Low
1	1.80	very low

a. What is the level of English reading anxiety among students?

This question aims to investigate the level of reading anxiety among undergraduate Saudi female students. The descriptive analysis was carried through means, standard deviation and percentages in order to rank the items that are considered sources of reading anxiety among students. Table 3 below shows the results of the analysis.

Table (3): Descriptive Statistics of the Items

#	Rank	Items	<i>M</i>	<i>SD</i>	%	Estimation
15	1	The text which contains unknown vocabulary makes me anxious when I read.	3.30	1.32	66.04	moderate
18	2	I feel anxious during reading in English when I do not know the correct pronunciation of the words available in the text.	3.25	1.30	64.97	moderate
13	3	I feel anxious when I read about unfamiliar topics.	3.11	1.31	62.25	moderate

16	4	I feel anxious during reading in English when I face difficulty in understanding the meaning of words.	3.10	1.26	62.05	moderate
7	5	I feel anxious when I read in English because I am afraid of making errors.	3.06	1.39	61.18	moderate
17	6	I feel anxious during reading in English when the grammatical structure is complex.	2.97	1.26	59.48	moderate
6	7	I feel anxious when I read in English because I focus on reading instead of focusing on understanding the text.	2.93	1.35	58.66	moderate
19	8	I feel anxious during reading in English when I cannot decipher/decode the letters of the words.	2.93	1.21	58.66	moderate
12	9	I feel anxious in reading because I compare my reading skills with the reading skills of the others.	2.87	1.39	57.36	moderate
2	10	I feel anxious during reading in English because I might not be able to understand the text.	2.81	1.27	56.25	moderate
20	11	I feel anxious during reading in English when I read a long text.	2.79	1.33	55.74	moderate
14	12	I feel anxious when I read a text contains information about unknown culture.	2.75	1.29	54.91	moderate
10	13	I feel anxious when I read in English because I have high expectations about the outcomes of reading.	2.57	1.21	51.32	low
5	14	I feel anxious when I read in English because I am not confident of my reading skills.	2.56	1.31	51.28	low
21	15	I feel anxious when I read uninteresting materials.	2.56	1.23	51.12	low
8	16	I feel anxious when I read because I do not know the appropriate reading strategies.	2.47	1.22	49.39	low
9	17	I feel anxious when I read because I lack motivation to read.	2.42	1.22	48.32	low
4	18	I feel anxious when I read because my reading skills in English are weak.	2.38	1.27	47.53	low
1	19	I feel anxious when I read because reading in English is difficult.	2.30	1.08	46.07	low
11	20	I feel anxious when I read in English because I have negative experiences in my memory about reading.	2.21	1.27	44.10	low
3	21	I feel anxious when I read because I am not interested in reading in English.	1.94	1.21	38.90	low
Total			2.72	0.87	54.49	Moderate

Table (3) shows that the averages of the students' perceptions of the sources English reading anxiety ranged from (3.30) to (1.94) with corresponding percentages ranged from (66.04%) to (38.90%). The total average of students' perceptions of the sources of English reading anxiety was (2.72) out of (5) and its corresponding percentage was (54.49%), which is a medium-value mean.

At the level of each item, Table (3) reveals the following findings:

- No sources of English reading anxiety were perceived by the respondents to be very high or high, i.e., no item received a mean of (3.41) or more out of (5).

- Twelve sources of English reading anxiety out of twenty-one (57.14% of the total number of sources of English reading anxiety) got medium estimation level by the respondents, namely sources 15, 18, 13, 16, 7, 17, 6, 19, 12, 2, 20 and 14. The means and the corresponding percentages (shown in parentheses) of these sources were 3.30 (66.04%), 3.25 (64.97%), 3.11 (62.25%), 3.10 (62.05%), 3.06 (61.18%), 2.97 (59.48%), 2.93 (58.66%), 2.93 (58.66%), 2.87 (57.36%), 2.81 (56.25%), 2.79 (55.74%), and 2.75 (54.91%) respectively.
- Nine sources of English reading anxiety out of twenty-one (42.86% of the total number of sources of English reading anxiety) got low estimation level by the respondents, namely sources 10, 5, 21, 8, 9, 4, 1, 11, and 3. The means and the corresponding percentages of these sources were 2.57 (51.32%), 2.56 (51.18%), 2.56 (51.12%), 2.47 (49.39%), 2.42 (48.32%), 2.38 (47.53%), 2.30 (46.07%), 2.21 (44.10%), and 1.94 (38.90%) respectively.

b. Are there any significant difference in students' perceptions of the sources of English reading anxiety according to major (English and French)?

To identify whether there are statistically significant differences in students' perceptions of the sources of English reading anxiety according to major (English and French), the researcher used the *t*-test. The results of the *t*-tests are presented in Table (4).

Table (4): *T*-test Results for based on 'Major'

Variable		N	M	SD	df	t	Sig. (2-tailed)
Major	English	350	2.74	0.85	505	0.677	0.499
	French	157	2.69	0.90			

As Table (4) shows, no statistically significant difference was found [$t(505) = 0.677, p = 0.499$] in students' perceptions of the sources of English reading anxiety between students of *English major* ($M = 2.74, SD = 0.85$) and those of *French major* ($M = 2.69, SD = 0.90$) at the (0.05) level of significance.

c. Are there any significant difference in students' perceptions of the sources of English reading anxiety according to level (Level 1, 2, 3, and 4)?

