Enhancing Arabic Speaking Skills:
The Potential of Gamification in Reducing Language Anxiety

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Abstract

This study aims to investigate the potential of gamification as an innovative pedagogical strategy to reduce Arabic speaking anxiety and improve speaking performance. Speaking anxiety remains one of the most prevalent and persistent barriers to acquiring proficiency in Arabic, often hindering learners' active participation and communicative fluency. While cognitive outcomes in language learning have received increasing attention, emotional variables, particularly anxiety, have been comparatively underexplored. Guided by the central research question, how does gamification influence learners' Arabic speaking anxiety and speaking skill development? this study adopted a qualitative research design involving classroom observations, semi-structured interviews, and documentation within an intensive Arabic language program. Thematic analysis was employed to identify recurring patterns and interpret participants' experiences. The findings indicated a notable reduction in speaking anxiety by 78%, an increase in student engagement by 85%, a 72% boost in self-confidence, and a 25% improvement in pronunciation accuracy. Gamified elements such as rewards, collaboration, and progress tracking emerged as particularly effective, and 68% of participants perceived these features as beneficial to their learning process. These results highlight the dual function of gamification in enhancing both

cognitive and affective dimensions of Arabic language acquisition, especially in speaking. The study offers practical implications for language educators in designing emotionally responsive and interactive learning environments. Further research is recommended to explore the long-term impacts of gamification across varied learner profiles and proficiency levels.

Keywords: Speaking Anxiety, Gamified Learning, Arabic Language Acquisition

Introduction

One of the main challenges in learning a foreign language, particularly Arabic, lies in mastering speaking skills. A significant number of students struggle with speaking Arabic because of its intricate grammar, unfamiliar sound patterns, and sociocultural elements that differ markedly from those of their native languages.

These linguistic and cultural barriers often lead to hesitation, self-doubt, and the fear of making mistakes, which collectively contribute to speaking anxiety[1]. Speaking anxiety is a psychological condition characterized by nervousness, fear, or apprehension experienced during oral communication in a foreign language. In the context of Arabic learning, this anxiety can severely hinder students' ability to express themselves fluently and spontaneously. As a result, learners may avoid speaking altogether, leading to a cycle of silence, reduced practice, and stagnant progress. This avoidance not only limits language development but also affects students' self-confidence and classroom participation.[2]

To overcome these emotional obstacles, it is crucial to account for psychological aspects in the language learning process. Establishing a supportive and low-stress environment can alleviate anxiety and boost learners' motivation. An effective strategy in this regard is the integration of gamification, which involves applying game-based elements to non-game settings. When language learning activities are designed like games, students tend to engage more naturally,

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[1] Jean-Marc Dewaele, Alfaf Albakistani, and Iman Kamal Ahmed, "Levels of Foreign Language Enjoyment, Anxiety and Boredom in Emergency Remote Teaching and in in-Person Classes," *The Language Learning Journal* 52, no. 1 (2024): 117–30; Reham El Shazly, "Effects of Artificial Intelligence on English Speaking Anxiety and Speaking Performance: A Case Study," *Expert Systems* 38, no. 3 (2021): e12667.

[2] Raksawong, "Teachers as Silencers: A Q Methodology Study into Teachers' Characteristics Contributing to Unwillingness to Communicate among Foreign Language Learners," *Innovation in Language Learning and Teaching*, 2024, 1–16; Nordin, "Can I Get Better? Exploring Mindset Theory in the Introductory Communication Course," *Communication Education* 68, no. 1 (2019): 44–60; Miguel Ángel Maldonado et al., "Oral Skills and Anxiety: Training Andefficacy in Undergraduate Students," *Revista Latina de Comunicación Social*, no. 80 (2022): 401–23.

feel more relaxed, and experience a greater sense of enjoyment. This relaxed emotional state can positively influence learners' confidence, lower anxiety, and encourage more active participation in speaking tasks. Previous studies have shown that gamification can foster an interactive and low-pressure learning environment, allowing students to engage in learning activities in a more enjoyable and motivating manner. Through gamified tasks, learners are encouraged to practice speaking without the fear of being judged, which in turn promotes greater freedom and confidence in language production[3]. Innovative methods such as gamification have become very important in enhancing students' self-confidence and communicative competence, considering the importance of the Arabic language in general education, whether in professional fields or others.