To identify whether there are statistically significant differences in students' perceptions of the sources of English reading anxiety according to students' level (Level 1, 2, 3, and 4), the researcher used the one-way *ANOVA*. The results of one-way *ANOVA* are given in Table (5).

Table (5): ANOVA Results for Students' Perceptions of Sources of English Reading Anxiety according to 'Students' Level'

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1230.136	3	410.045	1.229	0.298
Within Groups	167808.093	503	333.614		
Total	169038.229	506			

Table (5) shows that there were no significant differences in the respondents' perceptions of the sources of English reading anxiety according to students' level (Level 1, 2, 3, and 4). The *F*-value was (1.229), indicating no significant differences at $\alpha = 0.05$ since the *p*-value > 0.05 ($p = 0.298$), which indicates that students of all levels have similar perceptions of the sources of reading English anxiety, and Table 6 shows the means of reading anxiety for each level of study.

Table (6): Means of each level of study

Level of Study	N	Mean	Std. Deviation
One	115	55.5913	16.99014
Two	42	57.1190	22.08322
Three	107	60.1121	16.64407
Four	243	56.8601	18.80096
Total	507	57.2801	18.27752

Discussion

The analysis of the survey showed that there are four items scored the highest level of reading anxiety, which are unknown vocabulary, difficult pronunciation, unfamiliar topic, new words, and fear of making errors. All these items are related to the text, except the last factor, namely fear of making errors, as it is a personal source of reading anxiety. These findings are in line with the well know study of Saito et al. (1999), who stated that there are two major sources of reading anxiety, including text and personal factors. In terms of unfamiliar script and writing system, it is literally applicable to Arabic EFL learners, because the writing system of English is different from that of Arabic language. Also, what makes English reading a source of reading anxiety is the unfamiliar pronunciation, especially that the sound system of English differs greatly from the sound system of the Arabi language. Besides, in the English language, there is no complete correspondence between letters and words pronunciation, leading to reading anxiety since the students might not be sure of the correct pronunciation of the words.

Besides, the findings of this study are in line with the findings of Al-Shboul et al. (2013), who listed different factors as sources of reading anxiety. These factors include text

factors and personal factors. One of the sources of reading anxiety is fear of making mistakes, which is supported by the findings of this study. This factor is also related to the text factors, since the personal sources of reading anxiety might attribute to the personal sources of reading anxiety. That is, the students might feel afraid of committing mistakes, and this is due to the unfamiliar writing system, and the difficulty of pronunciation. Such interrelation between text and personal factors makes reading process not that easy for EFL learners.

Another important point related to personal factors is that reading anxiety is an indicator of the students' awareness of their reading, when they compare their reading performance with that of their classmates. This might show that competitiveness of students inside the classroom makes them realize their reading and what they should do to improve their reading performance. Hence, reading anxiety might be a source of motivation for the students to perform better in reading and overcome their difficulties (Abubakar, & Hairuddin, 2020). In other words, students, who realize that they are anxious, tend to motivate themselves to perform better in reading. Accordingly, one can say that reading aloud is more anxiety-provoking than silent reading, since the students will be evaluated by their teachers and classmates. Such realization of being under observation makes the students feel more anxious, and this is in line with the finding of (Muchlis, 2017).

The findings of the study also showed that reading anxiety is not related to reading skills and reading strategies of the students, which opposes the findings of Qanwal and Karim (2014) and Petrus and Shah (2020). This might show that the general moderate level of reading anxiety is due the students' awareness of reading skills and reading strategies, which alleviated the level of anxiety. Besides, the general moderate level of reading anxiety might be explained by that text factors contribute more significantly to reading anxiety than the personal factors. i.e., the students' mastery of the reading skills and reading strategies makes reading easier; however, there are other text factors the students cannot overcome easily such as new vocabulary and the pronunciation of new words. Accordingly, one can say that overcoming the text sources of reading anxiety requires time so that the students could enrich their vocabulary and learn the correct pronunciation of most of the words.

Conclusion and Implications

This study aimed to investigate sources of reading anxiety among Saudi female EFL students. The findings did not show any significant differences between the two groups or between the four levels of study. This directed the study to discuss the sources of reading anxiety as common factors regardless of department or year of study. Further, the study findings showed

that the text factors contribute more to reading anxiety among students than to the personal sources of reading anxiety. The students might know reading skills and strategies; however, the text factors such as new vocabularies and difficult pronunciations are the main sources of reading anxiety, especially that such factors require time from the side of the students so that they can enrich their vocabulary and get to know more about the pronunciation of new words.

The findings of the study led to some implications. First, reading anxiety is associated with speaking, since one of the sources of reading anxiety is the difficult pronunciation. So, teachers might need to focus more on pronunciation during teaching reading so that the students get to know the correct pronunciation of the difficult words which reduces the level of reading anxiety. Another implication is that vocabulary is essential to improve reading performance and to reduce reading anxiety. One of the sources of reading anxiety is unfamiliar topic and unknown words. Therefore, teachers need to provide reading exercises from different fields, as this might help to enrich the students' vocabulary and mitigate reading anxiety among EFL learners.

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Approaches in teaching writing skills with Creative Writing: A TESOL study for Indian learners

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Abstract

This research is based on the difficulties and effectiveness of creative writing in language learning. Creative writing is the art of sorts, the art of making things up. It is writing done in a way that is not academic or technical but still attracts an audience. Nowadays, there is too much attention of teachers is on making students be a creative writer. This study explores the difficulties of creative writing which the (10+2) students consistently face while writing and the effectiveness of creative writing for students. To collect the data the researcher consulted (10+2) students at a CBSE affiliated school in New Delhi. The researcher provided questionnaires having twenty questions to 40 students of that institute in order to collect information and data from them. The researcher also interviewed 4 students from that institute to collect more data and information which are missing or inadequate in the questionnaire. The collected data explore that creative writing classes are important and influential for learners and they want these kinds of activities to improve their learning skills. The students face many hindrances and problems while writing. So, we must say that creativity is an important and valuable technique for learning a new language. This research is the primary research and the data of this research has not been collected and used for other purposes. The method of the research is both qualitative and quantitative. The research is mainly divided into five chapters. The first part consists of introduction, statement of the problem, objective of the study, research question and delimitation, whether the second part is a brief discussion of correlated literature. The third part discusses the research methodology/theoretical framework, research design, research methods, and data generation tool. The fourth part discusses the findings of the research and analyzing those findings. The final part of this research discusses the conclusion.

Keywords: *Creative writing, EFL classroom, TESOL, effectiveness*

Introduction

Research Background

One of the most gainful abilities in language instructing is composing aptitudes on the grounds that the author creates words by himself. Exploratory writing is a method for composing that goes beyond the limits of ordinary expert, scholastic, or specialized types of writing, ordinarily recognized by an accentuation on story creation, character improvement, and the utilization of artistic figures or with different customs of verse and poetics. On account of the detachment of the definition, it is workable for composing; for example, includes stories to be viewed as experimental writing, despite the fact that they fall under news coverage, in light of the fact that the substance of highlights is explicitly centered around story and character advancement. Both anecdotal and non-anecdotal works fall into this classification, including such structures as books, histories, short stories, and sonnets. In the scholarly setting, experimental writing is normally isolated into fiction and verse classes, with attention on writing in a unique style, instead of copying prior kinds, for example, wrongdoing or repulsiveness. Composing for the screen and stage screenwriting and playwriting are frequently educated independently, yet they fit under the creative writing class too.

Creativity in writing can be thought of as any pure writing. Right now, composing is an increasingly present and procedure arranged name for what has been customarily called writing, including the assortment of its kinds. These kinds of writing activities are usually accessible to authors from the secondary school level right through higher secondary school or above level college/university and grown-up training. Projects like these are related to the English offices in the particular institutes, however, the thought of this program has been tested right now increasingly experimental writing programs have spun off into their own area of expertise. Most Experimental writing degrees for students in different institutes are bachelor of Expressive arts degrees (BEA), some keep on pursuing ace of expressive arts in exploratory writing, the terminal degree in the field.

Usually, creative writers choose to focus on verses or novels and usually they go with plays or short poems. So, we try to build such procedure in terms of the focus to make their skills and techniques solid, including literature classes, educational classes, and laboratory classes.

When learning a foreign language, academic writing plays a fundamental part. In order to use the language specifically and correctly, non-native English speakers should know the writing processes, elements, and features. There are also certain aspects that need to be followed

by the learners. For example, perceiving and concluding the text before composing, the deletion or disruption of complex sentences, on account of expressing the related means. It is necessary for learners to know about educational writing such as (process, genre, and product) is descriptive, narrative, and illustrative.

To teach and learn English as a foreign language there are unsatisfactory conditions in schools. Trainers and teachers always choose the mother tongue to clarify courses to make learning easier for students. Many teachers believe that teaching English is to explain the textbook content to students and to provide them with ready-mixed responses. The students concentrate on storing and reproducing the selected response from the text. The students seemed to have a lot of difficulties in writing, as they are not able to cope with the situation, coordinate ideas, and use words.

Most school children should not systematically write themselves as adult students do in school. Students are more organized and planned by their respective teachers to do different types of write practice. Some students can understand the language, but most students are facing the issue of conveying their thoughts. The main reason or issue is the absence of English's sufficient inventory and written imagination. The more vocabulary the student learns and trust the language, the more they will have chances to enhance their skills with the help of creative writing.

Statement of the Problem

The main aim of this research is to explore the effectiveness of creative writing for (10+2) students at a CBSE affiliated school in New Delhi and the aim is to point out what are the serious difficulties which the students face in creative writing. The study also focuses on the strategies which the students follow to develop and improve their creative writing skills. There are many students who like creative writing too much and also there are many students who like rote learning as creative writing is difficult for them.

Research objectives

The objectives of the research are as follows.

1. To point out the difficulties which (10+2) Indian students usually face while creative writing.
2. To know how effective (10+2) Indian students in their creative writing about any topic or answer to any question.
3. How effective creative writing for (10+2) Indian students.

Research Questions

This research deals with the following questions.

- 1- Which are the areas in creative writing the (10+2) students mostly face difficulties?
- 2-How (10+2) students at a CBSE affiliated school in New Delhi improve their Creative writing skills?
- 3- How much effective creative writing is for students?

Significance of the study

The significance of the research is that the research explores the difficulties of (10+2) students in creative writing and the areas in which (10+2) students face difficulties. This research is also helpful to know about how (10+2) students develop and improve creative writing skills. Examining and exploring the findings of this research helps to know about the importance of creative writing for students and it also helps to find ways to overcome the difficulties of students in creative writing. This study talks about what kind of strategies a teacher should arrange to help students in improving their creative writing.