By focusing on increasing engagement, retention, and skill acquisition, using games as a tool in Learning Education through games is the method applied. It can be broadly defined as digital or non-digital games designed to achieve learning objectives through gameplay.[4] This concept differs significantly from gamification, as game-based learning involves the direct use of complete games as the primary medium of instruction, whereas gamification enhances non-game contexts by incorporating game-like elements. In terms of categorization, it encompasses serious games, simulations or experiential games, and educational games, each designed to align with specific learning objectives. Its types can vary and range from board games (non-digital) to immersive digital experiences, with some evidence showing their success in learning complex subjects such as language, mathematics, and science. In recent studies that follow the progress of trends, many learners now highlight the effectiveness of game-based teaching activities aimed at improving problem-solving skills and critical thinking, especially in line with the curriculum objectives[5]. However, not enough research

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[3] Islam Alomari, Hosam Al-Samarraie, and Reem Yousef, "The Role of Gamification Techniques in Promoting Student Learning: A Review and Synthesis: A Review and Synthesis," *Journal of Information Technology Education: Research* 18 (2019): 395–417; Imed Bouchrika et al., "Exploring the Impact of Gamification on Student Engagement and Involvement with E-Learning Systems," *Interactive Learning Environments* 29, no. 8 (2021): 1244–57; Alsadoon, "Effects of a Gamified Learning Environment on Students' Achievement, Motivations, and Satisfaction," *Heliyon* 8, no. 8 (2022).

[4] James Russo et al., "Non-Digital Games That Promote Mathematical Learning in Primary Years Students: A Systematic Review," *Education Sciences* 14, no. 2 (2024): 200; Chitra Balakrishna, "The Impact of In-Classroom Non-Digital Game-Based Learning Activities on Students Transitioning to Higher Education," *Education Sciences* 13, no. 4 (2023): 328; Thomas E Coleman and Arthur G Money, "Student-Centred Digital Game–Based Learning: A Conceptual Framework and Survey of the State of the Art," *Higher Education* 79, no. 3 (2020): 415–57.

[5] Anissa All, Elena Nunez Patricia Castellar, and Jan Van Looy, "Digital Game-Based Learning Effectiveness Assessment: Reflections on Study Design," *Computers & Education* 167 (2021): 104160; Manuel J Gomez, José A Ruipérez-Valiente, and Félix J García Clemente, "A Systematic Literature Review of Game-Based Assessment Studies: Trends and Challenges," *IEEE Transactions on Learning Technologies* 16, no. 4 (2022): 500–515.

has been done on how it can help with psychological problems like speaking anxiety in language teachers.

Some researchers, say that using simulation games well can help language learners improve their communication skills by focusing on active and real-time responses[6]. Likewise, digital instructional games improve students' performance and motivation[7]. This research primarily emphasizes cognitive outcomes, overlooking emotional obstacles like fear that impede student participation. Future studies should investigate the efficacy of game-based learning as a tool for anxiety reduction, particularly in culturally and linguistically intricate environments like Arabic language instruction. Exploring the relationship between emotional and cognitive benefits can deepen our understanding of how game-based learning influences language acquisition. This study seeks to assess the effectiveness of gamification in alleviating speaking anxiety among learners of Arabic. It seeks to address two fundamental inquiries: What is the impact of gamification on speaking confidence and oral proficiency among Arabic learners? Although current research has validated the overall advantages of gamification in language acquisition, a notable deficiency persists in comprehending its influence on speaking anxiety, especially regarding the Arabic language. This research addresses these issues by developing and testing game-based learning activities designed for learning Arabic and its cultural and linguistic nuances. The aim is to provide helpful information to teachers and program designers who want to help students speak Arabic better while reducing their fears.

To investigate these questions, this study employs a qualitative case study methodology focusing on a cohort of 800 students enrolled in an intensive Arabic language program. Data were collected from various sources, including classroom observations, semi-structured interviews with participants, and relevant documents such as student reflections and performance records. This triangulated approach provided a well-rounded understanding of students' emotional responses and progress in speaking skills within the context of gamified learning interventions. The qualitative data were examined using thematic analysis, which facilitated the identification of recurring patterns and themes concerning speaking anxiety, learner engagement, confidence development, and enhancements in oral proficiency. This method facilitates an in-depth exploration of the psychological

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[6] Liesa Reitz, Aline Sohny, and Gerrit Lochmann, "VR-Based Gamification of Communication Training and Oral Examination in a Second Language," in *Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications* (IGI Global, 2019), 811–28; Mark Peterson, "Digital Simulation Games in CALL: A Research Review," *Computer Assisted Language Learning* 36, no. 5–6 (2023): 943–67.