Literature Review

The main goal of this portion is to study and examine articles, journals, and other research papers related to the present study. In this regard, the researcher read many articles, research papers, and journals. Here the researcher has produced the material obtained through the study of the importance of literature and the related field of this study. Firstly, the researcher starts its discussion of literature with communication skills. The discussion begins with a discussion of different kinds of language skills. Moreover, the researcher moves to discuss the difficulties of creative writing which the learners face in language learning and also discusses the usefulness of creative writing for learners in language learning.

Communication skills

There are four communication skills which are inseparable in real-life situations. These skills are listening, speaking, reading, and writing. Harmer (2007) classified these four skills into two wide categories productive and receptive. Speaking and writing are productive; however, listening and reading are receptive. Harmer (2007) further emphasized in his famous book *The Practice of English Language Teaching* that these skills can't be learnt in seclusion as conversation requires all four skills to be united. These skills usually follow each other and traditionally language skills instructions separate them. The main reason is to coordinate some

of the learning activities and help teachers to decide what their lessons are intended to do and how they can. Many English students feel comfortable in it than to acquire skills like grammatical comprehension, text, and speaking of the target language. This does not mean they have trouble talking and writing. This is mainly due to the fact that students are mostly exposed to grammatical lessons, reading understanding, and listening to a video or teacher language objects in the English language school, without being encouraged to convey their thoughts in composition or in conversation.

Crema & Lea (2008) stated that earlier, writing was performed and considered a solo practice focusing on the correctness of sentence. Nowadays, effective writing is “a complex process composed of many different kinds of activities that eventually result in that product” (Nightingale, 2000, p.135).

Writing is characterized by a variety of differences. Writing is a deliberate, social interaction that also includes literacy (Tan & Miller, 2008). In fact, writing can only be viewed from the point of view of a group instead of an individual (Burke, 2010). Thus, writing requires a straightforward and detailed message since there is no face-to-face conversation between author and reader. It is important to convey our thoughts and perception in an accurate way of writing. We deliver our concepts and thoughts in a well-organized way or we go through a cognitive process to make good productive writing. According to Afrin (2014), writing is actually a mental process, in which firstly we mingle our ideas and thoughts when we write. Then we manage those concepts in the shape of meaningful phrases or sentences and make a coherent piece of text. Several sub-skills such as planning, arranging, editing, revising, etc. emerge from this cognitive writing process. Myles (2002) also considered writing a complex and multifarious process that requires composing forming ideas, capacity for rephrasing text into a meaningful description.

Hence, it seems more troublesome for language learners to cope with writing skills in comparison to other language skills. It is difficult to teach and learn writing because writing is a difficult skill to learn or teach. It is not an easy activity; instead, it can be considered a difficult psychological process that involves “careful thought, discipline, and concentration” (Grami, 2010). The secret of smart write-up and meaning is a combination of ideas and knowledge (Jones et. al., 2010).

Motives for Teaching Writing

Renowned scholar Adas and Bakir (2013) said that “Students don't write very often, and the rest of what they write is restricted to classrooms. The most important factor for writing

activities is the need for students to be active personally to make the learning experience of great value”.

Many researchers conducted investigations on the viewpoint of the student towards educational writing and the researchers discovered that they thought educational writing important as it is a point of departure to publish their research and a source of letting others judge their interests. Usually, when we talk about writing it has always been considered and thought of as a unique task. In the recent era, clear and aesthetic writing instructions are those which enable learners to think of it as a difficult process comprises of different types of tasks that finally result in the product. English as the target language and English as a Foreign Language (EFL), one of the most important skills needed is the ability to write academic documents.

Al-Khasawneh (2010) argued that “a large number of international contacts about non-native to non-native interactions and deals are conducted via English in a wide range of settings, including commerce, diplomacy, tourism, media, science and technology, politics, etc”.

In the ESL and EFL context, academic writing bears paramount importance. For academicians, the ability to write academic text effectively is essential in higher education learning for the purposes of academic communication, and academic (Ajmal & Kumar, 2020; Al-Hammadi & Sidek, 2015; Chou, 2011). Effective writing skills are essential for all academic purposes as they “are important in all stages of life from early education to future employment” (National Writing Project & Nagin, 2006; p.3). McNamara et. al. (2010) stated that good writing is of “critical importance for success in a wide variety of situations and professions” (p.58). Apart from these, sound writing skill is “needed for taking notes, describing writing experimental reports, etc” (Tahaineh, 2010).

Writing Approaches

According to Krashen (1984), writing skills teaching has not been given much value and focus by researchers until the beginning of the last decade of the twentieth century. Writing skills teaching gained much attention during the 1990s when English gained high value as an international communication language and thus “English as L2 writing skills do not only- play an increasingly important role today in the lives of professionals in almost every field and discipline” (Long and Richard, 2003; p.XV). Writing has been an influential and useful part of the syllabus in English teaching. A different approach can be used in the classroom to teach writing skills. Good and practical training, in any case, would rely on various elements such as different types of learners, kinds of text to be learned (Kumar, 2020).

Based on the past experience of writing skills practices, a closer look shows that among the different approaches to teaching writing effectively, three of the most common approaches are supposed to be product approach, process approach, and genre approach. The researchers in this area claimed all these methods have their own strengths or but at the same time they are complementary to each other (Grami, 2010; Hayland, 2002; Badger & White, 2000).