[7] Zhonggen Yu, Mingle Gao, and Lifei Wang, "The Effect of Educational Games on Learning Outcomes, Student Motivation, Engagement and Satisfaction," *Journal of Educational Computing Research* 59, no. 3 (2021): 522–46; Di Zou et al., "Digital Game-Based Learning of Information Literacy: Effects of Gameplay Modes on University Students' Learning Performance, Motivation, Self-Efficacy and Flow Experiences," *Australasian Journal of Educational Technology* 37, no. 2 (2021): 152–70.

and linguistic impacts of gamification, providing rich insights into how game elements influence learner motivation and anxiety reduction in Arabic speaking contexts.

Game design elements such as points, badges, and challenges are used in non-game contexts to enhance user engagement and incentives, known as gamification[8]. This differs from game-based learning because it does not involve playing the entire game. On the contrary, it incorporates game-like features into activities that have been previously performed. This concept now includes rewards from external sources and intrinsic motivation such as strength and autonomy. Narrative-based, collaborative, and competitive gamification fall into this category and come in various formats, ranging from classroom activities to mobile applications. Cases like Kahoot[9] and Duolingo have proven effective in increasing student engagement and retention[10]. The current trend focuses on how gamification can be a fun way to learn, increasing student participation and reducing school stress.

Studies emphasizing the inspiring advantages of gamification, sometimes disregard its ability to reduce public speaking fear [11]. examined how gamification might raise user involvement, they did not discuss how it might psychologically affect language learners. Also, current studies don't often account for specific cultural and contextual factors, making them useless when teaching Arabic. Developing more culturally sensitive and practically valuable gamification ways to alleviate public speaking anxiety is an important area for future study.

One common manifestation of speaking anxiety is the visible expression of fear or terror. This form of communication apprehension is often experienced by students as feelings of worry, nervousness, restlessness, or diminished self-confidence when required to speak in public or within academic environments. This frequently happens when learning a language, specifically when a person's confidence is lowered due to a fear of making mistakes or receiving criticism from peers. Fear of receiving a poor grade, communication anxiety, and situational anxiety can all have varying effects on students. Anxiety during speech frequently induces avoidance behavior, diminishes practice opportunities, and impedes the

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[8] Awaz Naaman Saleem, Narmin Mohammed Noori, and Fezile Ozdamli, "Gamification Applications in E-Learning: A Literature Review," *Technology, Knowledge and Learning* 27, no. 1 (2022): 139–59; Francisco J Gallego-Durán et al., "A Guide for Game-Design-Based Gamification," in *Informatics*, vol. 6 (MDPI, 2019), 49.

[9] Aflisia, N., Karolina, A., Yanuarti, E., & Raihan, M. (2020). Pemanfaatan aplikasi Kahoot untuk meningkatkan penguasaan unsur Bahasa Arab. *Al-Muktamar As-Sanawi li Al-Lughah Al-'Arabiyyah (MUSLA)*, *1*(1), 1-17.

[10] Mimin Aminah, Zainal Rafli, and Fathiaty Murtadho, "The Role of Gamification in Digital EFL Classrooms: A Study on Motivation and Retention," *International Journal of English and Comparative Literary Studies* 5, no. 6 (2024): 12–26.

[11] Kyoungwon Seo et al., "Goldilocks Conditions for Workplace Gamification: How Narrative Persuasion Helps Manufacturing Workers Create Self-Directed Behaviors," *Human–Computer Interaction* 36, no. 5–6 (2021): 473–510.

language acquisition process[12]. A renewed focus has been directed toward the significance of alleviating speaking anxiety through innovative and engaging educational activities that promote self-confidence and mitigate feelings of inadequacy among pupils.

Speech anxiety makes language learners less confident and able to speak quickly and clearly.[13] This condition is often sustained by a cyclical pattern in which efforts to avoid potential difficulties unintentionally heighten anxiety, thereby reinforcing the problem.[14] Furthermore, few studies have examined the potential of gamification or game-based learning in alleviating anxiety. This indicates that educators possess a limited number of advantageous concepts. Future research should focus on creating game-based and gamified approaches to aid those who face difficulties in public speaking, especially in complex languages such as Arabic.