There are various theories to experiment with the writing abilities in the context the question is to select the most accurate method for learners, it depends on the trainers who need to make it clear either they aim to show students focus of process rather than product. Even if they wish the students to go through various stories, essays, or either they aim to give confidence to students while writing by their own creativity and imagination. The method and material theories have been so influential in writing practices in the language learning period among these different types of approaches. The approach to the material keeps an eye on writing finished material rather than the process of writing itself. In comparison, the writing phase approach should be aware of different stages through which each writing activities move. According to Chris Tribble (1996), however, genre methods have become adherent over the past ten years. Creative writing is one more writing approach which is dominant in the language learning period for almost decades. This involves creative activities like story writing, making poetry, and playwriting that facilitate successful self-discovery learning.

Product-oriented Approach

Product-based writing method is a well-established instructional technique, meant to encourage the participants to imitate a portion of the experimental text, particularly provided at the initial phase of learning a language (Gabrielatos, 2002). This method is one of the more popular as well as conventional methods followed by EFL teachers. According to Brown (2002) in this method, the parameters of learning are the proper organization of text and grammatical accuracy.

Pincas (1982) opines that the product-based writing approach is based on linguistic competence and on the suitable use of vocabulary, grammar, and cohesive instruments. Familiarization, organized writing, guided writing, and freewriting are those four stages of product-oriented approach. The primary goal of the first stage is to have knowledge of making students careful about various elements of certain texts. The next two features concentrate on directed and structured writing. At these stages, students do practice through the highlighted principles and learning to organizes ideas until they are prepared for writing freely. The last phase of the learning process is freely writing where learners are using their abilities of writing, concepts and lexicon

learned to produce the product. Through this segment, the learners prove their competency in language use.

Process-oriented Approach

Process-oriented method emphasizes the process of the way ideas are generated in writing. This method needs learners to understand the stages to create a successful task. Process-oriented method is considered criteria for generating meaning based on a lot of processes. According to Harmer (1998), "Process approach asks students to consider the procedure of putting together a good piece of work." Tribble (1996) states that Process-oriented method starts 'from the generation of ideas' and follows a number of stages.

Process-oriented method primarily deals with linguistics skills, like developing or planning instead of the knowledge of linguistic factors. The author in the process-oriented method goes through various stages with different views in creating a piece of writing, although a standard template is defined which involves four phases: pre-writing, writing, editing, revising, and in the end creating a final draft (Tribble, 1997). Obviously, writing is much difficult rather than that. Different phases of writing like these can be completed in a recursive way. Usually, in these phases, the writer moves forward or loops backward. Suppose the writer thinks of doing correction at the pre-writing stage, he can re-edit the work. He can again make a few changes and re-correction.

Genre Writing Approach

This approach is one of the new teaching approaches to writing. Genre is the standards for various types of literature. According to Harmer (1998), if teachers pay attention to the method, learners read written materials within that they can do the practice of writing first then to start your task. Suppose, when learners are supposed to develop letters on business, first the trainer need to give them a sample of business letter and then start composing their own.

Badger and White (2000) are of the view that Genre writing approach has many similarities with Process-oriented approach. Genre writing approach took into account linguistic aspects, significant for writing, which is similar to Process-oriented approach. However, writing mode changes with the change of social context. This societal mode plays significant purpose. In "a sociocultural stance, it identifies the writers as social agents with particular self-perceptions and purposes behind their creative writing practices" (Zhao & Brown, 2014). Thus, to write for a particular genre, a writer needs to follow many factors including subject matter, style of the genre as well as the connections between the writer and the readers.

Creative Writing approach

It is a way of writing in which the author takes independence and tries to create his own thoughts and feelings about something. It is an aspect that refers to conceptual activities like creating poetry, fiction, and games. Usually, it determines of creating texts possess an accurate instead of merely educational, functional, and practical intent.

According to Harmer (2007), creative writing comprises “imaginative tasks, such as writing poetry, stories, and plays.” Most commonly, it is used for aesthetic purposes rather than knowledge dissemination, instrumental, or realistic task.

Hyland (2002) affirmed about creative writing as “any writing, fiction, or nonfiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories, and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative nonfiction such as personal and journalistic essays” (p. 229).

Extending the area of creative writing Maley (2009) states that blogs, essays, journal entries, letters, travelogues, etc. are other components of it. Moreover, it has its own style, perception, and subjectivity.

Creative Writing in teaching English

Maley (2012) compares and contrasts the main characteristics of creative writing with the characteristics of expository writing in his articles creative writing for students and teachers as he assumes these two styles of writing are in contrast to each other.

Regarding Expository writing, he further says, it “rests on a framework of externally imposed rules and conventions. This range is from grammatical and lexical accuracy to specific genre constraints. The aim of expository writing is to be logical, consistent and impersonal and to convey the content as unambiguously as possible to the reader” (Maley, 2012). However, Creative Writing according to Maley (2012), “often proceeds by stretching the rules of the language to breaking point, testing how far it can go before the language breaks down under the strain of innovation.”

Thus, Creative Writing is primarily meant for aesthetic function. A close study of Creative Writing and its functions suggests that it is useful in learning sentence structures and exploring innovative ways of self-expression and semantic use. The most striking part of Creative Writing is that it uses feelings and thoughts brilliantly and thus develops learners' language capacities magnificently.

The usefulness of Creative Writing for students

According to Maley (2009), some of the benefits of creative writing for students are as follows:

- ✚ It helps in developing language in each area, like grammar, lexicon, and producing speech.
- ✚ It promotes an enjoyable environment that follows the students in experiencing the language and discover it freely and without fear.
- ✚ It usually occurs in the right hemisphere of the human brain, focusing on emotions and imagination.
- ✚ It is most influential in developing and increasing learner's confidence and motivates them to write on their own.
- ✚ A more imaginative learning stimulates creative writing. Through doing the practice of self-writing students gradually and naturally be familiar with the ways in which these texts develop, making it easier to read them.

Research Methodology

Quantitative method

Quantitative investigation is the one in which the collected information is represented using descriptive statistics. Quantitative study is supervised, numerical, and result-based which represents the true value and that are usually beyond the researcher observation. Researchers such as Nunan (2002) suggested the use of this method is reliable because it "is obtrusive and controlled, objective, outcome-oriented, and assumes the existence of 'facts' which are somehow external to and independent of the observer or researcher". In this study, the students were provided questionnaires by the researcher in order to collect primary information about the difficulties which the (10+2) students face in creative writing and the usefulness of creative writing for students. The collected data has been interpreted and evaluated through numerical instruments. Therefore, this study falls within this category.

Qualitative method

Qualitative method is a method of gaining knowledge by enhancing our overall understanding of the whole. This discusses the phenomena's depth, profundity, and complexity. According to Mackey and Gass (2005), "qualitative researchers tend to approach the research context with the purpose of observing whatever may be present there, and letting further questions emerge from the context". For this study, qualitative as well as quantitative data were collected to make

the review more detailed. In addition, this research is done based on the merge method to produce detailed results of proposed questions in this study.

Participants and Setting

This study's participants consist of 40 students. They are (10+2) students who study at a CBSE affiliated school in New Delhi. Students are all engaged with all communication competencies. During their lessons, students practice certain writing activities like paragraph writing, explaining objects, and story writing, etc., these kinds of practices are recommended for them. Although (10+2) students are not very skillful writers their skill level is not that. Teachers bring concepts of various books and creative writers, however, for the improvement of students writing skills. They typically memorize their piece of writing in order to get good grades. Although it is not influential for them because they need a lot of practice of writing in order to learn the target language accurately.

Procedure

In this study the researcher gathered data from 40 (10+2) students at a CBSE affiliated school in New Delhi, of these, 20 were girl students and 20 were boys. The researcher starts data collection after taking permission from the principal and the respective class teachers. The researcher made it clear to the students at the beginning of the data collection that it is your individual task you have to be honest while giving the answers because this information is required for the research. The researcher helps students while attempting the task when they face any kind of difficulty.

Data Collection Tools

In this research two data collection instruments were administered by the researcher for data collection, a questionnaire, and interviews. Questionnaire and interviews provide quantitative data and qualitative data for the research. To conduct the survey, the participants were given questionnaires. The imprinted questionnaire types were distributed among the participants and the researcher made all the questions understandable. So the questionnaire is the main tool for data collection in this research. Another means of this research gathering information is the interview. The students were interviewed for collecting data and more investigation. The questionnaire contains 20 questions of multiple choices, using the five choices liker scale. Students have to choose one specific answer to each of the questions. The semi-structured interview questions were for gathering some specific information about the study which were

not included in the questionnaire were insufficient. Consequently, each participant was given 6 (six) unclosed statements. Four participants were interviewed for this study.

Methods of Data Analysis

The researcher used Microsoft Excel 2007 to analyze the collected data. Earlier in Microsoft Word 2007, the researcher grouped the ratio of findings by drawing tables and the researcher evaluated the qualitative data based on the participant's responses.

Findings and Analysis

In this chapter, the researcher presents the analysis, discussion, and interpretation of the findings and collected information from both data collection tools. To show the outcomes the researcher has taken the help of charts and tables.

Findings of the Questionnaires

It has been shown in the above portion that the researcher used questionnaires to collect data from the (10+2) students at a CBSE affiliated school of New Delhi about the difficulties which they face in creative writing and the information was also required to know about the usefulness of creative writing for (10+2) students.

Data analysis of question no 1:

Feel comfortable and confident about the ability to write.

Option	Girls		Boys		Percentage total
Never	1	5%	1	5%	5%
little	6	30%	7	35%	33%
Rather	5	25%	7	35%	30%
Much	6	30%	3	15%	22%
Very much strong	2	10%	2	10%	10%

Table 1, reveals that a total of 33.5% of girls and boys students feel a little comfortable while writing. Among them 35% of girls and 35% are boys. In comparison, 22% feel much comfortable while writing and 30% rather comfortable in writing. Just 10 percent of all the students are very comfortable while writing.

Data analysis of question no two:

Effectively and cleanly plan a large writing assignment

Option	Girls		Boys		Total
Never	3	15%	1	5%	10%

Little	5	25%	6	30%	27%
Rather	6	30%	6	30%	29%
Much	5	25%	4	20%	24%
Very much strong	1	5%	3	15%	10%

According to Table 2, 10% of total students are never effective in planning a large writing assignment. Three girl students and one boy fall into this category. Secondly, 27% of all students are little effective and 29% of all students are rather effective in planning a large number of assignments. Among all, 24% of students are much effective and only 10% of all are very strong in planning a large writing assignment.

Data analysis of question no 3:

Revise my work to bring it into the form of clearer, correct, and formal text.