The literature on gamification, game-based learning, and anxiety generally emphasizes the difficulty of overcoming emotional resistance to language proficiency. Although gamification and game-based learning have been shown to enhance productivity and learner engagement, their capacity to reduce anxiety in a balanced and sustainable way remains largely underexplored in existing research. Furthermore, while this study may not introduce ground-breaking insights in the fields of linguistics or science, it offers practical value in the context of Arabic language instruction. We must look at this problem from many angles, including psychology, instructional technology, and design that fits modern society. More study should focus on making tested and fun tools to lower stress in general, especially when learning a complex language like Arabic.

Much study has already been done on gamification in education, showing how it can affect students' motivation, engagement, and ability to remember what they've learned. Research indicates that gamification enhances language learners' engagement and overall achievement[15]. Nevertheless, insufficient research exists regarding the application of gamification to assist individuals who experience

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[12] Renee Von Worde, "Students' Perspectives on Foreign Language Anxiety.," *Inquiry* 8, no. 1 (2003): n1.

[13] Nourollah Zarrinabadi, Nigel Mantou Lou, and Zeinab Darvishnezhad, "To Praise or Not to Praise? Examining the Effects of Ability vs. Effort Praise on Speaking Anxiety and Willingness to Communicate in EFL Classrooms," *Innovation in Language Learning and Teaching* 17, no. 1 (2023): 88–101; Muzakki Bashori et al., "Web-Based Language Learning and Speaking Anxiety," *Computer Assisted Language Learning* 35, no. 5–6 (2022): 1058–89.

[14] Matthew McKay, Martha Davis, and Patrick Fanning, *Thoughts and Feelings: Taking Control of Your Moods and Your Life* (New Harbinger Publications, 2021); Albert T Higgins-Chen et al., "Severe Illness Anxiety Treated by Integrating Inpatient Psychotherapy with Medical Care and Minimizing Reassurance," *Frontiers in Psychiatry* 10 (2019): 150.

[15] Hojjat Dehghanzadeh et al., "Using Gamification to Support Learning English as a Second Language: A Systematic Review," *Computer Assisted Language Learning* 34, no. 7 (2021): 934–57; Mohd Elmagzoub Eltahir et al., "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education," *Education and Information Technologies* 26 (2021): 3251–78.

anxiety about public speaking, particularly those acquiring the Arabic language. Though they neglected the effect on speaking abilities, examined gamified vocabulary tools for Arabic learners[16]. Moreover, the majority of existing research has concentrated on Western languages like English and Spanish, leading to a limited understanding of the complex interplay between gamification and the unique cultural and phonological features of the Arabic language. This discrepancy underscores the necessity of conducting focused research to evaluate the potential of gamification to reduce speaking anxiety in Arabic learners and to identify the most effective gamified components for enhancing oral abilities.

This study aims to evaluate the effectiveness of gamification in reducing speaking anxiety among Arabic learners. It seeks to address two fundamental inquiries: What is the impact of gamification on speaking confidence and oral proficiency among Arabic learners? Although current research has validated the overall advantages of gamification in language acquisition a notable deficiency persists in comprehending its influence on speaking anxiety, especially regarding the Arabic language[17]. This research addresses these issues by developing and testing game-based learning activities designed for learning Arabic and its cultural and linguistic nuances. This research aims to provide helpful information to teachers and program designers who want to help students speak Arabic better while reducing their fears.

This study examines whether games can help Arabic language students calm down before speaking. The game's main point is to see if participating makes them feel better about themselves and their speaking skills. According to a new study, gamification helps people learn languages better[18]. Nevertheless, our comprehension of how gamification influences speaking anxiety remains limited.

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[16] Sultan A Almelhes, "Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review," in *Frontiers in Education*, vol. 9 (Frontiers Media SA, 2024), 1371955; Baderaddin Yassin and Mohammed Abdulgalil Abugohar, "Gamified Mobile-Assisted Formative Assessment for Reviving Undergraduate Learners' Overall Language Proficiency: A Quasi-Experimental Study," *Teaching English with Technology* 22, no. 2 (2022): 69–89.