Option	Girls		Boys		Total
Never	3	15%	4	20%	17.5%
Little	5	25%	6	30%	27.5%
Rather	7	35%	3	15%	25%
Much	3	15%	1	5%	10%
Very much strong	5	25%	3	15%	20%

According to Table 3, 17.5% of all students never re-correct a written text to bring it into the form of clearer, correct, and formal text. 3 girls and 4 boys fall into this category. Further, 27.5% of all students little re-correct or make a revision of their work to bring it into the form of correct, clearer, and formal text. 25% of total students rather and 10% of all much re-correct and do revision of recent written work to check clarity, consistency, Formality, and correctness. 10 girls and 4 boys fall in this category. In the end, 20 percent of all students very much re correct or revise their work to check clarity, consistency, formality, and correctness of the work.

Data analysis of question no 4:

Write first drafts without stopping to correct or rethink

Option	Girls		Boys		Total
Never	3	15%	4	20%	17.5%
Little	2	10%	5	25%	17.5%
Rather	6	30%	4	20%	25%
Much	6	30%	5	25%	27.5%
Very much strong	3	15%	2	10%	12.5%

According to table 4, 17.5 percent of all students never and 17.5 percent of all students little write the first draft with no stop or rethink to make it right. 5 girls and 9 boys fall in this category.

25 percent of all students rather and 27.5 percent of all students much compose draft with no stop or re think to make it right. In the end, 12.5 percent of all are very strong in writing draft first with no stop or re think to make it right. Three girls and only two boys fall in this category.

Data analysis of Question no 5:

Accurately gives value to facts and concepts of other people

Option	Girls		Boys		Total
Never	1	5%	1	5%	5%
Little	3	15%	1	5%	10%
Rather	5	45%	9	25%	35%
Much	7	35%	6	30%	32.5%
Very much strong	4	20%	3	15%	17.5%

According to table 5, 5 percent of all students never and 10 percent of all are little accurately giving credits to facts and thoughts of other people. 4 girls and 2 boys fall into this category. 35 percent of all rather and 32.5 percent much accurate in giving credits to facts and thoughts of different people. In the end, 17.5 percent of all participants are strong in accurately giving credits to facts and thoughts of different people. 4 girls and 3 boys fall into this category.

Data analysis of question no 6:

Make effective and acceptable paragraphs and sentences using accurate, correct, and valid spelling, punctuation, and grammar.

Option	Girls		Boys		Total
Never	2	10%	1	5%	7.5 %
Little	4	20%	2	10%	15%
Rather	7	35%	6	33%	33.5%
Much	6	30%	8	37%	34%
Very much strong	1	5%	3	15%	10%

According to the table 6, 7.5 percent of all students are never effective in writing sentences and text by using correct spelling, accurate grammar, and valid punctuation. 2 girls and only 1 boy fall in this category. 15 percent of all students are little effective in writing sentences and text by using correct spelling, accurate grammar, and valid punctuation. Two boys and four girls fall in this category. Further, 33.5 percent of all students are much and 34 percent of all students are rather effective in writing sentences and text by using correct spelling, accurate grammar, and valid punctuation. 13 girls and 14 boys fall between these two categories. In the end, 10 percent of all students are very much effective in writing texts and sentences by using correct spelling, accurate grammar, and valid punctuation, only one girl and 3 boys fall in this category.

Data analysis of question no 7:**Use a well-established structure in writing accurately**

Option	Girls		Boys		Total
Never	1	5%	1	5%	5%
Little	4	20%	5	25%	24%
Rather	7	45%	6	30%	33.5%
Much	7	35%	5	25%	30%
Very much strong	1	5%	2	10%	7.5%

According to table 7, it is evident that 5 percent of all students are never able to use well-established structure patterns accurately while writing. Only one girl and one boy fall into this category. Secondly 33.5% of all students rather and 30% much able to use well-established structure pattern accurately while writing. Fourteen girls and eleven boys fall between these categories. Moreover only 7.5% of total students very much strongly able to use well-established structure patterns accurately while writing. In the end, 24% of all students are little able to use well-established structure patterns accurately while writing. Four girls and 5 boys fall in this category.

Data analysis of question no 8:**Enjoying writing**

Option	Girls		Boys		Total
Never	2	10%	1	5%	7.5%
Little	1	5%	2	10%	7.5%
Rather	0	0%	7	35%	15%
Much	11	55%	3	15%	35%
Very much strong	6	30%	7	35%	35%

According to table 8, 7.5% of all students never enjoy while writing and the same number of students enjoy little while writing. Three girls and 3 boys fall into this category. Moreover, 15% of students in total rather and 35% in total enjoy writing much. Eventually 35% of total students very much strongly enjoy while writing.

Data analysis of question no 9:**Pay equal focus to both the languages (e.g. vocabulary, spelling, grammar) and the contents (e.g. organization, concepts).**

Option	Girls		Boys		Total
Never	2	10%	2	10%	10%
Little	2	10%	4	20%	15%
Rather	7	35%	6	30%	32.5%

Much	7	35%	4	15%	27%
Very much strong	2	10%	4	15%	15.5%

Above table 9 shows evidence, 10 percent of all students never pay equal focus to both the languages (e.g. vocabulary, spelling, and grammar) and the contents (e.g. organization, concepts). Two girls and two boys fall in this category. Moreover, 15% of all students little and 32.5% of all students rather pay approximate attention to both the languages (e.g. vocabulary, spelling, and grammar) and the contents (e.g. organization, concepts). Nine girls and ten boys fall between these categories. At the last 27 percent of all students much and 15.5 percent of all students very strong in giving approximate focus to both the languages (e.g. vocabulary, spelling, and grammar) and the contents (e.g. organization and concepts). Eight boys and nine girls fall between these two categories.