[17] Rafael Darque Pinto et al., "Foreign Language Learning Gamification Using Virtual Reality—a Systematic Review of Empirical Research," *Education Sciences* 11, no. 5 (2021): 222; Gi-Zen Liu, Jalil Fathi, and Masoud Rahimi, "Using Digital Gamification to Improve Language Achievement, Foreign Language Enjoyment, and Ideal L2 Self: A Case of English as a Foreign Language Learners," *Journal of Computer Assisted Learning*, 2024; Zhanni Luo, "Determinants of the Perceived Usefulness (PU) in the Context of Using Gamification for Classroom-Based ESL Teaching: A Scale Development Study," *Education and Information Technologies* 28, no. 4 (2023): 4741–68.

[18] Luo, "Determinants of the Perceived Usefulness (PU) in the Context of Using Gamification for Classroom-Based ESL Teaching: A Scale Development Study"; Alim Al Ayub Ahmed et al., "Assessing the Effects of Gamification on Developing EFL Learners' Idiomatic Knowledge: Do Attitudinal Factors Contribute to the Learning of the Idioms with the Game?," *Education Research International* 2022, no. 1 (2022): 2482570; Karim Sadeghi et al., "The Effects of Implementing Gamified Instruction on Vocabulary Gain and Motivation among Language Learners," *Heliyon* 8, no. 11 (2022).

This study aims to design and evaluate game-based learning tasks that facilitate the acquisition of Arabic, while also incorporating its cultural and linguistic intricacies. The study's primary goal is to help teachers and program creators improve their students' Arabic speech skills while making them feel less anxious.

Findings and Discussion

The results show that the integration of gamification significantly reduced speaking anxiety among students, with 78% reporting a notable decrease in fear and hesitation during speaking tasks. This finding aligns with students' qualitative feedback, which emphasized that game-like features such as badges, leader boards, collaborative challenges, and immediate feedback contributed to a more relaxed atmosphere and increased motivation during speaking activities.

In addition, 85% of participants displayed increased classroom engagement, with many students voluntarily participating in discussions and role-play scenarios. Students also reported an average 72% increase in self-confidence, attributing this to the non-threatening and playful atmosphere created by gamified activities. Notably, pronunciation accuracy improved by 25%, as students felt more willing to repeat words and phrases multiple times without fear of embarrassment.

These findings indicate that gamification is not merely a motivational tool, but also serves as an effective pedagogical strategy to address psychological barriers such as speaking anxiety. By transforming language tasks into dynamic and rewarding experiences, students were able to build positive emotional associations with speaking in Arabic.

These findings carry significant practical implications. Educators can implement gamified approaches to foster learning environments that minimize anxiety and promote active engagement, particularly in settings where speaking a foreign language commonly provokes fear and avoidance. Furthermore, these insights contribute to the growing body of research that supports the emotional-cognitive integration in language learning, especially in skill areas as vulnerable as speaking.

The findings of this study reveal significant positive effects of gamification on reducing speaking anxiety and improving Arabic speaking skills among students in the Intensive Arabic Language Program. Classroom observations revealed a rise in student participation and engagement during gamified speaking activities, as learners demonstrated reduced hesitation and a greater willingness to speak compared to conventional instructional methods. Interview findings further indicated that 78 percent of students experienced a significant reduction in speaking anxiety, which they attributed to the enjoyable and supportive atmosphere fostered by the gamified tasks. Additionally, 85% expressed heightened engagement and motivation, while 72% experienced improved confidence in their speaking abilities. Pronunciation accuracy improved

by 25%, reflecting enhanced linguistic competence as a result of repeated, low-pressure practice.

Key gamification elements identified as most effective by students included rewards, collaboration with peers, and progress tracking, which fostered a sense of achievement and friendly competition. Educators and administrators also noted a positive shift in classroom dynamics, with increased student interaction and enthusiasm for speaking exercises.

These results suggest that gamification not only supports cognitive learning outcomes but also acts as a creative and effective strategy to overcome emotional barriers such as speaking anxiety. The findings provide valuable insights for educators aiming to create more inclusive, engaging, and anxiety-reducing environments for language learning.

Table 1. The Impact of Gamified Learning on Speaking Skills.

Theme	Key Insights	Percentage of Respondents
Reduced Speaking Anxiety	Most participants reported reduced fear of judgment.	78%
Enhanced Speaking Confidence	Participants felt more confident engaging in speaking tasks.	72%
Improved Engagement	Learners found gamified lessons more engaging and enjoyable.	85%
Preferred Game Features	Rewards, collaboration, and progress tracking were most favored.	68%

The table highlights the key findings from interviews, showing the positive impacts of gamification on learners' anxiety, confidence, and engagement. Additionally, preferred features such as rewards and collaboration reinforce the appeal of gamified elements. The interview responses revealed varying patterns; however, the key finding was a 78 percent reduction in apprehension, suggesting that gamified sessions fostered a safer and more supportive environment for practicing speaking skills. 72% of participants reported increased speaking confidence when students participated in engaging and rewarding activities. Engagement levels were the most highly rated advantage, with 85% of participants characterizing gamified sessions as enjoyable and inspiring. Upon inquiry regarding their favored attributes, 68% of learners emphasized rewards and teamwork, indicating that social and extrinsic motivators significantly influence their educational experiences. These patterns demonstrate gamification's diverse advantages, tackling emotional and behavioral obstacles in language acquisition.

The observed patterns suggest that gamification successfully addresses psychological barriers to Arabic speaking. Discovered that the engaging and supportive features of gamified teaching reduce anxiety[19]. The increase in learner confidence is likely associated with the consistent use of rewards and collaborative activities, which foster a sense of accomplishment and collective effort. Approximately 85 percent of participants reported being more engaged with gamified approaches due to their dynamic nature and ability to promote active participation, distinguishing them from more rigid, traditional methods of instruction. Emphasizing rewards and progress tracking highlights the importance of allowing students to visualize their development and cultivate self-directed learning. The results show that gamification is an intense way for Arabic speakers to lower their stress and get more involved. The observational data collected during gamified speaking lessons are summarized as follows:

Table 2. The Impact of Gamification on Student Behavior and Interaction in Learning.

Metric	Observation Details	Frequency/ Percentage
Active Participation	Learners actively engaged in gamified tasks.	88%
Self-Correction Attempts	Students corrected their errors more frequently.	73%
Collaborative Activities	Group interactions and peer support increased.	82%
Teacher-Learner Interaction	Improved communication and feedback loops were observed.	86%

This table highlights a significant improvement in participation, collaboration, and self-directed learning behaviors during gamified sessions.

The observational data show that all measures are getting better over time. 88% of students were actively involved, which shows their excitement about gamified tasks. The number of self-correction activities rose to 73%, which shows that learners are becoming more independent and willing to deal with their mistakes. 82% of students did group tasks and helped each other, indicating that collaborative activities increased significantly. The frequency of teacher-student interactions rose to 86 percent, indicating a rise in meaningful dialogue and more prompt responses. These patterns suggest that gamification contributes to

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[19] Wilk Oliveira et al., "The Effects of Personalized Gamification on Students' Flow Experience, Motivation, and Enjoyment," *Smart Learning Environments* 9, no. 1 (2022): 16; Jon-Chao Hong et al., "Effects of Gamifying Questions on English Grammar Learning Mediated by Epistemic Curiosity and Language Anxiety," *Computer Assisted Language Learning* 35, no. 7 (2022): 1458–82; Sarah J Adkins-Jablonsky et al., "A Tale of Two Institutions: Analyzing the Impact of Gamified Student Response Systems on Student Anxiety in Two Different Introductory Biology Courses," *CBE—Life Sciences Education* 20, no. 2 (2021): ar19.

creating a more engaging and inclusive classroom environment, where students feel encouraged to participate actively and collaborate with their peers.

The patterns in observation data suggest that gamification facilitates a positive shift in classroom dynamics. High participation rates (88%) can be attributed to the engaging and interactive nature of gamified tasks, which lower the perceived risks associated with speaking. The rise in self-correction (73%) indicates that learners felt confident enough to identify and address their mistakes, a behavior critical to language acquisition. The increase in collaboration (82%) highlights gamification's capacity to enhance teamwork and peer learning, which are vital for developing communication skills. Improved teacher-learner interactions (86%) indicate that gamification fosters more individualized feedback and instruction, enhancing language acquisition. These findings correspond with educational research highlighting gamification's capacity to alleviate anxiety and promote active participation in learning.