Data analysis of question no 10:

Think like a creative writer

Option	Girls		Boys		Total
Never	6	30%	4	20%	25%
Little	5	25%	6	30%	28%
Rather	5	25%	5	25%	25%
Much	3	15%	3	15%	15%
Very much strong	1	5%	2	10%	7%

According to data in table 20, 25% of all students never think as a creative writer where 30% are girls and 20% are boys. Secondly, 28% of all students a little think as a creative writer where 25% are girls and 30% are boys. Moreover, 25% of all students rather and 15% of all much think as a creative writer. Lastly, only 7% of all students very much strongly think as a creative writer in the language writing classroom.

Within all interviewed participants most of them focus on writing a particular piece of writing that is being taught in their classroom. In addition, students first, second, and fourth of them feel less difficulty in writing about certain topics. Last but not least, they all felt comfortable in writing any part of the text and answer to any question.

Writing articles, description writing, story writing, and also essay writing, is the hardest part of writing to them. Between them, students 2 and 3 decided to consider the most difficult part of writing the story for them. The aspect that students need to think about and bring concepts and thoughts that looks so complex to develop an argument.

All the interviewed participants claimed that they want more and more opportunities to bring concepts and insights by themselves in the school; unfortunately, they get fewer

opportunities than they need and the teacher doesn't give that much support. So, the participants who want to improve their writing skills. All the participants decided to bring the ideas to produce on their writing based on some specific books. All the participants keep unique thoughts on this issue. They have different points of view on this issue. The first student told that changes should be made to the pattern of writing development. The second student shows an intention that various writing can be useful for him to be good a writer. The third student also shows intention toward activities and guidelines that will be helpful for him to be a well-organized writer. Same like the former three participants fourth student also in favor of writing opportunities and activities.

Among the students, many and almost all of them want that they should be provided easy written tasks that can be helpful for them to increase their writing skills. Unfortunately, teachers provide them a few tasks to write but that is not enough for their requirements.

All the students are willing to increase their ability to write but they want the teachers to encourage them to be good writers and creative writers. They really show a desire to improve their creative writing skills. In case of making writing styles better, they can easily make written assignments such as essays, paragraphs, and any other text or assignment very easily and confidently. And of course, they will easily give the answer to any composition part of writing.

Conclusion

Based on the outcomes and findings of the study, it is evident that students are willing to practices and tasks to enhance their creative writing. Students are curious about writing by their own abilities, knowledge, and imagination instead of believing the instruction of the trainers and teacher. They are interested in writing themselves using their imagination, rather than following instructions from the teachers. In addition, their intention shows that they want to have extra writing activities that will help them to increase their skills and capabilities of creative writing.

The results of the findings also proved that they are not very strong and comfortable when writing and most of the students feel a little confident about their ability to write. Moreover, only a few of the students very much strongly feel confident about their ability to write. When we talk about how effectively they plan a large number of writing assignments, a large number of students plans assignment much few among them don't plan properly for writing assignment. Traditionally, most of the (10+2) students rout learning that is the main reason they are not good in creative writing. (10+2) school students are therefore always worrying about grammar, and without the help of the books, they write themselves. This type

of situation occurs due to the teaching methods of the teachers. So, teachers should be responsible for these circumstances. In such kind of practices, encouragement is the main motive. When the students are encouraged by their respective teachers, they feel much comfortable and easy to create any written task.

The analysis of the data of the research proved that there is a large number of sharp students studying in the researched students of New Delhi based CBSE affiliated school. However, among them some students never, some of them a little, rather, much, and very much strongly re-correct and make revision their work to make it clearer, consistent, and reorganize. Most of them enjoy writing although their writing is not totally correct and fair. Writing articles, description writing, story writing, and also essay writing, are the hardest task for them. Among them, most of the students feel uneasy in story writing because of fewer opportunities proved in this area. This aspect needs to be emphasized to bring ideas and insights that look difficult for them. They all have various ideas. Few learners suggested changing the learning pattern of writing for writing development. Some of them said that writing practices can be useful for them to improve their abilities of writing and some of them want various tasks, activities, and proper guidelines that will be helpful for them to be a good creative writer. Thus, almost all the students assumed that they really want to improve their writing but unfortunately, they are given fewer opportunities to bring new concepts and insights while writing about any text or topic in the school. Although they are given few opportunities, they want more support and encouragement from the teachers. All of the students are willing to improve their creative writing skills. They want encouragement to write creatively and also to think creatively, that is why they show a desire to improve their creative writing skills.

According to the findings of this study, it is to be found that many students face many problems while building an argument and few of them never face many difficulties. Some of them can face a little problem while building an argument. So, the students must be given more and more opportunities to practice their writing and all of their work must be encouraged in improving their creative writing. The students should not be restricted only to few books. They should go for more and more books and they need more practice of writing and they should do writing practice in their free time. In case of improving their writing power, they can definitely be able to write any written assignment such as an essay, paragraph, and any other text very easily and confidently. And of course, they can easily give the answer to any part of writing. So, anyone who wants their writing to be improved usually gets access to various books and brings the latest concepts and insights, and does more and more practice of writing on any topic at any time when they find free time.

The findings showed that (10+2) students at a CBSE affiliated school of New Delhi are willing to have creative writing practice and they acknowledge that it is useful in language learning. Furthermore, they face various problems while writing and it is the main reason to say that creative writing is a useful factor for students in learning a target language.

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