Documentation data tracked learning outcomes over six weeks in gamified Arabic-speaking sessions. Key results are summarized in the table below:

Table 3. Improvement in Speaking Skills Through Gamification

Metric	Initial Performance	Post-Gamification Performance	Improvement (%)
Pronunciation Accuracy	58%	83%	25%
Vocabulary Application	62%	78%	16%
Fluency in Speaking	54%	79%	25%
Confidence in Speaking	50%	74%	24%

The data indicate substantial improvements in pronunciation accuracy, vocabulary usage, fluency, and speaking confidence following the introduction of gamification.

The paperwork data shows a lot of progress in all areas looked at. The correct intonation went from 58% to 83%, an improvement of 25%. %. The use of the vocabulary application led to a 16 percent increase in effective word usage during speaking tasks, reflecting improved vocabulary retention and application. Additionally, fluency demonstrated a substantial improvement of 25 percent, indicating that learners communicated with greater confidence, smoothness, and linguistic complexity. Similarly, the 24 percent increase in speaking confidence suggests that gamification effectively reduces students' anxiety related to assessment. These findings indicate that gamification plays a significant role in enhancing both the linguistic proficiency and psychological readiness of learners in acquiring Arabic.

The documented advancements indicate that engaging in competition is advantageous for enhancing one's proficiency in Arabic speaking. The fact that pronunciation accuracy and fluency improved by 25% shows that gamification provides many chances to practice, which helps students fully understand language structures. The positive effects on vocabulary use (+16%) and confidence (+24%) show that gamified tasks create a fun and encouraging environment. emphasize gamification's role in improving language outcomes through interactive and iterative learning processes[20]. The results demonstrate that gamification enhances measurable language skills and addresses the emotional barriers that hinder language acquisition, making it a valuable tool for educators and curriculum developers.

Conclusion

This study confirms that gamification is an effective strategy to reduce speaking anxiety and enhance Arabic speaking skills by fostering a supportive, engaging, and low-pressure learning environment. The findings indicate that incorporating game elements such as rewards, collaborative tasks, and progress tracking not only enhances learner confidence and engagement but also contributes to improved pronunciation accuracy and overall fluency in speaking.

Importantly, this research advances understanding by bridging cognitive and emotional dimensions of language learning, addressing a critical gap in Arabic language acquisition literature. The mixed-methods approach allowed for a holistic view of gamification's impact from both educator and learner perspectives, reinforcing the reliability of the conclusions.

Based on these findings, it is recommended that educators and curriculum designers: (1) Integrate gamified elements thoughtfully into Arabic speaking curricula to create interactive, motivating, and anxiety-reducing learning experiences. (2) Provide continuous and varied feedback mechanisms through rewards and progress tracking to sustain learner engagement and self-regulation. (3) Promote collaborative activities to build peer support and reduce fear of judgment, thereby encouraging active verbal participation. (4) Conduct further longitudinal studies to assess the lasting effects of gamification on speaking anxiety and proficiency across different learner levels and contexts.

By adopting these actionable steps, language programs can effectively transform traditional approaches and better support learners in overcoming psychological barriers, ultimately improving their communicative competence in Arabic.

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[20] Yassin and Abdulgalil Abugohar, "Gamified Mobile-Assisted Formative Assessment for Reviving Undergraduate Learners' Overall Language Proficiency: A Quasi-Experimental Study"; Pawarit Pingmuang and Prakob Koraneekij, "Mobile-Assisted Language Learning Using Task-Based Approach and Gamification for Enhancing Writing Skills in Efl Students," *Electronic Journal of E-Learning* 20, no. 5 (2022): 623–38; Michael Sailer and Lisa Homner, "The Gamification of Learning: A Meta-Analysis," *Educational Psychology Review* 32, no. 1 (2020): 77–112.

The study contains several deficiencies, even though it offers valuable new insights. The results may not be generalizable to other age groups or levels of proficiency, as the study only examines a single sample of Arabic learners, primarily young adults. It is important to do additional research to understand better the long-term impacts of gamification on speaking skills and anxiety reduction. This study concentrates on short-term outcomes. Future research could benefit from involving larger and more diverse participant groups, employing longitudinal research designs, and utilizing advanced analytical methods to validate and further develop the findings. This would guarantee that the findings are relevant to a broader array of contexts and offer profound insights into the function of gamification in language instruction.

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